Folsom Elementary School

2022-23 Schoolwide Improvement Plan

Table of Contents

Folsom Elementary School

9855 HARNEY RD, Thonotosassa, FL 33592

[no web address on file]

Demographics

Principal: Jennifer Penney

Start Date for this Principal: 6/27/2022

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
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 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	2021-22: C (51%) 2018-19: D (40%) 2017-18: D (39%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A
* 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)	**2021-22 Title I School**	**2021-22 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	Yes	100%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	82%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	C		D	D

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SIP Authority

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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.

To provide a rigorous education that enables each student to excel as a successful and responsible student.

Provide the school's vision statement.

Students will demonstrate academic proficiency and responsible citizenship.

School Leadership Team

Membership
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.**:**

Name	Position Title	Job Duties and Responsibilities
Penney, Jennifer	Principal	The Principal directs and coordinates educational, administrative, and counseling activities of an elementary, adult, ESE or other specialized public school sites. The Principal demonstrates the Florida Principal Standards, serves as the instructional leader, and develops and evaluates educational programs to ensure conformance to state, national, and school board standards.
Jones, Felicia	Reading Coach	The Literacy Coach will be responsible for providing ongoing needs based on Professional Development, at least weekly planning with teachers, coaching cycles, as needed, on best practice of Reading strategies and pedagogy, ongoing data analysis, weekly Professional Learning Communities in the area of Reading, to include differentiated learning opportunities and small group instruction.
Mitchell, Ashley	Math Coach	The Math Coach will be responsible for providing ongoing needs based Professional Development, at least weekly planning with teachers, coaching cycles, as needed, on best practice of Math strategies and pedagogy, ongoing data analysis, weekly Professional Learning Communities in the area of Math, to include differentiated learning opportunities and small group instruction.
Perez, Kenia	ELL Compliance Specialist	The English Speakers of Other Languages (ESOL) Resource Teacher, under the direction of the Supervisor for Programs for English Language Learners, will maintain and monitor the implementation of the ESOL program, including professional development of school personnel. The ESOL Resource Teacher is responsible for ensuring the comprehensive program of ESOL within the school, as well as compliance with Full-Time Equivalency (FTE) rules and guidelines from the Florida Department of Education and the United States Department of Education.
Pryor-Pugh, Danielle	Other	The Exceptional Student Education (ESE) Specialist will provide site-based support in all areas of exceptional student education. This position will utilize program knowledge and leadership skills to work collaboratively with school, area and district staff, parents and students to ensure the provision of a free and appropriate education (FAPE) and to improve the outcomes of students with disabilities

Demographic Information

Principal start date
Monday 6/27/2022, Jennifer Penney

Number of teachers with a 2022 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 2022 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.*
7

Total number of teacher positions allocated to the school
27

Total number of students enrolled at the school
480

Identify the number of instructional staff who left the school during the 2021-22 school year.
17

Identify the number of instructional staff who joined the school during the 2022-23 school year.
15

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	71	93	71	87	75	64	0	0	0	0	0	0	0	461
Attendance below 90 percent	0	47	31	39	15	19	0	0	0	0	0	0	0	151
One or more suspensions	0	1	2	3	3	4	0	0	0	0	0	0	0	13
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 2022 statewide FSA ELA assessment	0	0	0	16	18	21	0	0	0	0	0	0	0	55
Level 1 on 2022 statewide FSA Math assessment	0	0	0	10	10	9	0	0	0	0	0	0	0	29
Number of students with a substantial reading deficiency	0	0	0	16	0	0	0	0	0	0	0	0	0	16

Using the table above, complete the table below with the number of students by current grade level who have 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	2	2	11	2	0	0	0	0	0	0	0	0	18

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	1	0	16	0	0	0	0	0	0	0	0	0	17
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 8/31/2022

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	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	

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	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	

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	39%	53%	56%				36%	52%	57%
ELA Learning Gains	45%						56%	55%	58%
ELA Lowest 25th Percentile	36%						62%	50%	53%
Math Achievement	56%	50%	50%				39%	54%	63%
Math Learning Gains	73%						39%	57%	62%
Math Lowest 25th Percentile	80%						24%	46%	51%
Science Achievement	30%	59%	59%				25%	50%	53%

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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	33%	52%	-19%	58%	-25%
Cohort Comparison		0%				
04	2022					
	2019	40%	55%	-15%	58%	-18%
Cohort Comparison		-33%				
05	2022					
	2019	27%	54%	-27%	56%	-29%
Cohort Comparison		-40%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	46%	54%	-8%	62%	-16%
Cohort Comparison		0%				
04	2022					
	2019	33%	57%	-24%	64%	-31%
Cohort Comparison		-46%				
05	2022					
	2019	30%	54%	-24%	60%	-30%
Cohort Comparison		-33%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	23%	51%	-28%	53%	-30%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison						

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	21	33		39	71	80	29				
ELL	17	36		48	73						
BLK	31	41	37	47	76	79	19				
HSP	44	44		61	67		33				
WHT	50	59		65	67		50				
FRL	38	44	32	56	73	78	29				
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				

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	53
OVERALL Federal Index Below 41% All Students	NO

ESSA Federal Index	
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	65
Total Points Earned for the Federal Index	424
Total Components for the Federal Index	8
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	46
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	48
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
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%	0
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%	0
Black/African American Students	
Federal Index - Black/African American Students	47
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	52
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0

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%	0
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%	0
White Students	
Federal Index - White Students	58
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	52
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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?

The amount of ELL students who are proficient.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

Based on the 2022 FSA scores students who are in the bottom quartile decreased 31 points.

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

The amount of students that come to school in kindergarten ready to learn, which then have students in grades 3-5 one or more grade levels below. Students will need to engage in strong core instruction, intensive small reading groups and foundational skills starting in kindergarten.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

Our math bottom quartile for 5th graders showed the most improvement.

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

Teachers were pulling meaningful and intentional small groups daily.

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

With the standard being new this year we want teachers to focus on standard alignment and academic ownership. Looking at accountable talk, student discussion and asking and answering questions.

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.

We will have professional development on accountable talk, student discussion and asking and answering questions. Making sure we have follow that goes with the PD.

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

We will survey our teachers to see what other professional development beyond what was mention to meet the needs of the teachers. We also will conduct coaching cycle and walkthroughs with feedback and next steps.

Areas of Focus
Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	Teachers are learning new standards and implementing best practices in ELA to increase student achieve. 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 37%, 4th grade proficiency is 36%, and 5th grade is 42% proficiency.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	Our goal is to achieve 55% or higher in proficiency for ELA on the statewide assessment. All teachers K-5 will participate in one hour PLC sessions and one hour grade level planning sessions to increase teacher content knowledge and align student learning tasks to grade level standards in ELA.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Leadership team and teachers will look at data from iReady, Achieve3000, formative data from the district and state. *Administration will attend grade level planning and PLCs *Teachers will receive weekly planning sessions from Instructional Coaches *Administration will conduct walkthrough with feedback and next steps. *Teacher monitoring will be based on evidence of planning and implementation of the newly learned strategies from coaching cycle as observed during classroom walkthroughs and school priority.
Person responsible for monitoring outcome:	Jennifer Penney (jennifer.penney@hcps.net)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	We will use instructional coaching and professional learning communities as the strategies to monitor our area of focus.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	This strategy was chosen to reflect the needs of students and demonstrate the use of instructional systems that drive student achievement.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Reading Coach and reading resource teacher will build capacity of teachers in ELA standards based instruction
1. The reading coach and 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.
2. The coach and reading resource teacher 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.
3. The reading coach and reading resource teacher will analyze assessment data and collaborate with

teachers on next steps.
4. The Reading Coach and reading resource teacher will work with grades K-5.
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. 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   Felicia Jones (felicia.jones@hcps.net)

A RTI Resource Teacher was hired to support differentiation. The RTI Teacher will work collaboratively with teachers, administrators and the student services team to facilitate the RTI process for Academics. 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 teacher will meet with teachers to review student data during monthly PLCs to determine effectiveness of interventions and collaborate next steps based on progress monitioring. RTI resource will conduct PDs for staff surrounding evidenced based strategies for behavior and academic interventions. RTI resource teachers will work with all grade levels and ESE.

Person Responsible   [no one identified]

#2. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	Teachers are learning new benchmarks and implementing best practices in math to increase student achieve. Currently, our 3rd grade proficiency is 58%, 4th grade proficiency is 64%, and 5th grade is 46% proficiency.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	Our goal is to achieve 70% or higher in proficiency for math on the statewide assessment. All teachers K-5 will participate in one hour PLC sessions and one hour grade level planning sessions to increase teacher content knowledge and align student learning tasks to grade level standards in math.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Leadership team and teachers will look at data from Iready, and Formative data from the district and state. *Administration will attend grade level planning and PLCs *Teachers will receive weekly planning sessions from Instructional Coaches *Administration will conduct walkthrough with feedback and next steps. *Teacher monitoring will be based on evidence of planning and implementation of the newly learned strategies from coaching cycles as observed during classroom walkthroughs as well as the school priority.
Person responsible for monitoring outcome:	[no one identified]
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Building teacher capacity through instructional coaching and providing professional development for teachers to differentiate instruction.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	Job embedded professional development is essential to improving teaching and learning.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

The math coach will facilitate planning sessions that support the development of high quality lesson plans, deepen teachers' understanding around content and best practices. The Math coach will work with grades-K-5. 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	Ashley Mitchell (ashley.chery@hcps.net)

RAISE
The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale
Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.

- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.

- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

Teachers will implement standards based whole and small group instruction with task alignment. We will use Wonders as our Tier 1, core instruction. This will ensure 100% of our students are receiving on grade level instruction. Due to the new B.E.S.T standards and Wonders curriculum we will focus on alignment of standards/benchmarks and learning task. Small groups will provide additional opportunities for differentiation, meeting their academic needs. Last year, we should we showed more than 50% of our students required tier 2 and/or tier 3 interventions.

Grades 3-5: Instructional Practice specifically relating to Reading/ELA

In the 2021-2022 school year, 33% of our students showed proficiency on the FSA. This shows us we must focus on explicit standards based instruction in both whole group and small group. Teachers will implement standards based whole and small group instruction with task alignment. We will use Wonders as our Tier 1, core instruction. This will ensure 100% of our students are receiving on grade level instruction. Due to the new B.E.S.T standards and Wonders curriculum we will focus on alignment of standards/benchmarks and learning task. Small groups will provide additional opportunities for differentiation, meeting their specific academic needs. Last year, we should we showed more than 50% of our students required tier 2 and/or tier 3 interventions.

Measurable Outcomes:
State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.

- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and

- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

The foundational skills screener, iready diagnostic and state progress monitoring assessment will be used to measure outcomes. The expected outcome is 55% proficiency aligning with our instructional priorities. Teachers will also use curriculum checkpoints to measure the student proficiency being provided.

Grades 3-5: Measureable Outcome(s)

The curriculum unit and state progress monitoring assessments will be used to measure outcomes. The expected outcome is 55% proficiency aligning with our instructional priorities. Teachers will also use spotlight assessments to monitor the effectiveness of instruction and student proficiency.

Monitoring:
Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

Monitoring for ELA will occur using the of PLCs, RTI, and as well as weekly planning. Teachers, instructional coaches and administration will analyze data and determine instructional implications to increase student achievement. Teachers will use the virtual data wall to report student proficiency after assessments and discuss data to determine next steps based on student need.

Person responsible for monitoring outcome:
Select the person responsible for monitoring this outcome.

Penney, Jennifer, jennifer.penney@hcps.net

Evidence-based Practices/Programs:
Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?

- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?

- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

The evidence-based programs being used to achieve our ELA goal include Wonders Tier 1 and 2, SIPPs, I-ready, and Achieve 3000. These programs will be used with fidelity by all students and monitored to ensure the achievement level is being met.

Rationale for Evidence-based Practices/Programs:
Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?

- Do the identified practices/programs show proven record of effectiveness for the target population?

The district selected curriculum provides alignment to BEST ELA standards and task alignment. The curriculum also provides scaffolding support for teachers to engage struggling and ELL students. The curriculum also provides resources for small groups, progress monitoring and rich content. Achieve 3000 also aligns with the curriculum providing students with independent practice for ELA B.E.S.T standards.

Action Steps to Implement:
List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership

- Literacy Coaching

- Assessment

- Professional Learning

Action Step	Person Responsible for Monitoring
Literacy coaching will occur for all ELA teachers. The coaching support and cycles will be determined based on student and walk-through data. Cycles will address instructional needs required for student achievement.	Jones, Felicia, felicia.jones@hcps.net
Professional learning will be provided to all ELA students. The professional development will build knowledge and skills in the area of phonological foundations and comprehension. Teachers will also use collaborative sessions such as learning communities to adopt implement and proven .	Penney, Jennifer, jennifer.penney@hcps.net

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

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

At Folsom Elementary, our Leadership Team, which includes, Administration, Coaches and Resource Teachers identify climate and culture as an essential component to students learning success. We focused on establishing a Tier 1 school wide plan that includes creating a solid foundation based upon establishing an environment that meets the needs of all stakeholders built on our core values of trust, respect and high expectations for all. Our additional goals are focused on building community partnerships which will bring exposure to community resources available to our parents, teachers, and students. Our overall goal is to build upon the positive environment that was already established by continuing to implement PBIS with fidelity, utilizing CHAMPS and creating expectations for all that are aligned with safety, accountability, achieving greatness (academically and socially) while expressing our thought and ideas in a respectful manner.

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

Administration- Lead by example exemplifying our core values, trust, respect and high expectations. Using data to create, analyze and revise school wide plans to ensure the alignment and accomplishment of our goals.

Coaches/Research Teachers- Lead by example exemplifying our core values, trust, respect and high expectations. Support school wide plan and initiatives and

Student Support Team- Creates and implement ongoing school wide incentives directly impacted by our PBIS plan. Events/activities/incentives are focused on recognizing student academic and social successes throughout the quarter. Such programs includes, schools store, student of the month, Falcon Check Ins, Guidance lessons, parent and community involvement.

Students- Learn and demonstrate understanding of school wide expectations and produce quality products of work that exemplifies student learning ability

Parents- Learn and encourage students to follow school wide expectations. Participate in events/activities geared towards promoting academic and social success.