Folsom Elementary School

2023-24

Schoolwide Improvement Plan (SIP)

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Folsom Elementary School

9855 HARNEY RD, Thonotosassa, FL 33592

[no web address on file]

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)
A school can be identified as CSI in any of the following four ways: 1. Have an overall Federal Index below 41%; 2. Have a graduation rate at or below 67%; 3. Have a school grade of D or F; or 4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and

Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), https://www.floridacims.org, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

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, Stakeholder Involvement and SIP Monitoring

School Leadership Team
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 as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Penney, Jennifer	Principal	Collaborate and problem solve to ensure the implementation of high quality instructional practices to improve student achievement. 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. Manage the daily operations of the school. Provide instructional leadership to achieve the goals outlined in the School Improvement Plan.
Craig, Melissa	Assistant Principal	Analyze data, identify issues and develop plans for students with behavioral and academic challenges. Provide timely instructional feedback to teachers to improve student achievement. Oversee progress reports for school
Jones, Felicia	Instructional 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	Instructional 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.

Stakeholder Involvement and SIP Development
Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

Teachers and all stakeholders will have the opportunity to view the SIP plan and make any suggestions to improve it. Teachers will view the SIP plan during a faculty meeting and stakeholders will have the opportunity to view the plan during the SAC meeting.

SIP Monitoring
Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The SIP plan will be monitored regularly to see if students are making progress towards our goals. This will be done regularly with teachers during PLCs after students have taken an assessments and walkthrough data during faculty meetings. The same information will be shared during the SAC meetings with stakeholders.

Demographic Data Only ESSA identification and school grade history updated 3/11/2024	
2023-24 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
2022-23 Title I School Status	Yes
2022-23 Minority Rate	82%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	Yes
ESSA Identification *updated as of 3/11/2024	N/A
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD) English Language Learners (ELL) Black/African American Students (BLK) Hispanic Students (HSP) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: C 2019-20: D

	2018-19: D
	2017-18: D
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 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	
Absent 10% or more days	0	35	26	25	28	21	0	0	0	135
One or more suspensions	0	0	1	4	2	5	0	0	0	12
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	27	27	16	0	0	0	70
Level 1 on statewide Math assessment	0	0	0	14	13	14	0	0	0	41
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	13	0	0	0	0	0	13

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	1	2	13	11	0	0	0	0	27

Using the table above, complete the table below with the number of students identified retained:

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

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	47	31	39	15	19	0	0	0	151
One or more suspensions	0	1	2	3	3	4	0	0	0	13
Course failure in ELA	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	16	18	21	0	0	0	55
Level 1 on statewide Math assessment	0	0	0	10	10	9	0	0	0	29
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	16	0	0	0	0	0	16

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	1	2	2	11	2	0	0	0	0	18

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	1	0	16	0	0	0	0	0	17
Students retained two or more times	0	0	0	0	0	0	0	0	0	

Prior Year (2022-23) Updated (pre-populated)
Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	47	31	39	15	19	0	0	0	151
One or more suspensions	0	1	2	3	3	4	0	0	0	13
Course failure in ELA	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	16	18	21	0	0	0	55
Level 1 on statewide Math assessment	0	0	0	10	10	9	0	0	0	29
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	16	0	0	0	0	0	16

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	1	2	2	11	2	0	0	0	0	18

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	1	0	16	0	0	0	0	0	17
Students retained two or more times	0	0	0	0	0	0	0	0	0	

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	37	50	53	39	53	56	44		
ELA Learning Gains				45			66		
ELA Lowest 25th Percentile				36			67		
Math Achievement*	58	56	59	56	50	50	57		
Math Learning Gains				73			76		
Math Lowest 25th Percentile				80			76		
Science Achievement*	27	50	54	30	59	59	35		
Social Studies Achievement*					69	64			
Middle School Acceleration					56	52			
Graduation Rate					48	50			
College and Career Acceleration						80			
ELP Progress	53	59	59	65			71		

* In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	41
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	5
Total Points Earned for the Federal Index	207
Total Components for the Federal Index	5
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	53
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	424
Total Components for the Federal Index	8
Percent Tested	100
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	19	Yes	1	1
ELL	32	Yes	1	
AMI				
ASN				
BLK	35	Yes	1	
HSP	40	Yes	1	
MUL				
PAC				
WHT	64			

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
FRL	40	Yes	1	

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	46			
ELL	48			
AMI				
ASN				
BLK	47			
HSP	52			
MUL				
PAC				
WHT	58			
FRL	52			

Accountability Components by Subgroup
Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	37			58			27					53
SWD	16			33			0				4	
ELL	14			54							4	53
AMI												
ASN												
BLK	33			51			32				4	
HSP	37			61			19				5	58
MUL												

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
PAC												
WHT	55			69							3	
FRL	36			58			25				5	53

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	39	45	36	56	73	80	30					65
SWD	21	33		39	71	80	29					
ELL	17	36		48	73							65
AMI												
ASN												
BLK	31	41	37	47	76	79	19					
HSP	44	44		61	67		33					62
MUL												
PAC												
WHT	50	59		65	67		50					
FRL	38	44	32	56	73	78	29					63

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	44	66	67	57	76	76	35					71
SWD	28	77		53	100		36					
ELL	32	67		56	92		27					71
AMI												
ASN												
BLK	24	58		48	69		14					
HSP	46	60		54	81		35					67
MUL												
PAC												
WHT	79			75								
FRL	43	67	67	56	74	76	32					71

Grade Level Data Review– State Assessments (pre-populated)
The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	44%	53%	-9%	54%	-10%
04	2023 - Spring	42%	54%	-12%	58%	-16%
03	2023 - Spring	28%	46%	-18%	50%	-22%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	53%	55%	-2%	59%	-6%
04	2023 - Spring	68%	59%	9%	61%	7%
05	2023 - Spring	51%	53%	-2%	55%	-4%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	30%	47%	-17%	51%	-21%

III. Planning for Improvement

Data Analysis/Reflection
Answer the following reflection prompts after examining any/all relevant school data sources.

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

The proficiency for Reading. Even though it increased by two percent it still was low. The number of students that do not come to kindergarten ready, which trickles to the number of students who enter into first and second grade behind.

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

With only looking at proficiency from the 2023 school year our reading, math and science increased from the previous school year.

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

The third grade reading component had the greatest gap when compared to state average. Last year students had new standards and a new assessment that was completed on the computer. This caused for a learning curve for both students and teachers.

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

In the area of math our proficiency rate increased by 6 percent. We focused on explicit modeling and teachers releasing students faster to give students time to work independently.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

A major area of concern is attendance. We cannot teach students and help them grow if they are not in school.

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

For the 2023-24 school year the highest priorities are increasing reading and math proficiency rates and improving our attendance.

Area of Focus
(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Instructional Practice specifically relating to Benchmark-aligned Instruction

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Teachers are still learning the new BEST standards and understanding how to teach to the depth of the benchmark. During common planning sessions teachers will discuss high leverage instructional practices/structures that allow all students to master the grade level benchmarks. This is needed based on the number of students that scored in the proficiency range is an indicator that we have to a better job teaching the benchmarks.

Based on the 2023 FAST assessment our ELA proficiency is 41%, math proficiency is 62%, and science proficiency is 30%.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Based on the 2023 FAST assessment our ELA proficiency is 41%, math proficiency is 62%, and science proficiency is 30%. Our goal for this school year is to have our ELA proficiency increase to 48%, math proficiency increase to 69% and science proficiency increase to 35%.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

Daily walkthroughs with actionable feedback by administration. The classroom walkthrough tool will be aligned to the instructional priority which includes look fors specifically looking at small group instruction and questioning.

Teachers will have time to plan with academic coaches in reading, math and science (TN district coach). During planning teachers will look at the benchmark to make sure everyone understands what should be taught and at what depth.

Teachers will be tiered and provided differentiated coaching from both reading and math coach.

Monthly student Math and ELA Assessments.

Data discussed in PLCs

Person responsible for monitoring outcome:

Jennifer Penney (jennifer.penney@hcps.net)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Professional learning communities will be focused on standards-based planning, questioning, small groups, and analyzing data from common assessments. Standards based planning/ ELA, Math and Science with a focus on teacher clarity of the learning standards to ensure its mastery.

Use of walkthrough data to determine coaching next steps.

On going observation and feedback to teachers on teacher clarity and aggressive monitoring process.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

We will use our standards-based planning and PLC's to strengthen teacher instructional practice in order to raise student achievement.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

No action steps were entered for this area of focus

#2. Positive Culture and Environment specifically relating to Other

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Improving school climate is a schoolwide endeavor. For school climate improvements to be successful, everyone with an interest in the school needs to be informed and involved. People who feel engaged are more likely to partake in the school climate improvement process as planned versus those who feel disconnected or do not understand its purpose. Instructional staff can play an important role in engaging stakeholders, including other staff, school and district leadership, community partners, students, and families especially. Overall, our goal is to establish and utilize a common language of expectations and procedures throughout the school for staff, students, and parents in order to create a positive climate and culture which will directly boost student achievement and close achievement gaps, improve relationships between students and staff, decrease teacher turnover and increase teacher satisfaction, improve behavior both inside and outside the classroom and increase students' sense of connection to school.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

- 100% staff participation in school-wide expectations
- Increase student time on task by reducing time out of the classroom
- Parents participate in student learning through open communication with school staff and participation in school activities
- Community partnerships will bring awareness of available resources to our families

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

We will follow the process listed below...
1. Identify Local Needs
2. Select relevant, evidence-based interventions.3. Plan for Implementation
4. Implement
5. Examine and Reflect

Person responsible for monitoring outcome:

Melissa Craig (melissa.craig@hcps.net)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

- Create, implement and maintain school wide Climate and Culture Managment Plan
- Implementation of PBIS multi-tiered system for all staff and students
- Implementation of CHAMPS in all settings across school campus
- Create trainings for school staff in behavior intervention systems and
restorative practices
- Develop a system to identify student behavior patterns that precipitate misbehaviors (identify majors and minor infractions)
- Support Services Team PLC's

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Research advocates for a multitiered system of support that explains to teachers how to use reflective and restorative practices that center on building student relationships. The model emphasizes the importance of understanding how student misbehavior is often an outgrowth of poverty and

trauma. The PLC provides schools with a method to build capacity and sustainability of their efforts to transform school climate by using the following elements.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Provide in-service training on how to infuse culturally responsive strategies into daily instruction

Person Responsible: Melissa Craig (melissa.craig@hcps.net)

By When: May, 2024

Teach students the behavioral skills they need to be successful in their school environment

Person Responsible: Melissa Craig (melissa.craig@hcps.net)

By When: May, 2024

Relate social skills instruction to the students' cultures

Person Responsible: Melissa Craig (melissa.craig@hcps.net)

By When: May, 2024

Ensure that schoolwide behavioral supports are proactive and promote a positive culturally responsive climate conducive to the needs of all learners and staff

Person Responsible: Melissa Craig (melissa.craig@hcps.net)

By When: May, 2024

Enhance the cultural knowledge and cultural self-knowledge of staff and students

Person Responsible: Jennifer Penney (jennifer.penney@hcps.net)

By When: May, 2024

Validate other cultures

Person Responsible: Melissa Craig (melissa.craig@hcps.net)

By When: May, 2024

Build community partnerships that will allow access to resources for students, staffs and parents

Person Responsible: Ashley Mitchell (ashley.chery@hcps.net)

By When: May, 2024

Reading Achievement Initiative for Scholastic Excellence (RAISE)

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

All K-2 Teachers will implement a research-based phonics program for thirty minutes daily. Teachers will be using UFLI curriculum as a core instruction during their foundational skills time. By using UFLI students in grades K-2 will receive an explicit and systematic phonics program that will teach students the foundational skills of reading. This will help with the proficiency rate for 3-5 grade students.

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

All 3-5 Teachers will implement a research-based phonics program for thirty minutes daily. Teachers will be using UFLI curriculum as a core instruction during their foundational skills time. By using UFLI students in grades K-2 will receive an explicit and systematic phonics program that will teach students the foundational skills of reading. This will help the reading deficiencies that students have and help increase the proficiency rate.

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 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 Measurable Outcomes

We will use Dibels universal screener and progress monitoring tool, iready diagnostic and state progress monitoring assessment. The expected outcome proficiency will increase by the following: kindergarten 50%-57%, first grade 37%-42% and second grade 49%-56%. Teachers will also have weekly checkpoints to monitor student progress.

Grades 3-5 Measurable Outcomes

We will use Dibels universal screener and progress monitoring tool, iready diagnostic and state progress monitoring assessment. The expected outcome proficiency will increase for 3-5 students from 41% to 48%. Teachers will also have weekly checkpoints to monitor student progress.

Monitoring

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 impact student achievement outcomes.

Monitoring will occur during PLCs, RTI, academic review and during weekly planning. Teachers, academic coaches, and administration will analyze data and determine instructional implications to increase student achievement. After assessments teachers will discuss data to determine next steps based on student needs.

Person Responsible for Monitoring Outcome
Select the person responsible for monitoring this outcome.

Penney, Jennifer, jennifer.penney@hcps.net

Evidence-based Practices/Programs

Description:
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. §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?

We will be using UFLI and iReady during the reading block. These programs will be used with fidelity with all students. These programs will be monitored by administration to ensure programs are being implemented correctly.

Rationale:
Explain the rationale for selecting 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 evidence-based practices/programs show proven record of effectiveness for the target population?

UFLI is research-based programs and will help teach students how to read. iReady will be used to help fill learning gaps that students missed from previous grade levels.

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 happen with all ELA teachers. The coaching cycles will be determined by walkthroughs and student data. Each coaching cycle will address instructional needs that will help with student achievement.	Jones, Felicia, felicia.jones@hcps.net
Professional learning will be provided to all ELA teachers. Professional development will help build knowledge in the area of foundational skills. Teachers will also have time during planning to collaborate with their team make sure UFLI is being implemented correctly.	Penney, Jennifer, jennifer.penney@hcps.net

Title I Requirements

Schoolwide Program Plan (SWP) Requirements
This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))
List the school's webpage* where the SIP is made publicly available.

https://www.hillsboroughschools.org/Domain/82
The SIP plan and SWP will be posted on the school website for all stakeholders to have access to. Teachers and the SAC committee will have the opportunity to review the SIP plan during preplanning and vote to approve or deny the plan. During our Meet the Teacher Title 1 will host a meeting where the approved SIP plan will be discussed (we will have translation for our parents that speak Spanish). The SIP plan will be talked about during SAC and Title 1 monthly meetings to share updates and progress made towards our goals.

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.
List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

https://www.hillsboroughschools.org/Domain/82

We plan to send a monthly newsletter to keep all stakeholders up to date for what is happening at Folsom. We will also start a chapter of All Pro Dads this school year to get more male participation from our fathers. We have calendared out family events for the school year that will get families on campus for different events such as Fall into Reading Night, Fall Festival and Stem Night. We will have a community event with local community partners to provide resources for our families.

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii))

We will strengthen our academic program by conducting walkthorughs to make sure teachers are using instructional time appropriately and sticking to their schedule. During these walkthroughs we also will give bit size feedback to teachers that they can implement immediately based on our instructional priorities for reading, math and science. We will have a daytime ELP tutor to provide extra help for our 3-5 grade students in the area of reading. In addition, we will have after school ELP for students in grades 3-5 for reading, math and science.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

At Folsom all of our students receive free lunch regardless of their income status. We also will be part of the fresh fruit and vegetables program to introduce our students to fresh fruit and vegetables that they might not otherwise be exposed to.

Optional Component(s) of the Schoolwide Program Plan
Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

n/a

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

n/a

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

n/a

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

n/a

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

n/a

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

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

1	III.B.	Area of Focus: Instructional Practice: Benchmark-aligned Instruction				$145,531.00
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5100	120	1471 - Folsom Elementary School	Title, I Part A	1.0	$72,623.00
			Notes: Math coach			
	5100	120	1471 - Folsom Elementary School	Title, I Part A	1.0	$72,908.00
			Notes: Reading Coach			
2	III.B.	Area of Focus: Positive Culture and Environment: Other				$89,711.00
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5100	120	1471 - Folsom Elementary School	Title, I Part A	1.0	$89,711.00
			Notes: Behavior Resource Teacher			
					Total:	$235,242.00

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

No