

Hillsborough County Public Schools

Folsom Elementary School



2021-22 Schoolwide Improvement Plan

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Folsom Elementary School

9855 HARNEY RD, Thonotosassa, FL 33592

[no web address on file]

Demographics

Principal: Jennifer Penney

Start Date for this Principal: 7/28/2021

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
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 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%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* 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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Folsom Elementary School

9855 HARNEY RD, Thonotosassa, FL 33592

[no web address on file]

School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	89%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	81%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		D	D	D

School Board Approval

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SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at

<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, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Babanats, Melissa	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</p>

Name	Position Title	Job Duties and Responsibilities
		<p>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> <p>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.</p> <p>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.</p> <p>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.</p>
Alvarez, Sherri	Other	<p>Collaborate and problem solve to ensure the implementation of high-quality instruction practices utilizing the RTI/MTSS process: at the core (Tier 1) and intervention/enrichment (Tier 2/3) levels.</p> <p>Support the implementation of high-quality instructional practices at the core and intervention/enrichment</p> <p>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.</p> <p>Communicate schoolwide data to PLC and facilitate problem solving within the content/grade level teams.</p> <p>Design and implement the School Improvement Plan</p> <p>Manage the daily operations of the school</p> <p>Provide instructional leadership to achieve the goals outlined in the School Improvement Plan</p>

Name	Position Title	Job Duties and Responsibilities
Jones, Felicia	Other	<p>Collaborate and problem solve to ensure the implementation of high-quality instruction practices utilizing the RTI/MTSS process: at the core (Tier 1) and intervention/enrichment (Tier 2/3) levels.</p> <p>Support the implementation of high-quality instructional practices at the core and intervention/enrichment</p> <p>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.</p> <p>Communicate schoolwide data to PLC and facilitate problem solving within the content/grade level teams.</p> <p>Design and implement the School Improvement Plan</p> <p>Manage the daily operations of the school</p> <p>Provide instructional leadership to achieve the goals outlined in the School Improvement Plan</p>
Mitchell, Ashley	Math Coach	<p>Collaborate and problem solve to ensure the implementation of high-quality instruction practices utilizing the RTI/MTSS process: at the core (Tier 1) and intervention/enrichment (Tier 2/3) levels.</p> <p>Support the implementation of high-quality instructional practices at the core and intervention/enrichment</p> <p>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.</p> <p>Communicate schoolwide data to PLC and facilitate problem solving within the content/grade level teams.</p> <p>Design and implement the School Improvement Plan</p> <p>Manage the daily operations of the school</p> <p>Provide instructional leadership to achieve the goals outlined in the School Improvement Plan</p>
Saadi-Loatman, Lisa	Reading Coach	<p>Collaborate and problem solve to ensure the implementation of high-quality instruction practices utilizing the RTI/MTSS process: at the core (Tier 1) and intervention/enrichment (Tier 2/3) levels.</p> <p>Support the implementation of high-quality instructional practices at the core and intervention/enrichment</p> <p>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.</p> <p>Communicate schoolwide data to PLC and facilitate problem solving within the content/grade level teams.</p> <p>Design and implement the School Improvement Plan</p> <p>Manage the daily operations of the school</p> <p>Provide instructional leadership to achieve the goals outlined in the School Improvement Plan</p>
Pryor-Pugh, Danielle	Other	<p>Collaborate and problem solve to ensure the implementation of high-quality instruction practices utilizing the RTI/MTSS process: at the core (Tier 1) and</p>

Name	Position Title	Job Duties and Responsibilities
		<p>intervention/enrichment (Tier 2/3) levels.</p> <p>Support the implementation of high-quality instructional practices at the core and intervention/enrichment</p> <p>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.</p> <p>Communicate schoolwide data to PLC and facilitate problem solving within the content/grade level teams.</p> <p>Design and implement the School Improvement Plan</p> <p>Manage the daily operations of the school</p> <p>Provide instructional leadership to achieve the goals outlined in the School Improvement Plan</p>
Perez, Kenia	ELL Compliance Specialist	<p>Collaborate and problem solve to ensure the implementation of high-quality instruction practices utilizing the RTI/MTSS process: at the core (Tier 1) and intervention/enrichment (Tier 2/3) levels.</p> <p>Support the implementation of high-quality instructional practices at the core and intervention/enrichment</p> <p>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.</p> <p>Communicate schoolwide data to PLC and facilitate problem solving within the content/grade level teams.</p> <p>Design and implement the School Improvement Plan</p> <p>Manage the daily operations of the school</p> <p>Provide instructional leadership to achieve the goals outlined in the School Improvement Plan</p>

Demographic Information

Principal start date

Wednesday 7/28/2021, Jennifer Penney

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

1

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

8

Total number of teacher positions allocated to the school

40

Total number of students enrolled at the school

460

Identify the number of instructional staff who left the school during the 2020-21 school year.

6

Identify the number of instructional staff who joined the school during the 2021-22 school year.

7

Demographic Data

Early Warning Systems

2021-22

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	85	72	68	85	57	66	0	0	0	0	0	0	0	433
Attendance below 90 percent	39	32	27	28	18	25	0	0	0	0	0	0	0	169
One or more suspensions	0	3	0	0	3	3	0	0	0	0	0	0	0	9
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	22	0	0	0	0	0	0	0	0	0	22
Level 1 on 2019 statewide FSA Math assessment	0	0	0	38	42	47	0	0	0	0	0	0	0	127
Number of students with a substantial reading deficiency	0	0	0	22	0	0	0	0	0	0	0	0	0	22
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	1	1	1	3	0	0	0	0	0	0	0	8

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	2	6	11	7	21	2	0	0	0	0	0	0	0	49
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Wednesday 7/28/2021

2020-21 - 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	
Number of students enrolled	67	68	83	64	54	62	0	0	0	0	0	0	0	398
Attendance below 90 percent	17	16	14	11	10	18	0	0	0	0	0	0	0	86
One or more suspensions	0	1	1	1	1	2	0	0	0	0	0	0	0	6
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	8	8	0	0	0	0	0	0	0	16
Level 1 on 2019 statewide Math assessment	0	0	0	0	21	15	0	0	0	0	0	0	0	36

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	0	0	1	0	0	0	0	0	0	0	1

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	3	3	7	11	3	3	0	0	0	0	0	0	0	30
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

2020-21 - 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	
Number of students enrolled	67	68	83	64	54	62	0	0	0	0	0	0	0	398
Attendance below 90 percent	17	16	14	11	10	18	0	0	0	0	0	0	0	86
One or more suspensions	0	1	1	1	1	2	0	0	0	0	0	0	0	6
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	8	8	0	0	0	0	0	0	0	16
Level 1 on 2019 statewide Math assessment	0	0	0	0	21	15	0	0	0	0	0	0	0	36

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	0	0	1	0	0	0	0	0	0	0	1

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	3	3	7	11	3	3	0	0	0	0	0	0	0	30
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Part II: Needs Assessment/Analysis

School Data Review

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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				36%	52%	57%	33%	52%	56%
ELA Learning Gains				56%	55%	58%	37%	52%	55%
ELA Lowest 25th Percentile				62%	50%	53%	32%	46%	48%
Math Achievement				39%	54%	63%	44%	55%	62%
Math Learning Gains				39%	57%	62%	55%	57%	59%
Math Lowest 25th Percentile				24%	46%	51%	36%	44%	47%
Science Achievement				25%	50%	53%	35%	51%	55%

Grade Level Data Review - State Assessments

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	33%	52%	-19%	58%	-25%
Cohort Comparison						
04	2021					
	2019	40%	55%	-15%	58%	-18%
Cohort Comparison		-33%				
05	2021					
	2019	27%	54%	-27%	56%	-29%
Cohort Comparison		-40%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	46%	54%	-8%	62%	-16%
Cohort Comparison						
04	2021					
	2019	33%	57%	-24%	64%	-31%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison		-46%				
05	2021					
	2019	30%	54%	-24%	60%	-30%
Cohort Comparison		-33%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	23%	51%	-28%	53%	-30%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

IReady (Reading and Math), Baseline and Midyear Science, BI Power tool K-12 dashboard

Grade 1				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	23	29	42
	Economically Disadvantaged	21	27	42
	Students With Disabilities	24	34	33
	English Language Learners	16	20	39
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	21	30	41
	Economically Disadvantaged	21	30	42
	Students With Disabilities	23	35	57
	English Language Learners	8	12	20
	Number/% Proficiency	Fall	Winter	Spring
	All Students	21	30	41

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	27	40	51
	Economically Disadvantaged	26	39	50
	Students With Disabilities	24	35	35
	English Language Learners	13	18	30
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	16	28	43
	Economically Disadvantaged	15	27	42
	Students With Disabilities	13	35	35
	English Language Learners	2	6	18
Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	50	62	63
	Economically Disadvantaged	52	64	66
	Students With Disabilities	39	57	45
	English Language Learners	37	45	54
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	13	26	52
	Economically Disadvantaged	14	27	54
	Students With Disabilities	16	25	33
	English Language Learners	5	23	28

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	52	59	59
	Economically Disadvantaged	52	57	58
	Students With Disabilities	45	50	51
	English Language Learners	46	38	41
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	21	34	57
	Economically Disadvantaged	20	31	56
	Students With Disabilities	22	30	58
	English Language Learners	20	20	45
Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	47	56	64
	Economically Disadvantaged	46	53	59
	Students With Disabilities	46	55	65
	English Language Learners	35	39	37
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	18	34	49
	Economically Disadvantaged	14	38	43
	Students With Disabilities	15	42	65
	English Language Learners	0	6	20
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	41	53	35
	Economically Disadvantaged	40	51	40
	Students With Disabilities	46	59	54
	English Language Learners	36	38	16

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD	28	77		53	100		36				
ELL	32	67		56	92		27				
BLK	24	58		48	69		14				
HSP	46	60		54	81		35				
WHT	79			75							
FRL	43	67	67	56	74	76	32				
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				

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	62
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	71
Total Points Earned for the Federal Index	492
Total Components for the Federal Index	8

ESSA Federal Index	
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	59
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	58
English Language Learners Subgroup Below 41% in the Current Year?	NO
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	43
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	57
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	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
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	77
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	61
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

ELL, B, SWD still continues to struggle with proficiency and gains. Science Spring 2019 only 25% proficiency. Decrease in Math and ELA across all groups.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

Students in the BQ continued to struggle with gains based on the 2019 FSA data and progress monitoring tools.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Small group effectiveness in instruction needs improvements. Acceleration needs to occur within all core content areas.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

ELL gains and BQ ELL gains made improvement.

What were the contributing factors to this improvement? What new actions did your school take in this area?

Purposeful small group instruction.

What strategies will need to be implemented in order to accelerate learning?

continue current interventions and plan for instruction based on most recent 2021 spring results

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Teachers will be provided with Purposeful Small group instruction PD, Explicit Modeling PD, DDI training, effective use of Rti training.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

ELP will be streamlined to determine needs of each student, continue to utilize 2 Rtl coaches, reading coach, math resource teachers on site

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:	Teachers are struggling with understanding standards based instruction developing and implementation in ELA. Many of our students come to us with deficiencies due to trauma. Teachers struggle to motivate and engage students because of this factor. Currently our 3rd grade proficiency is 38%, 4th grade proficiency is 39%, and 5th grade is 40% proficiency.
	Our goal is to achieve 54% or higher in proficiency for ELA on the statewide assessment.
Measurable Outcome:	All teachers K-5 will participate in PLC 90% sessions and grade level planning sessions to increase teacher content knowledge and align student learning tasks to grade level standards in ELA.
	Leadership team and teachers will look at data from FSA, Iready, and Formative data from the district.
	*Teachers will sign-in to show attendance during PLC sessions and grade level planning sessions.
Monitoring:	*Teachers will receive at least bimonthly planning sessions from Instructional Coaches and walkthroughs from Administration. At the conclusion of the walk-through period, teachers will be given specific feedback and next steps in relation to their task/question alignment.
	*Teacher monitoring will be based on evidence of planning and implementation of the newly learned strategies from coaching cycle as observed during classroom walkthroughs."
Person responsible for monitoring outcome:	Melissa Babanats (melissa.babanats@hcps.net)
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. Trend data from prior classroom walkthroughs, evaluations and coaching feedback showed that not all teachers have strong knowledge of ELA standards.

Action Steps to Implement

Reading Coach will build capacity of teachers in ELA standards based instruction 1. The reading coach will facilitate planning sessions that support the development of high quality lesson plans aligned with ELA state standards, deepen teachers understanding around content and best practices, and infuse technology weekly. 2. The coach will collect data for implementation of lesson plans through instructional classroom walk-throughs on at least a monthly basis. Walkthrough data collection will be aligned with expectations developed in collaboration with BSI. 3. The reading coach will analyze assessment data and collaborate with teachers on next steps. 4. The minutes from the planning session will be posted on Onedrive Office 365. 5. The Reading Coach will work with grades K-5 including the VE teachers that support the assigned grade levels. This is a total of 23 teachers. 5. ELL Resource teacher will monitor and implement Imagine Learning program. ELL resource teacher will also pull small groups to help bridge the achievement gaps with the ELL students. 6. Using data, coaches, teachers, and staff will plan, provide, and monitor intensive small group instruction, with appropriate classroom supplies included, for all content areas; to meet the needs of students, especially focused on the following subgroups: Black, ELL, and SWD. 7.*An Aide, in addition to resource teachers, Folsom will provide support for small group instruction during

differentiated ELA groups (including literacy support in the content area of Science) with appropriate instructional supplies, supplemental resources such as Flocabulary, and technology to enhance classroom instruction and student engagement.”

Person Responsible Melissa Babanats (melissa.babanats@hcps.net)

Hire 2 RTI Resource Teachers to support differentiation. The RTI Teachers will work collaboratively with teachers, administrators and the student services team to facilitate the RTI process for Academics and Behavior. The RTI teacher will work with the entire student services team to ensure the RTI processes and procedures are followed and students needs are being met. The RTI teachers will meet with teachers weekly to review student data during weekly PLC to determine effectiveness of interventions and collaborate next steps based on progress monitoring. RTI resource will conduct PDs for staff surrounding evidenced based strategies for behavior and academic interventions. Resource teachers will provide minutes of the planning session on One Drive Office 365. RTI resource teachers will work with all grade levels and ESE.

Person Responsible Melissa Babanats (melissa.babanats@hcps.net)

Hire Reading Resource. The reading resource will facilitate planning sessions that support the development of high quality lesson plans aligned with ELA state standards, deepen teachers understanding around content and best practices, and infuse technology weekly. The resource teacher will collect data for implementation of lesson plans on a monthly basis. Walkthrough data collection will aligned with expectations developed in collaboration with BSI. The resource teacher will analyze assessment data and collaborate with teachers on next steps. The minutes from the planning session will be posted on Onedrive Office 365. The resource teacher will work with grades K-5 including the VE teachers that support the assigned grade levels. This is a total of 23 teachers.

Person Responsible Melissa Babanats (melissa.babanats@hcps.net)

Materials for Planning Sessions. Teachers and coaches will need access to a variety of materials in order to plan and deliver high quality lessons so students complete high quality work. These materials will include binders, binder clips, paper clips, copy paper, chart paper, pencils, pens, crayons, expo markers, chart paper markers, post it notes, index cards, folders, highlighters, page protectors, tab dividers, notebook paper, rulers, colored pencils, permanent markers, erasers, card stock, construction paper, lamination rolls/sheets, toner, ink, rolls of poster paper, rolls of butcher paper, spiral notebooks, tape. The estimated cost is \$10,000.00, these supplies will impact all instructional units.

Person Responsible Melissa Babanats (melissa.babanats@hcps.net)

Stipends and substitutes for planning sessions/professional development. 40 teachers will participate in planning session on identified scheduled days. Teachers and coaches will collaborate for Instructional design sessions for each grading period. Each grade level will have a full day each quarter. The instructional design sessions will consist of planning units of study around Science/SS content topics with state ELA standards. During the planning sessions, a linear plan will be created to include standards scope and sequence (based on formative data), text selection, and ending performance tasks for the coming nine week period. During one hour weekly planning, plan will be used to create daily tasks aligned to standards and determined by student performance on mini-assessments. The linear plan, weekly plan, and mini-assessment data is shared within Onedrive. The content of the instructional design linear plan and weekly plans will be used for classroom walkthrough fidelity checks by admin, coaches.”

Person Responsible Melissa Babanats (melissa.babanats@hcps.net)

Aide, in addition to resource teachers, will provide support for small group instruction during differentiated ELA groups (including literacy support in the content area of Science) with appropriate instructional

supplies, supplemental resources such as Flocabulary, and technology to enhance classroom instruction and student engagement especially focusing on subgroups of SWD, ELL, and Black.

Person Responsible Melissa Babanats (melissa.babanats@hcps.net)

#2. Instructional Practice specifically relating to Math**Area of Focus Description and Rationale:**

During instructions students are receiving the same core instruction however scaffolding and extension is lacking when differentiating task.

Measurable Outcome:

By May 2022, based on Form 2 data, students proficiency will have increased by 5 points, students growth will increase by 25 points. All teachers K-5 will participate in PLC 90% sessions and grade level planning sessions to increase teacher content knowledge and align student learning tasks to grade level standards in ELA.

Leadership team and teachers will look at data from FSA, Iready, and Formative data from the district.

*Teachers will sign-in to show attendance during PLC sessions and grade level planning sessions.

Monitoring:

Teachers will receive at least twice-monthly planning sessions from Instructional Coaches and walkthroughs from Administration. At the conclusion of the walk-through period, teachers will be given specific feedback bite-sized next steps in relation to their task/question alignment. Teacher monitoring will focus on evidence of planning and implementation of the newly learned strategies from coaching cycle as observed during classroom walkthroughs as well as on school priorities

Person responsible for monitoring outcome:

Melissa Babanats (melissa.babanats@hcps.net)

Evidence-based Strategy:

Building teacher capacity and providing professional development for teachers to differentiated instruction

Rationale for Evidence-based Strategy:

According to Pacchiano, Klein and Hawley job embedded professional development is essential to improving teaching and learning.

Action Steps to Implement

The math coach will facilitate planning sessions that support the development of high quality lesson plans, deepen teachers understanding around content and best practices, and infuse technology weekly. The Math coach will work with grades-KDG-5 and assigned VE teachers. The minutes will be posted on One Drive Office 365. Walkthroughs data collection will be collected based on collaboration with BSI team. The Math coach will also provide ongoing coaching and feedback based on teacher assigned support tiers. Overall, all teachers will receive coaching, teachers needs will dictate the frequency. Teachers will change throughout the school year based on observations and student achievement data. Using data, coaches, teachers, and staff will plan, provide, and monitor intensive small group instruction, with appropriate classroom supplies included, for all content areas; to meet the needs of students, especially focused on the following subgroups: Black, ELL, and SWD.

Person Responsible

Melissa Babanats (melissa.babanats@hcps.net)

"Substitutes for planning sessions/professional development. 30 teachers will participate in planning session on identified scheduled days. Twice per quarter, teachers and coaches will collaborate for Instructional design sessions for each grading period. Each grade level will have a full day each quarter.

The instructional design sessions will consist of planning units of study around Science/SS content topics with state ELA standards. During the planning sessions, a lineal plan will be created to include standards scope and sequence (based on formative data), text selection, and ending performance tasks for the coming nine week period. During one hour weekly planning, the linear plan will be used to create daily tasks aligned to state standards and determined by student performance on weekly/biweekly mini-assessments. The linear plan, weekly plan, and mini-assessment data is all documented and shared within Onedrive. The content of the instructional design linear plan and the weekly plans will be used for classroom walkthrough fidelity checks by admin and coaches.”

Person Responsible Melissa Babanats (melissa.babanats@hcps.net)

Additional supplemental Math resources to enhance classroom instruction and student engagement will be purchased to include Math manipulatives and iReady Toolkit resources.

Person Responsible Melissa Babanats (melissa.babanats@hcps.net)

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

According to SafeSchoolsforAlex.org, Folsom elementary is considered in the "moderate" range and #46 out of 119 in the county.

As part of Folsom's plan, school-wide CHAMPs will be used. Clear, concise expectations will be created for each public area. Teachers will also implement CHAMPs as part of their daily classroom instruction. Folsom will embed practices and language from the Seven Mindsets during our SEL instruction provided by both the classroom teacher and the School Counselor. In addition, Folsom Elementary will implement PBIS, using a token economy to encourage positive behaviors inside and outside the classroom. Classroom teachers will be responsible for turning PBIS data into the school leadership team assigned to their grade level. Results of the points will be displayed by grade level on the morning show Monday of each week.

The Student Services Team, in conjunction with administration, will complete classroom walkthroughs focused on the implementation of CHAMPs and PBiS. We will also monitor behavior tracker data on a monthly basis and provide proactive measures such as counseling, teacher coaching, and behavior plans as necessary to students who are displaying warning signs.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment.

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.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

Principal and Assistant Principal monitor the school culture and environment throughout the year. This is done by analyzing behavior data, staff and student SEL questionnaires, parent input.

RTI Specialists run and maintain the schoolwide Positive Behavior Interventions Supports (PBIS) program. School Counselor/RTI specialist runs the "Student of the Month" program. They also provide Social Emotional Learning support throughout the year. This is done through individual counseling and classroom lessons.

School Social Worker and School Psychologist also provide individualized counseling as need throughout the school year.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: ELA				\$182,887.04
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5100	120-Classroom Teachers	1471 - Folsom Elementary School	UniSIG	1.0	\$61,950.08
			Notes: *The Reading Resource Teacher will facilitate planning sessions that support the development of high quality lesson plans aligned with ELA state standards, deepen teachers understanding around content and best practices, and infuse technology weekly. The coach will collect data for implementation of lesson plans on a monthly basis. Walkthrough data collection will be aligned with expectations developed in collaboration with BSI.			

	5100	210-Retirement	1471 - Folsom Elementary School	UniSIG		\$6,703.00
			Notes: *Reading Resource Retirement (10.82%)			
	5100	220-Social Security	1471 - Folsom Elementary School	UniSIG		\$3,840.91
			Notes: *Reading Resource FICA (6.2%)			
	5100	220-Social Security	1471 - Folsom Elementary School	UniSIG		\$898.28
			Notes: *Reading Resource Medicare (1.45%)			
	5100	230-Group Insurance	1471 - Folsom Elementary School	UniSIG		\$11,770.52
			Notes: *Reading Resource Health and Life Insurance (19%)			
	5100	240-Workers Compensation	1471 - Folsom Elementary School	UniSIG		\$315.95
			Notes: *Reading Resource Workers Comp (.51%)			
	5100	150-Aides	1471 - Folsom Elementary School	UniSIG	1.0	\$30,870.00
			Notes: *Teacher Aide - The teacher aide will be used to support students in first and second grade. She will conduct small groups of Tier 3 students who are deficit in specific standards. The teacher aide will begin September 1, 2021 - August 31, 2022.			
	5100	210-Retirement	1471 - Folsom Elementary School	UniSIG		\$3,340.13
			Notes: *Teacher Aide Retirement (10%)			
	5100	220-Social Security	1471 - Folsom Elementary School	UniSIG		\$1,913.94
			Notes: *Teacher Aide FICA (6.2%)			
	5100	220-Social Security	1471 - Folsom Elementary School	UniSIG		\$447.62
			Notes: *Teacher Aide Medicare (1.45%)			
	5100	230-Group Insurance	1471 - Folsom Elementary School	UniSIG		\$5,865.30
			Notes: *Teacher Aide Health and Life Insurance (19%)			
	5100	240-Workers Compensation	1471 - Folsom Elementary School	UniSIG		\$157.44
			Notes: *Teacher Aide Workers Comp (.51%)			
	6300	120-Classroom Teachers	1471 - Folsom Elementary School	UniSIG		\$16,114.24
			Notes: Instructional Duties Added Stipends - Panning in the 2021-2022 year. Planning will take place during the school year for staff members to analyze FSA data and formative assessment data and develop plans and activities to support students' understanding of the BEST standards. Approximately 40 teachers for 1 hour per week over 12 weeks at the district teacher contract negotiated hourly rate of \$36/hour.			
	6300	210-Retirement	1471 - Folsom Elementary School	UniSIG		\$1,743.56
			Notes: Instructional Duties Added- Retirement (10.82%)			

	6300	220-Social Security	1471 - Folsom Elementary School	UniSIG		\$999.08
			<i>Notes: Instructional Duties Added -FICA (6.2%)</i>			
	6300	220-Social Security	1471 - Folsom Elementary School	UniSIG		\$233.66
			<i>Notes: Instructional Duties Added - Medicare (1.45%)</i>			
	6300	240-Workers Compensation	1471 - Folsom Elementary School	UniSIG		\$82.18
			<i>Notes: Instructional Duties Added - Workers Comp (.51%)</i>			
	6400	390-Other Purchased Services	1471 - Folsom Elementary School	UniSIG		\$3,404.28
			<i>Notes: Provide substitutes for planning sessions/professional development. The school will have 30 teachers participate in planning session on identified scheduled days. There will be 1 day per semester. (October/February)</i>			
	5100	510-Supplies	1471 - Folsom Elementary School	UniSIG		\$9,395.83
			<i>Notes: Teachers will need access to a variety of materials in order to deliver high quality lessons so students complete high quality work. These materials include binders, binder clips, paper clips, copy paper, chart paper, pencils, pens, crayons, expo markers, post it notes, index cards, folders, highlighters, page protectors, tab dividers, notebook paper, rulers, colored pencils, permanent markers, erasers, card stock, construction paper, lamination rolls/sheets, butcher paper, and spiral notebooks.</i>			
	5100	519-Technology-Related Supplies	1471 - Folsom Elementary School	UniSIG		\$1,780.14
			<i>Notes: The school will purchase headphones, toner, and lamination to support all K-5 instructional units.</i>			
	6400	510-Supplies	1471 - Folsom Elementary School	UniSIG		\$3,094.00
			<i>Notes: Resource Teacher will need supplies to conduct grade level planning sessions, small group instructions, and professional develop. The supplies will include notebooks, composition notebooks, two pocket folders, pens, markers, notebook dividers, and chart paper.</i>			
	5100	520-Textbooks	1471 - Folsom Elementary School	UniSIG		\$2,600.00
			<i>Notes: Purchase Flocabulary for K-5 students. Flocabulary will be used to help students master standards, build vocabulary and develop 21st century skills.</i>			
	5100	520-Textbooks	1471 - Folsom Elementary School	UniSIG		\$1,422.90
			<i>Notes: The school will purchase classroom libraries that will be used to support K-2 with the new B.E.S.T. standards and 3rd-5th with comprehension. The school will purchase 2 sets for K-2 at \$205.00 per set and 8 sets for 3rd- 5th at \$124.00</i>			
	5100	648-Technology-Related Capitalized Furniture, Fixtures and Equipment	1471 - Folsom Elementary School	UniSIG		\$9,772.00
			<i>Notes: Purchase 7 Newline display boards to be placed into 7 classrooms in grades 3-5. The display boards will enhance teaching in the classrooms for teachers. It will allow opportunities for students to enhance their learning through technology.</i>			
	5100	649-Technology-Related Noncapitalized Furniture, Fixtures and Equipment	1471 - Folsom Elementary School	UniSIG		\$4,172.00

			Notes: Purchase 7 Newline stands to support the display boards for the 3rd-5th grade classrooms.			
2	III.A.	Areas of Focus: Instructional Practice: Math				\$6,208.90
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5100	520-Textbooks	1471 - Folsom Elementary School	UniSIG		\$4,892.85
			Notes: Purchase Math iReady Toolkit subscription. In addition to the digital platform, the teacher toolkit has differentiated tasks built in to reach students where they are. These include teacher led small group lessons, differentiated center tasks, assessments, and enrichment activities.			
	5100	510-Supplies	1471 - Folsom Elementary School	UniSIG		\$1,316.05
			Notes: Purchase math manipulatives to help students with math concepts and provide concrete ways for students to bring meaning to abstract mathematical ideas. The school will purchase the following manipulatives for K- 5 classes: angle blocks, attribute blocks, base ten blocks, centimeter cubes, decadots, fraction circles, rulers, fraction tiles, fraction equivalency cubes, graphing mat, pattern blocks, snap cubes, two color counters, and sorting circles.			
Total:						\$198,098.75