

Hillsborough County Public Schools

Folsom Elementary School



2019-20 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	10
Planning for Improvement	15
Title I Requirements	16
Budget to Support Goals	19

Folsom Elementary School

9855 HARNEY RD, Thonotosassa, FL 33592

[no web address on file]

Demographics

Principal: Jennifer Penney

Start Date for this Principal: 6/24/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students* Hispanic Students* White Students Economically Disadvantaged Students*
School Grades History	2018-19: D (40%) 2017-18: D (39%) 2016-17: D (40%) 2015-16: D (38%) 2014-15: D (36%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	CS&I

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

School Board Approval

This plan is pending approval by the Hillsborough County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

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School Demographics

School Type and Grades Served (per MSID File)	2018-19 Title I School	2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	90%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	78%

School Grades History

Year	2018-19	2017-18	2016-17	2015-16
Grade	D	D	D	D

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<https://www.floridacims.org>.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

We support the Hillsborough County School District's vision of 'Preparing Students for Life' we Folsom Elementary are working to ensure that our students leave our school equipped with the tools they need to graduate on time. Our District's graduation rate goal is 90% by 2020. With that in mind, we have developed the following Vision for our school:

Students will demonstrate academic proficiency and responsible citizenship.

Provide the school's vision statement.

Every student, every day, college bound.

School Leadership Team

Membership

Identify the name, email address and position title for each member of the school leadership team:

Name	Title	Job Duties and Responsibilities
Ham, Deena	Principal	<p>Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making</p> <p>Leadership team meetings can include the following:</p> <ul style="list-style-type: none"> Principal Assistant Principal / ELP Coordinator Guidance Counselor SAC Chairs School Psychologist/ Behavior team Representative School Social Worker/ Attendance Committee Representative Academic Coaches (Reading, Math, etc. and other specialists on an ad hoc basis) ESE teachers PLC Liaisons for each grade level and/or content area District support (including Area Superintendents, Support Specialist, District Coaches)
		<p>The Leadership team meets regularly (e.g., bi-weekly/monthly). The purpose of the core Leadership Team is to:</p> <ol style="list-style-type: none"> 1. Collaborate and problem solve to ensure the implementation of high quality instructional practices utilizing the RtI/MTSS process: at the core (Tier 1) and intervention/enrichment (Tiers 2/3) levels. 2. Support the implementation of high quality instructional practices at the core (Tier 1) and intervention/enrichment (Tiers 2/3) levels. 3. Review ongoing progress monitoring data at the core to ensure fidelity of instruction and attainment of SIP goal(s) in curricular, behavioral, and attendance domains. 4. Communicate school-wide data to PLCs and facilitate problem solving within the content/grade level teams.
		<p>A collaborative culture of shared responsibility is established through Leadership Team Meetings and PLCs.</p>
		<p>Research consistently bears out that the school leader is the most important element in teachers choosing to go to, and then remain at, a school site. To that end, HCPS works to ensure that principals are selected and placed with great care. HCPS works to develop strong leaders through the Hillsborough Principal Pipeline. As stated above, The Hillsborough Principal Pipeline offers unique and valuable opportunities for teachers to experience and prepare for a school leadership position by helping them gain the skills, experience and confidence that are crucial to becoming a high-performing leader. Pursuing school leadership provides the opportunity to make a direct impact on school culture and positively influence instructional quality, which will result in improved outcomes and higher long-term success rates for students in Hillsborough County.</p>
		<p>HCPS' vision for instructional improvement is to have a highly effective teacher in every classroom and a highly effective principal in every school. This vision is founded in the research-based tenet that teacher quality has a larger impact on student achievement than any other schooling factor. Further research demonstrates the impact of a principal's leadership on outcomes for students and teachers. Over the past decade, HCPS has developed a Human Capital Management System (HCMS) to further the district's vision of instructional improvement.</p>

Name	Title	Job Duties and Responsibilities
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Several Teacher Interview Days and Recruitment Fairs occur throughout the summer months, under the oversight of Human Resources. All applicants must be pre-approved by the District to attend these events. Certified teachers with an Effective or Highly Effective performance evaluation, teaching in field, at our highest needs schools are eligible for salary differential. This program was established with the purpose of helping to create stability and equity in harder to staff schools, recruiting and retaining highly qualified instructional staff, increasing student achievement, and promoting a culture of ongoing professional development.

Compensation is grounded in a performance-based salary structure that explicitly ties salary increases to sustained high-level performance, while career ladder positions, such as Instructional Mentors, are available to effective educators. The base teacher salary schedule is designed to provide substantial increases in compensation to teachers who have demonstrated positive student impact.

Once hired, teacher induction and teacher retention are supported through fully-released instructional mentors assigned to every new educator for up to two years to increase effectiveness and decrease recidivism. Educator effectiveness ratings that differentiate educator quality are used to assist principals in determining teachers' transfer options and promotion into leadership positions. HCPS has linked PD opportunities to HR functions so that school-level and district-level training's are developed and deployed in response to areas of need identified by educator evaluations. Training course completions can also be tracked by HR Partners to inform human capital decisions.

Early Warning Systems

Current Year

The number of students by grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	91	69	65	88	81	83	0	0	0	0	0	0	0	477
Attendance below 90 percent	31	17	17	26	17	19	0	0	0	0	0	0	0	127
One or more suspensions	0	2	0	2	0	3	0	0	0	0	0	0	0	7
Course failure in ELA or Math	0	0	0	38	42	47	0	0	0	0	0	0	0	127
Level 1 on statewide assessment	0	0	0	38	42	47	0	0	0	0	0	0	0	127

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	1	1	0	15	11	15	0	0	0	0	0	0	0	43

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

FTE units allocated to school (total number of teacher units)

29

Date this data was collected or last updated

Monday 6/24/2019

Prior Year - As Reported

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	1	16	9	25	16	13	0	0	0	0	0	0	0	80
One or more suspensions	0	1	1	2	3	2	0	0	0	0	0	0	0	9
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	5	35	52	0	0	0	0	0	0	0	92

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	3	11	7	0	0	0	0	0	0	0	21

Prior Year - Updated

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	1	16	9	25	16	13	0	0	0	0	0	0	0	80
One or more suspensions	0	1	1	2	3	2	0	0	0	0	0	0	0	9
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	5	35	52	0	0	0	0	0	0	0	92

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	3	11	7	0	0	0	0	0	0	0	21

Part II: Needs Assessment/Analysis

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	36%	52%	57%	38%	52%	55%
ELA Learning Gains	56%	55%	58%	44%	55%	57%
ELA Lowest 25th Percentile	62%	50%	53%	40%	51%	52%
Math Achievement	39%	54%	63%	29%	53%	61%
Math Learning Gains	39%	57%	62%	48%	54%	61%
Math Lowest 25th Percentile	24%	46%	51%	45%	46%	51%
Science Achievement	25%	50%	53%	39%	48%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Number of students enrolled	91 (0)	69 (0)	65 (0)	88 (0)	81 (0)	83 (0)	477 (0)
Attendance below 90 percent	31 (1)	17 (16)	17 (9)	26 (25)	17 (16)	19 (13)	127 (80)
One or more suspensions	0 (0)	2 (1)	0 (1)	2 (2)	0 (3)	3 (2)	7 (9)
Course failure in ELA or Math	0 (0)	0 (0)	0 (0)	38 (0)	42 (0)	47 (0)	127 (0)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	38 (5)	42 (35)	47 (52)	127 (92)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	33%	52%	-19%	58%	-25%
	2018	33%	53%	-20%	57%	-24%
Same Grade Comparison		0%				
Cohort Comparison						
04	2019	40%	55%	-15%	58%	-18%
	2018	23%	55%	-32%	56%	-33%
Same Grade Comparison		17%				
Cohort Comparison		7%				
05	2019	27%	54%	-27%	56%	-29%
	2018	34%	51%	-17%	55%	-21%
Same Grade Comparison		-7%				
Cohort Comparison		4%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	46%	54%	-8%	62%	-16%
	2018	48%	55%	-7%	62%	-14%
Same Grade Comparison		-2%				
Cohort Comparison						
04	2019	33%	57%	-24%	64%	-31%
	2018	24%	57%	-33%	62%	-38%
Same Grade Comparison		9%				
Cohort Comparison		-15%				
05	2019	30%	54%	-24%	60%	-30%
	2018	52%	54%	-2%	61%	-9%
Same Grade Comparison		-22%				
Cohort Comparison		6%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	23%	51%	-28%	53%	-30%
	2018	30%	52%	-22%	55%	-25%
Same Grade Comparison		-7%				
Cohort Comparison						

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	16	50	56	26	35	30	11				
ELL	26	37		36	32	18	17				
BLK	27	53	61	32	40	32	19				
HSP	39	46		39	31		23				
MUL	29	80		29	50						
WHT	46	67		51	37		47				
FRL	36	56	64	39	36	24	24				
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	13	13	13	15	43	31					
ELL	24	32		48	42						
BLK	20	27	23	26	42	36	19				
HSP	43	51	55	53	61	45	44				
MUL	40			50							
WHT	40	33		58	70						
FRL	31	33	30	41	54	36	31				

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	9	27	20	9	27		27				
ELL	23	39	38	18	48						
BLK	31	37	35	19	34	27	27				
HSP	38	40	46	30	52	70	20				
MUL	23			38							
WHT	55	62		42	69		71				
FRL	37	43	35	27	46	45	40				

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	CS&I
OVERALL Federal Index – All Students	43
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	59
Total Points Earned for the Federal Index	340
Total Components for the Federal Index	8
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	35
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	32
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	

Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	38
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	41
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	47
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	50
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	42
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

The data component that showed the lowest performance was Math bottom quartile at 24% proficiency.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

The data component that had the greatest decline from the prior year was Math learning gains declining by 16%.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

Science reflects the greatest gap compared to the state average. The contributing factors include the absence of a certified teacher the most of the year as well as students' inability to read on-level non-fiction text.

Which data component showed the most improvement? What new actions did your school take in this area?

The data component that showed the most improvement was ELA lowest 25th percentile. The actions taken to address this area were instructional planning that positively affected standard based instruction; also the integration of weekly student data analysis.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

The number of students scoring a level 1 on statewide assessment is a n area of concern.

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

1. ELA Core
2. Math Core
3. Bottom Quartile
4. Science Core
- 5.

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Systems of Accountability for school culture and climate conducive to student achievement.
Rationale	Teachers are struggling with understanding standards based instruction developing and implementation. Many of our students come to us with deficiencies due to trauma. Teachers struggle to motivate and engage students because of this.
State the measurable outcome the school plans to achieve	Our goal is to achieve 54% or higher in proficiency for ELA and Math statewide assessment.
Person responsible for monitoring outcome	Deena Ham (deena.ham@sdhc.k12.fl.us)
Evidence-based Strategy	We will use instructional coaching and professional learning communities as the strategies to monitor our area of focus.
Rationale for Evidence-based Strategy	This strategy was chosen to reflect the needs of students and demonstrate the use of instructional systems that drive student progression.
Action Step	
Description	<ol style="list-style-type: none"> 1. Standard based instruction, supported by expertise of content coaches 2. Authentic student engagement 3. Professional Development 4. Differentiated structures , including assistance from aides to work with small groups/individuals targeted for additional support 5. Assessment alignment
Person Responsible	Deena Ham (deena.ham@sdhc.k12.fl.us)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

We will address the remaining schoolwide improvement priorities through our systems of interventions.

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Schoolwide Improvement Plan to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

Folsom Elementary School, staff, students, parents, and the community will work together to develop skills and habits for personal and academic success. Folsom promotes positive school engagement through its positioning of guidance counseling and mentoring by members of the school community with advanced knowledge of how to support students' academic performance and emotional well-being. This effort is designed to increase school connectivity or a sense of belonging among our students. Student and parent surveys are disseminated for further needs assessment.

PFEF Link

The school completes a Parental Involvement Plan (PFEF), which is available at the school site.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

The School Board of each Florida district is required by state law to establish a comprehensive program for student progression that is based on an evaluation of each student's performance including an assessment of how well the student masters the performance standards approved by the state board. The district's program for student progression is based on mastery of the English language arts, mathematics, science, and social studies standards. (F.S. 1008.25)

The HCPS Student Progression Plan includes information on initial placement, reporting student progress, reading remediation, academic acceleration, grade promotion and retention, graduation requirements, transfer credits, student recognition, accommodations, dual enrollment, and extended learning opportunities.

For complete information, please visit our Student Progression Plan at: <http://www.sdhc.k12.fl.us/docs/00/00/21/33/studentprogressionplan.pdf>

HCPS utilizes a variety of strategies for assisting students as they transition from one school to another.

HCPS employs multiple strategies for preparing children for entry into kindergarten. Over 6,000 children participate in one of several preschool programs offered by the School District (Head Start, VPK and PreK-ESE). Developmental screenings are available for all families prior to entry into kindergarten through Child Find, a service within the Florida Diagnostic and Learning Resources System (FDLRS). Additionally, the district works closely with School Readiness providers to share information.

HCPS utilizes multiple strategies for preparing students for their next school, including transitioning from elementary to middle school, middle school to high school, or simply moving to a new school mid-year. Examples include:

- Bring 6th/9th graders back early for orientation
- Train a cadre of student ambassadors to help orient other students
- Parent information and/or education opportunities
- Hold articulation meetings between 5th and 6th grade teachers
- Campus visits
- Shadow days
- Middle school students visit, tutor and or perform at elementary schools
- High school students visit, tutor, or perform at middle schools.

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

To ensure efficient and systematic allocation and use of resources, the school's PSLT/ILT utilizes an RtI/MTSS framework to improve learning for all. Resources allocated support a continuum of academic and behavioral supports, ensuring all students have fluid access to instruction (varying intensity levels matched to most appropriate available resources)

Analyze student outcomes and make data-driven decisions:

What is the problem?

Why is it occurring?

What are we going to do about it?

Is it working?

Assess the implementation of the SIP:

Does the data show positive student growth?

Are we making progress toward the SIPs intended outcomes?

What can we do to sustain what's working?

What barriers to implementation are we facing?

What should be our plan of action?

Annually, schools take inventory of resource materials, staff, and funds allocated to determine necessary resource materials and personnel available to meet the needs of students. Resource maps identify gaps, ensuring resources are available and allocated for use by all.

To ensure teacher support systems, small group, individual needs are met, the PSLT:

Review school-wide assessment data on an ongoing basis in order to identify instructional needs across the school and all grade levels; Support the implementation of high quality instructional practices during core and intervention blocks; Review progress monitoring data at the core to ensure fidelity of instruction and attainment of SIP goal(s) in curricular, behavioral, and attendance domains; Communicate school-wide data to PLCs and facilitate problem solving within the content/grade level teams.

The PSLT meets regularly (bi-weekly/monthly). The PSLT meeting calendar is structured around the district's assessment calendar, ensuring are opportunities to review assessment outcome data and engage in the problem solving process for appropriate data-driven decisions. Team members include administrator(s), guidance counselor(s), school psychologist, ESE specialist, content area coaches/specialists, PLC liaisons, others as needed

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

Teachers and administrators are continually involved in local events and often invited to participate in their community's celebrations. Administrators and teachers reach out to local businesses for participation in the school's business partners programs. As applicable, faith-based leaders are invited to form relationships with local schools.

HCPS strategies to advance college and career awareness include: Career interest inventory offered to students through Florida Shines; District College Nights; District Financial Aid Nights; Postsecondary representative visits at high schools; Fieldtrip opportunities for career awareness; Fieldtrip opportunities to technical colleges; and Opportunities for students to take courses within their area of interest at their high school, via virtual school, and through dual enrollment.

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.

Teachers and administrators are continually involved in local events and often invited to participate in their community's celebrations. Administrators and teachers reach out to local businesses for participation in the school's business partners programs. As applicable, faith-based leaders are invited to form relationships with local schools.

HCPS strategies to advance college and career awareness include: Career interest inventory offered to students through Florida Shines; District College Nights; District Financial Aid Nights; Postsecondary representative visits at high schools; Fieldtrip opportunities for career awareness; Fieldtrip opportunities to technical colleges; and Opportunities for students to take courses within their area of interest at their high school, via virtual school, and through dual enrollment.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Systems of Accountability for school culture and climate conducive to student achievement.				\$244,691.06
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5100	120-Classroom Teachers	1471 - Folsom Elementary School	UniSIG	1.0	\$54,384.00
Notes: Reading Resource Teacher						
	5100	210-Retirement	1471 - Folsom Elementary School	UniSIG		\$4,606.32
Notes: 8.47% Reading Resource Teacher						
	5100	220-Social Security	1471 - Folsom Elementary School	UniSIG		\$3,371.81
Notes: 6.2% Reading Resource Teacher FICA						
	5100	220-Social Security	1471 - Folsom Elementary School	UniSIG		\$788.57
Notes: 1.45% Reading Resource Teacher Medicare						
	5100	230-Group Insurance	1471 - Folsom Elementary School	UniSIG		\$9,625.97
Notes: 17.7% Reading Resource Teacher						
	5100	240-Workers Compensation	1471 - Folsom Elementary School	UniSIG		\$277.36
Notes: .51% Reading Resource Teacher						
	5100	120-Classroom Teachers	1471 - Folsom Elementary School	UniSIG	1.0	\$54,384.00
Notes: Science Resource Teacher						
	5100	210-Retirement	1471 - Folsom Elementary School	UniSIG		\$4,606.32
Notes: 8.47% Science Resource Teacher						

	5100	220-Social Security	1471 - Folsom Elementary School	UniSIG		\$3,371.81
			<i>Notes: 6.2% Science Resource Teacher FICA</i>			
	5100	220-Social Security	1471 - Folsom Elementary School	UniSIG		\$788.57
			<i>Notes: 1.45% Science Resource Teacher Medicare</i>			
	5100	230-Group Insurance	1471 - Folsom Elementary School	UniSIG		\$9,625.97
			<i>Notes: 17.7% Science Resource Teacher</i>			
	5100	240-Workers Compensation	1471 - Folsom Elementary School	UniSIG		\$277.36
			<i>Notes: .51% Science Resource Teacher</i>			
	5100	150-Aides	1471 - Folsom Elementary School	UniSIG	1.0	\$22,600.00
			<i>Notes: Aide for supporting small group instruction</i>			
	5100	210-Retirement	1471 - Folsom Elementary School	UniSIG		\$1,919.30
			<i>Notes: 8.47% Aide</i>			
	5100	220-Social Security	1471 - Folsom Elementary School	UniSIG		\$1,404.92
			<i>Notes: 6.2% Aide FICA</i>			
	5100	220-Social Security	1471 - Folsom Elementary School	UniSIG		\$328.57
			<i>Notes: 1.45% Aide Medicare</i>			
	5100	230-Group Insurance	1471 - Folsom Elementary School	UniSIG		\$4,010.82
			<i>Notes: 17.7% Aide</i>			
	5100	240-Workers Compensation	1471 - Folsom Elementary School	UniSIG		\$115.57
			<i>Notes: .51% Aide</i>			
	5100	310-Professional and Technical Services	1471 - Folsom Elementary School	UniSIG		\$45,775.00
			<i>Notes: Catapult Learning Reading Intervention Program-Tutoring 22 Weeks - October - March 4 teachers - 4 days a week Targeted Students -Level 2</i>			
	5100	519-Technology-Related Supplies	1471 - Folsom Elementary School	UniSIG		\$1,004.40
			<i>Notes: Headphones - 465 @ \$2.16 = \$1004.40</i>			
	5100	644-Computer Hardware Non-Capitalized	1471 - Folsom Elementary School	UniSIG		\$19,140.30
			<i>Notes: Laptops - 45 @ \$350.34 CASA - 45 @ \$75 Differentiation and increased student engagement with rigorous instruction</i>			
	5100	649-Technology-Related Noncapitalized Furniture, Fixtures and Equipment	1471 - Folsom Elementary School	UniSIG		\$1,763.56

			<i>Notes: 2 laptop carts @ \$881.78 each to support purchase of laptops</i>			
	5100	510-Supplies	1471 - Folsom Elementary School	UniSIG		\$520.56
			<i>Notes: Per 5% office supply cap</i>			
Total:						\$249,676.63