

**2019-2020
SCHOOL IMPROVEMENT PLAN**

Folsom Elementary



This schoolwide plan meets the requirements as outlined in the Every Student Succeeds Act (ESSA).

1. COMPREHENSIVE NEEDS ASSESSMENT

- *Provide outcomes of the school’s comprehensive needs assessment, as well as a description of the data sources used in the process. Findings should include detailed analysis of all student subgroups; an examination of student, teacher, school, and community strengths and needs; and a summary of priorities that will be addressed in the schoolwide plan.*
- *The Comprehensive Needs Assessment will be used to develop a comprehensive plan for the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the school and District.*

STRENGTHS	WEAKNESSES
Over the past three years, second grade has had the highest percentage of students at Benchmark or Above on the Spring DIBELS assessment (68% in 2019; 84% in 2018; and 79% in 2017).	Over the past three years, first grade has had the largest percentage of Intensive students in the Spring compared to the other grade levels, according to the DIBELS assessment (24% in 2017, 19% in 2018; and 22% in 2019).
The 2019 score of 93.7 points in the Assessment Index is the highest it has been across years: 79.3 points (2016); 77.2 points (2017); 81.6 points (2018); 93.7 points (2019).	The Progress Index declined from 98.1 points in 2018 to 94.1 in 2019. This could be due to a trend we see in student performance being highest in 3rd grade and often decreasing in 4th and 5th grade.
Our Assessment Index has grown 16.5 points from 2017 to 2019: 77.2 points in 2017; 81.6 points in 2018; 93.7 points in 2019.	There was a decline in the SPS from 2017 to 2018: 101.7 points in 2017 to 85.7 points in 2018 due to a change in the way the state calculates the SPS.
3rd grade has had the highest Assessment Index over the last three years in all subject areas combined, compared to other grade levels (83.1 points in 2017; 91.0 points in 2018; 102.3 points in 2019).	5th grade has had the lowest Assessment Index over the last three years in all subject areas combined, compared to other grade levels (66.6 points in 2017; 70.5 points in 2018; 83.5 points in 2019). Despite this weakness, the 5th grade Assessment Index has improved in all subject areas from 2018 to 2019.
Math is consistently the highest performing subject area across all grade levels. The math overall Assessment Index in 2017 was 82.9 points; in 2018 was 89.5 points and in 2019 was 98.5 points.	The Social Studies Assessment Index has been the lowest performing area across all grade levels for the past three years (61.7 points in 2017; 72.6 points in 2018; 85.0 points in 2019).
According to the Subgroup Index, White has been the highest subgroup in all subject areas for the previous three years (89.6 points in 2017; 88.4 points in 2018 and 97.1 points in 2019)	According to the Subgroup Index, SWD has been the lowest subgroup in all subject areas for the previous three years (51.3 points in 2017; 43.5 points in 2018 and 77.6 points in 2019). Despite the SWD subgroup being the lowest, this subgroup grew in all subject areas from 2018-2019.
According to the Subgroup Index (reported in points), the Black subgroup has shown an improvement in ELA, Math, and Social Studies for the previous three years. The ELA scores for this subgroup were 66.9 in 2016; 71.4 in 2017; 75.4 in 2018; and 89.4 in 2019. In Math, the Black subgroup scored 60.6 in 2016; 64.9 in 2017; 78.2 in 2018; and 94.5 in 2019. In Social Studies, the Black subgroup scored 50.3 in 2017; 63.6 in 2018; and 75.2 in 2019.	There are no subgroups with a two year decline.

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<p>According to the Subgroup Index, the White subgroup was the highest performing, scoring a 95.8 points (A) on the SPS. The Econ. Disadv. subgroup scored 90.7 points (A) on the SPS.</p>	<p>According to the Subgroup index, the SWD subgroup is the weakest subgroup with a SPS of 85.3 points, which is a B. Despite the SWD subgroup being the lowest, this subgroup grew in all subject areas from 2018 to 2019.</p>
<p>According to the Subgroup Index, Math is the highest scoring subject in all subgroups in 2018 and 2019. In 2018, the subgroup scores for Math are as follows: Black-78.2 points; White- 94.2 points; ED- 84.6 points; SWD- 52.9 points. In 2019, the subgroups scores for Math are: Black- 94.5 points; White- 99.3 points; ED-94.3 points; SWD-92.8 points.</p>	<p>According to the Subgroup Index, in 2018, Social Studies was the lowest scoring subject area in all subgroups with the following scores: Black- 63.6 points; White- 78.5 points; ED- 68 points; SWD- 38.2 points. In 2019, the Social Studies scores were as follows: Black- 75.2 points; White- 88.1 points; ED-78.3 points; and SWD-71.6 points. Although this subgroup scored the lowest overall, there was growth from 2018 to 2019.</p>
<p>DATA SOURCES: School Demographic Information, DIBELS Trend Data, School Performance Scores (SPS), CRT Subject Indexes Trend Data, Assessment Index Comparison for Student Growth Purposes, Trend Data, ELA and Math Claim/Subcategory Data, Subgroup Percent Proficiency, CRT Assessment Index, Dropout Credit Accumulation Index (DCAI), ACT Trend Data, WorkKeys, HISET Trend Data, EOC Trend Data, Graduation Index-Strength of Diploma, Cohort Graduation Rate, Discipline Data</p>	
<p>GOALS</p> <ul style="list-style-type: none"> • <i>Goals must be <u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>esults-focused, and <u>T</u>ime-bound.</i> • <i>Must Include at Least 3 Academic Goals Aligned to the Most Current School Data Analysis</i> • <i>Must Include at Least 1 Subgroup Goal</i> 	
<p>1. K-2nd grade students will increase reading achievement by decreasing the percentage of students scoring intensive on DIBELS Next by 3 percentage points from Spring 2019 to Spring 2020 as follows: Kindergarten: 32% to 29%, 1st Grade: 22% to 19%, 2nd Grade: 19% to 16%</p>	
<p>2. From Spring 2019 to Spring 2020, the percentage of students achieving Mastery or above on the LEAP 2025 Math Assessment in 5th grade will increase by 3 percentage points, from 55% in 2019 to 58% in 2020.</p>	
<p>3. From Spring 2019 to Spring 2020, the Students with Disabilities subgroup will maintain the SPS of 85.3 points (B).</p>	
<p>4.</p>	
<p>5.</p>	

2. PARENT AND FAMILY ENGAGEMENT

- *The SIP must be developed with the involvement of parents and other members of the community to be served, as well as individuals who will carry out the plan, including teachers, principals, other school leaders, paraprofessionals, and, if appropriate, specialized instructional support personnel, and school staff. If the plan relates to a secondary school, students may be included and other individuals determined by the school.*
- *The SIP shall be available to the District, parents, and the public, and information contained in the plan shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand.*
- *Each school must meet ESSA requirements, including the development and implementation of a parent and family engagement policy that includes a school-parent compact outlining shared responsibility for high student academic achievement.*

PARENT/FAMILY ENGAGEMENT ACTIVITY	GOAL(S) ADDRESSED	BUDGET(S) USED TO SUPPORT ACTIVITY	ITEMS TO BE PURCHASED TO SUPPORT ACTIVITY	EFFECTIVENESS
<p>Describe how all parents will be involved in the design and evaluation of the SIP (include the month that activity will take place):</p> <p><u>Design:</u></p> <ul style="list-style-type: none"> • Spring, 2019, met with the SIP and PFE committees, including 7-8 parents, to review the previous year’s SIP and receive feedback and recommendations for the new 2019-2020 SIP, including changes to the PFE plan. • The SIP is posted on the FES website with a link to offer feedback so that all parents/shareholders have an opportunity to review the SIP and offer suggestions/feedback. <p><u>Evaluation:</u></p> <ul style="list-style-type: none"> • During Meet and Greet, in August, 2019, parents will be given a summary of the SIP evaluation results. • Parents complete the Title I survey in the spring. Feedback from that survey is used as well. • At the conclusion of PFE activities, parents complete a “Ticket Out the Door” offering feedback on the activity. 	<p>Goal(s): 1, 2, 3</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> DSS <input checked="" type="checkbox"/> Other 	<p>Items Needed:</p> <ul style="list-style-type: none"> • Title 1 Compacts 	<p>Effectiveness Measure: Title 1 link on website for feedback</p> <hr/> <p>Effectiveness Results:</p>

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<p>Describe how parents and community stakeholders are included as decision makers in a broad spectrum of school decisions:</p> <ul style="list-style-type: none"> • PTA Meetings • PFE Committee Meetings • SIP Committee Meetings 	<p>Goal(s): 1, 2, 3</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> DSS <input checked="" type="checkbox"/> Other 	<p>Items Needed:</p>	<p>Effectiveness Measure: Title 1 Spring Survey Results Sign-in Sheets from meetings</p> <hr/> <p>Effectiveness Results:</p>
<p>Describe how the school communicates information to parents regarding the strategies and activities in the SIP, curriculum, assessments, student progress, etc.:</p> <ul style="list-style-type: none"> • Teachers in grades K-2 use red communication folders and teachers in grades 3-5 use Tiger Roar envelopes to send home important school related information as well as student work samples and data. Other things such as behavior charts and upcoming events are also communicated. • Planners are used in grades 3-5 for students to write down their homework and spelling and vocabulary lists. Teachers and parents also communicate quick notes about behavior, events, concerns, etc. in the planners. • Parents use the Student Progress Center. • ROBO calls 	<p>Goal(s): 1, 2, 3</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> DSS <input type="checkbox"/> Other 	<p>Items Needed: Red communication folders Printing of Tiger Roar envelopes Planners</p>	<p>Effectiveness Measure: Parent signature on Tiger Roars Parent Survey</p> <hr/> <p>Effectiveness Results:</p>
<p>Translation Services:</p> <ul style="list-style-type: none"> • Schools must ensure that all staff communicate with LEP families in a language they can understand and notify LEP families of any program, service, or activity communicated to English-speaking families, to the extent practicable. (<i>Title VI of the Civil Rights Act of 1964</i>) 	<p>Goal(s): 1, 2, 3</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 	<p>Items Needed:</p>	<p>Effectiveness Measure: Title 1 Spring Survey</p>

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<ul style="list-style-type: none"> Parents in need of translation services to discuss student progress, assessment results, student concerns, etc. will contact the school and a conference will be arranged with a certified translator. Items That May Need to Be Written & Translated include: Handbooks/Discipline policies; Disciplinary notices; Report Cards/Progress Reports; Parent Permission Forms; Testing Information; Registration Documents; Home Language Survey, etc. Items that May Need to Be Verbally Interpreted include: Registration & Enrollment process; Counseling on Eligibility for EL Program; Disciplinary Hearings; Orientation/Back to School events; Parent-Teacher Conferences; Medical Emergencies/Nurse Calls; School-Wide Announcements over intercom; Special Education meetings; etc. 		<input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> DSS <input type="checkbox"/> Other		Effectiveness Results:
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Describe specific strategies/activities to assist parents and families in understanding such topics as the challenging State academic standards, State and local assessments, and how to monitor a child's progress. Also, describe activities that provide materials and training to help parents work with their children to improve academic achievement. Include the month that the activity will take place if applicable.

In compliance with LA Act 436, at least three meetings will be held during the school year to provide parents with information on how to access the curriculum. This information will be provided during school Open House events, PTA meetings, and other parent orientation meetings.

<p>Parent Family Engagement Activity 1: <u>Meet and Greet(August 7, 2019)</u></p> <ul style="list-style-type: none"> Students and parents/families meet the assigned classroom teacher to discuss academic curriculum and expectations for the school year. Parents are given a summary of the evaluation results of the previous year's SIP. 	Goal(s): 1, 2, 3	Budgets used to support this activity: <input checked="" type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> DSS <input type="checkbox"/> Other	Items Needed: Stipends to teachers Colored paper Labels Title 1 Compact SIP Evaluation Results	Effectiveness Measure: Attendance Rate 2019 Spring Parent Survey Results <hr/> Effectiveness Results:
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<p>Parent Family Engagement Activity 2: <u>New Parent Coffee (August 9, 2019)</u></p> <ul style="list-style-type: none"> The school leadership team talks to new parents about the school and the policies of the school followed by a question and answer session. 	<p>Goal(s): 1, 2, 3</p>	<p>Budgets used to support this activity:</p> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> DSS <input type="checkbox"/> Other	<p>Items Needed: Refreshments</p>	<p>Effectiveness Measure: Parent Attendance Rate Feedback</p> <hr/> <p>Effectiveness Results:</p>
<p>Parent Family Engagement Activity 3: <u>Homework Helper 1st – 5th grades (September 24, 2019)</u></p> <ul style="list-style-type: none"> Review key terms in ELA and Math Math models and terminology 	<p>Goal(s): 1, 2, 3</p>	<p>Budgets used to support this activity:</p> <input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> DSS <input type="checkbox"/> Other	<p>Items Needed: Stipends to teachers Copies of resources</p>	<p>Effectiveness Measure: Attendance Ticket Out the Door</p> <hr/> <p>Effectiveness Results:</p>
<p>Parent Family Engagement Activity 4: <u>STEM Night/2nd through 5th grades (October 15, 2019)</u></p> <ul style="list-style-type: none"> Parents and students will be instructed on the use of Math and Science Applications across the curriculum. 	<p>Goal(s): 2, 3</p>	<p>Budgets used to support this activity:</p> <input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4	<p>Items Needed: Stipends to teachers Materials for STEM activities Project Boards</p>	<p>Effectiveness Measure: Ticket Out the Door Attendance Rate</p>

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<ul style="list-style-type: none"> Parents will learn the importance of science and how they can help students gain interest in scientific topics related to the science fair projects. The Robotics Club will do a demonstration involving robots and the coding process. Parents and students will work together to complete STEM activities. 		<input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> DSS <input checked="" type="checkbox"/> Other		Effectiveness Results:
<p>Parent Family Engagement Activity 5: <u>Technology Tuesday – 2nd – 5th grades (November 12, 2019)</u></p> <p>Parents will be instructed on how to use the following:</p> <ul style="list-style-type: none"> Student Progress Center Moodle Moby Max Achieve 3000 Zearn Chromebooks 	Goal(s): 1, 2, 3	Budgets used to support this activity: <input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> DSS <input type="checkbox"/> Other	Items Needed: Instructional Handouts Chromebooks	Effectiveness Measure: Attendance Rate Ticket Out the Door Effectiveness Results:
<p>Parent Family Engagement Activity 6: <u>Spring for Art Showcase (March 10, 2020)</u></p> <ul style="list-style-type: none"> Students in K through 3rd grades will showcase their artwork as well as discuss different artists/techniques with their families. 	Goal(s): 1	Budgets used to support this activity: <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> DSS	Items Needed: Art Supplies	Effectiveness Measure: Attendance Rate Effectiveness Results:

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		<input type="checkbox"/> Other		
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3. SCHOOLWIDE PLAN STRATEGIES

The schoolwide plan shall include a description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will:

- *Provide opportunities for all children, including each of the subgroups of students, to meet the challenging State academic standards*
- *Use methods and evidence-based instructional strategies that strengthen the core academic program in the school, increase the quantity and quality of learning time, and help provide an enriched and rigorous curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education;*
- *Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards; and*
- *Use evidence-based strategies to improve the achievement of the lowest-achieving students. (Include a description of how and when the strategies will be implemented. Be sure strategies are aligned to areas identified in the comprehensive needs assessment.)*

Core Instruction

SCHOOLWIDE PLAN STRATEGY	GOAL(S) ADDRESSED	BUDGET(S) USED TO SUPPORT ACTIVITY	ITEMS TO BE PURCHASED TO SUPPORT ACTIVITY:	EFFECTIVENESS
<p>Rigorous, Standards-Based Curriculum:</p> <ul style="list-style-type: none"> • Computer Lab para (fulltime) works with students in grades K-5 on a variety of programs, depending on the current instruction being provided by the classroom teacher. Programs may include Microsoft Office, word processing skills, Typing Agent and Moby Max. • 2 Certified Tutors- Works with students in the classroom who need assistance. • Scholastic News- supplemental materials related to current events in Science, Social Studies, and ELA for grades 3-5. • Instructional Coach is used to support K-2 teachers in the use of Ready Gen and IRLA as well as 3-5 teachers in Guidebook Instruction. • Eureka Strategies are used to support the Guaranteed Curriculum in Math all grade levels. • Zearn- technology component to enhance Eureka Instruction used in all grade levels. • OWL Curriculum-used in Pre-K. 	<p>Goal(s): 1, 2, 3</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> DSS <input type="checkbox"/> Other 	<p>Items Needed:</p> <ul style="list-style-type: none"> Standards-aligned math resources Scholastic News Laptops Desktop computers Promethean pens Toner Mice Headphones Printers Projector bulbs Chromebooks Boards Projectors 	<p>Effectiveness Measure:</p> <ul style="list-style-type: none"> LEAP 2025 Results LEAP 360 Data Unit Assessments DIBELS IRLA Assessments <hr/> <p>Effectiveness Results:</p>

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<ul style="list-style-type: none"> • IRLA- independent reading assessment for students in grades K-2. • Strategies: RACE (Read, Answer, Cite, and Evidence), RAPS (Restate, Answer, Provide Details, Sum It Up), RDW (Read, Draw and Write). 				
<p>Use of Academic Assessments to Improve Instruction:</p> <ul style="list-style-type: none"> • DIBELS - assessments given three times a year. Results are used to determine student needs to drive instruction. Results are also used to form intervention groups. • Diagnostic Assessment- This assessment is given in August to determine which standards have been mastered the previous year along with a clear focus of the needs of the students. • Benchmark Assessments- These assessments are given to analyze and guide instruction. • Unit Assessments- These assessments are given with each Math Unit to determine student growth. • PBAs and Selection Assessments- These assessments are given to determine skills the students retained from READY Gen. • EAGLE Assessments- These assessments are given to determine which standards students have mastered. • DRDP-These assessments are given to determine Kindergarten readiness and growth. 	<p>Goal(s): 1, 2, 3</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> DSS <input type="checkbox"/> Other 	<p>Items Needed: -subs for DIBELS testing</p>	<p>Effectiveness Measure: Formative and Summative Assessments</p> <hr/> <p>Effectiveness Results:</p>
<p>Strategies, Curriculum, and Assessments Specific to <u>Students with Disabilities</u>:</p> <ul style="list-style-type: none"> • 1 Certified Tutor- Works with students in the classroom who need assistance. • Paraprofessionals- works with SWD in the inclusion setting • SPED Teacher- works with SWD in the inclusion setting 	<p>Goal(s): 1, 2, 3</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 	<p>Items Needed:</p>	<p>Effectiveness Measure: Formative and Summative Assessments</p>

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<ul style="list-style-type: none"> Resource Setting-available for students who continue to be unsuccessful in the general education classroom with IEP accommodations and modifications 		<input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> DSS <input type="checkbox"/> Other		<p>Effectiveness Results:</p>
<p>Strategies, Curriculum, and Assessments Specific to <u>English Learners</u>:</p> <ul style="list-style-type: none"> The LA Connectors for English Learners will be utilized to describe how language is used to meet the rigorous demands in each grade and grade band toward rigorous content demands. This will allow the EL student to focus on meaning and then engage in the content specific practices in ELA, math, social studies, and science. The ELPT is used to measure the performance through K-12 education and achieve college and career readiness. Results are used to determine a student’s level of English Proficiency and to decide which language services and supports the student will need to fully participate in core content classes. <p>Describe the EL program at your school, including how and what services are provided to the EL students:</p> <ul style="list-style-type: none"> The EL students are included in the general education setting under the direction of the classroom teacher with the assistance of the EL para. 	<p>Goal(s): 1, 2, 3</p>	<p>Budgets used to support this activity:</p> <input type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> DSS <input type="checkbox"/> Other	<p>Items Needed:</p>	<p>Effectiveness Measure: ELPT</p> <hr/> <p>Effectiveness Results:</p>
<p><i>Interventions for At-Risk Students</i></p>				

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<p>Process for Determining Student Participation in School and Classroom Interventions:</p> <ul style="list-style-type: none"> Teachers analyze diagnostic assessments and recommend appropriate interventions based on their needs. (Data Driven Decisions) Teacher recommendations 	<p>Goal(s): 1, 2, 3</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> DSS <input type="checkbox"/> Other 	<p>Items Needed:</p>	<p>Effectiveness Measure: Formative and Summative Assessments</p> <hr/> <p>Effectiveness Results:</p>
<p>Opportunities and Interventions for Students in Need:</p> <ul style="list-style-type: none"> 1 Certified Tutor- works with all students, including SWD, whose assessment data indicates they are performing below level in ELA. She works in small groups with students daily and leads the students through the Voyager program. Achieve 3000- Computer-based program that focuses on improving reading comprehension through nonfiction text. The computer lab para and an instructional para assist students with this program under the supervision of a special education teacher. Students participate in this program 5 days a week for 30 minutes a day. Reflex Math- Students with math calculation deficits work on this computer-based program 5 days a week for 10 minutes a day. They begin with mastering addition and subtraction facts and then progress to mastery of multiplication and division facts. Voyager- reading intervention program that focuses on phonemic awareness. Students are instructed by a certified tutor 3-4 days a week for 30-40 minutes a day, grades K-3. Project Read is used with students who are dyslexic or who are lacking basic phonology and spelling skills. 	<p>Goal(s): 1, 2 3</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> DSS <input type="checkbox"/> Other 	<p>Items Needed:</p>	<p>Effectiveness Measure: Formative and Summative Assessments</p> <hr/> <p>Effectiveness Results:</p>

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<ul style="list-style-type: none"> • Tutor- works with all students, including SWD, whose assessment data indicates they are performing below level in ELA. She works in small groups with students daily. (ROUF funds) • Moby Max- Math and ELA Intervention used with students to remedy skill deficits. • 2nd Steps-Lessons teaching students Social/Emotional Skills. 				
<p>Process to Identify Students Who Are Continuing to Experience Difficulty After Receiving the School and Classroom Interventions:</p> <ul style="list-style-type: none"> • Proper documentation of the inability to master the standards resulting in a parent conference and referral to the SAT Process. As a result of the SAT Process, students may be referred to 504 or for a PAS evaluation. • Progress of students with disabilities is monitored closely and changes in IEPs are made as necessary. 	<p>Goal(s): 1, 2, 3</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> DSS <input type="checkbox"/> Other 	<p>Items Needed:</p>	<p>Effectiveness Measure: Formative and Summative Assessments</p> <hr/> <p>Effectiveness Results:</p>
<p>Interventions Specific to <u>Students with Disabilities</u>:</p> <ul style="list-style-type: none"> • Achieve 3000- Computer-based program that focuses on improving reading comprehension through nonfiction text. The instructional para assist students with this program under the supervision of a special education teacher. Students participate in this program 5 days a week for 30 minutes a day. • Reflex Math- Students with math calculation deficits work on this computer-based program 5 days a week for 10 minutes a day. They begin with mastering addition and subtraction facts and then progress to mastery of multiplication and division facts. 	<p>Goal(s): 1, 2, 3</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> DSS 	<p>Items Needed:</p>	<p>Effectiveness Measure: Formative and Summative Assessments</p> <hr/> <p>Effectiveness Results:</p>

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<ul style="list-style-type: none"> • Voyager- reading intervention program that focuses on phonemic awareness. Students are instructed by a certified tutor 3-4 days a week for 30-40 minutes a day. • Project Read is used with students who are dyslexic or who are lacking basic phonology and spelling skills. • Tutor- works with all students, including SWD, whose assessment data indicates they are performing below level in ELA. She works in small groups with students daily. (ROUF funds) 		<input type="checkbox"/> Other		
<p>Interventions Specific to <u>English Learners</u>:</p> <ul style="list-style-type: none"> • EL receive the same interventions as students in need. 	<p>Goal(s): 1, 2, 3</p>	<p>Budgets used to support this activity:</p> <input type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other	<p>Items Needed:</p>	<p>Effectiveness Measure: Formative and Summative Assessments</p> <hr/> <p>Effectiveness Results:</p>

Support and Extended Learning

<p>Support Structures and Programs that Provide Collaborative Support for Student Learning (e.g. Speech, Enrichment Classes, Accelerated Classes, Kids-In-Transition, P.E., Art, Music):</p> <ul style="list-style-type: none"> • PLCs • Speech • Enrichment Classes • Music • Art • Talented Art/Theater • P.E. • Robotics • Violin 	<p>Goal(s): 1, 2, 3</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> DSS <input type="checkbox"/> Other 	<p>Items Needed:</p>	<p>Effectiveness Measure: Report Card Grades</p> <hr/> <p>Effectiveness Results:</p>
<p>Extended Learning Opportunities within and beyond the School Day and the School Year (e.g. 21st Century, before or after school tutoring, field trips):</p> <p>Robotics coding- Using Science and technology to enhance student interest in computer coding while working in collaborative groups to complete specific goals through STEM activities.</p> <ul style="list-style-type: none"> o Field trips- each grade level goes on 1-2 field trips per year. Teachers must justify the educational purpose of the field trip according to the standards. Field trip locations include Louisiana Discovery Center, Pumpkin Patch, Strawberry Patch, Renaissance Festival, Bogue Chitto State Park nature tour, Honey Island Swamp Tour, Instagator Farm, Mile Branch Settlement of Colonial Times, Institute of Marine Mammal Studies, Covington High, Maritime Museum, Children’s Museum and Culinary Kids. o Extended School Year Program- students with disabilities qualify based on their needs to have 	<p>Goal(s): 1, 2, 3</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> DSS <input type="checkbox"/> Other 	<p>Items Needed:</p>	<p>Effectiveness Measure: Formative and Summative Assessments</p> <hr/> <p>Effectiveness Results:</p>

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<p>instruction on goals taught over a 12 year period so that learned material is not lost over the summer break</p> <ul style="list-style-type: none">o Louisiana Day- planned for 3rd grade students to teach standards specific to the state of Louisiana• Math Tutoring- Students who are performing at Basic and Approaching Basic level attend 45 minutes of instruction (4 days/week) for test preparation in specific math skills• KIT Tutoring- Tutoring for students in KIT who are not meeting grade level standards.				
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Other Strategies and Activities to Improve Students' Skills Outside of the Academic Subject Areas

<p>Mental Health Provider Services:</p> <ul style="list-style-type: none"> • Due to the transient and often unstable environments that many of our school's students experience, a full-time Mental Health Provider (MHP) will work with students. This counseling will help to improve academic achievement of students by helping them to develop coping strategies for handling conflicts and stresses they are facing in life. This will allow them to focus on their academic assignments in the classroom. Students will be selected through a referral process and will work with the MHP for varying amounts of time dependent on need. The school's administrators will monitor implementation of the MHP program. • Yoga Club- the MHP does Yoga weekly with students to help with their social/emotional skills. • Friendship Club- the MHP works with students on social/communication skills. 	<p>Goal(s): 1, 2, 3</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> DSS <input type="checkbox"/> Other 	<p>Items Needed:</p>	<p>Effectiveness Measure: Behavior Reports</p> <hr/> <p>Effectiveness Results:</p>
<p>Counseling Services:</p> <ul style="list-style-type: none"> • Guidance Counselor schedules in-class, whole group counseling bi-monthly. Topics discussed include anger management, life skills, bullying, sexual abuse, work habits, etc. • The Guidance Counselor also provides small group sessions as needed. 	<p>Goal(s): 1, 2, 3</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> DSS <input type="checkbox"/> Other 	<p>Items Needed:</p>	<p>Effectiveness Measure: Discipline Referrals Grades</p> <hr/> <p>Effectiveness Results:</p>

Implementation of a schoolwide tiered model to prevent and address problem behavior:

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<p>Strategies Used to Prevent and Address Problem Behavior: Counselor provides small group sessions for targeted students who exhibit repeated behavior problems.</p> <ul style="list-style-type: none"> • Counselor provides whole class lessons biweekly to all students. Lessons are focused on character development. • Counselor provides community resources to parents who are struggling with parenting skills. • PBS program includes a committee that meets monthly to review discipline data. We have quarterly celebrations (Tiger Pride) to reward good behavior. Students can earn Tiger Bucks for good behavior and spend them at the Tiger Buck Store monthly. We also have Positive Office Referrals weekly and students are announced every Friday. • Mentor teacher works with students during recess on team goals, achieving goals, and attacking the day in a positive manner while playing team sports. • We also give Perfect Attendance Awards quarterly, recognize Students of the Month, and hold Honor Roll Breakfasts quarterly. 	<p>Goal(s): 1, 2, 3</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> DSS <input checked="" type="checkbox"/> Other 	<p>Items Needed: Tiger Buck Store</p>	<p>Effectiveness Measure: Discipline Referrals JPAM Reports</p> <hr/> <p>Effectiveness Results:</p>
<p>Strategies for Assisting Students in the Transition from One School to the Next:</p>				
<p>Transition Activities for Incoming and Outgoing Students: In August of each year we hold a Meet and Greet night to introduce students to the school and teachers. -Teachers from the pre-school programs from outside agencies attend the IEP meetings at the end of the previous</p>	<p>Goal(s): 1, 2, 3</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 	<p>Items Needed: Bus Drivers to transport 5th Grade students to FJH</p>	<p>Effectiveness Measure: Attendance Sign-in Sheets Title 1 Parent Survey</p>

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<p>school year for pre-k students to ensure a successful transition.</p> <ul style="list-style-type: none"> -Pre-K teachers meet with parents/families individually in the beginning of the year to introduce students to the new setting. -Pre-K teachers hold a parent/family meeting at the beginning of the year for all new parents/families to explain curriculum and provide general information. -Kindergarten teachers meet with parents/families individually in the beginning of the year to introduce students to the new setting and introduce the curriculum and expectations. -Administrators offer tours of the school for new parents/families and students as needed. <p>A New Parent Coffee w/Administrators is held for new parents during the first week of school. This is a “get to know you” event for parents to learn more about the school.</p> <p>Outgoing Students</p> <ul style="list-style-type: none"> – At the end of each year we have a day that our 5th grade students visit the Jr. High to be oriented for the following year. - We include an administrator from the Jr. High in all 5th grade SAT and IEP meetings to plan for transitions. -We invite an administrator from the Jr. High to speak to our 5th grade students at morning meeting in May about their upcoming transition. - Feedback is obtained through conversations with parents and through the title one survey results. 		<ul style="list-style-type: none"> <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> DSS <input type="checkbox"/> Other 		<p>Effectiveness Results:</p>
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Professional Development

High Quality and Ongoing Professional Development for Teachers, Paraprofessionals, and Other School Personnel to Improve Instruction, Use Data from Academic Assessments, and to Recruit and Retain Effective Teachers, Particularly in High-Needs Schools/Subjects:

<p>Professional Learning Communities (PLCs):</p> <ul style="list-style-type: none"> • PLC meetings are conducted bi-monthly from 7:30am to 9:00am. 3rd through 5th grade teachers meet within their content area. K-2nd grade teachers meet with their grade level teams. Teachers are paid one hour per PLC Meeting. • Instructional Coach facilitates the PLC meetings using the Guided Questions and initiating SMART Goals. Instructional Coach models lessons in the classroom. • Administrators attend all PLC Meetings. 	<p>Goal(s): 1, 2, 3</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> DSS <input type="checkbox"/> Other 	<p>Items Needed: Stipends for PLC</p>	<p>Effectiveness Measure: Lesson Planning Assessments</p> <hr/> <p>Effectiveness Results:</p>
<p>Other Professional Development:</p> <ul style="list-style-type: none"> • Teacher Content Leaders meet with District Personnel to gain curriculum-related information to redeliver at the school. • Special Education Consultant meets with Special Education Teachers for IEP Development. • Zearn • Chromebooks • EAGLE • JPAMS • IRLA • READY Gen • Guidebooks • Summer Institute 	<p>Goal(s): 1, 2, 3</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> DSS <input type="checkbox"/> Other 	<p>Items Needed:</p>	<p>Effectiveness Measure: LEAP 2025</p> <hr/> <p>Effectiveness Results:</p>

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Recruit Effective Teachers, Particularly in High Needs Subjects/Schools:

- All school administrators attend and interview teachers at the Spring Transfer Fair and Job Fair events to fill openings at their schools.
- Teacher openings are advertised through the district website.
- District leaders attend local college and university teacher recruitment fairs in the fall and spring.
- The fall and spring schedules for district participation in local college and university recruitment fairs are advertised on all the district’s social media sites.
- The District participates in the Teacher Residency Program through Southeastern Louisiana University where college education majors are selected to participate in 1-Year Internships in our schools.
- Student Teachers from local universities are placed in schools throughout the district.
- The STAR (Students Teaching and Reaching) Program in our high schools allows high school students to earn college credit or participate in teaching internships at our schools.
- District Human Resources Coordinator serves as a speaker on college campuses for different education courses.
- District Human Resources Coordinator serves on various College of Education department committees at local universities.

Strategies to Prepare For and Increase Awareness of Opportunities for Post-Secondary Education and the Workforce:

Career and Technical Education Programs:	Goal(s):	Budgets used to support this activity:	Items Needed:	Effectiveness Measure:
<ul style="list-style-type: none"> • 		Budgets used to support this activity: <input type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> DSS <input type="checkbox"/> Other		Effectiveness Results:
Coursework to Earn Post-Secondary Credit: <ul style="list-style-type: none"> • 		Budgets used to support this activity: <input type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4		

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		<input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> DSS <input type="checkbox"/> Other		Effectiveness Results:
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Coordination and Integration of Federal, State, and Local Resources, Services, and Programs:

McKinney Vento:

- All homeless students receive all services for which they are eligible at their school site through Title I, Title III, Food Services, LA4, IDEA, and McKinney Vento funds.

Food Services:

- All students whose income qualifies them for free/reduced meals participate in the federal food service program.

Special Education:

- Identified students with disabilities receive all services specified on their IEP through a combination of GFF, IDEA, Title I, Title III, or DSS funding.

English Learners (EL):

- Identified EL students receive services from EL teachers, paraprofessionals, and/or tutors at their school site. These services are paid for through GFF, Title I, Title III, Title III, and DSS Immigrant Funds.

21st Century Programs:

- Students in participating schools are entitled to attend the 21st Century afterschool programs during the school year and during the summer.

Headstart Preschool Programs:

- Headstart preschool children graduate into their feeder schools in the District in which they live. Receiving schools provide transition activities and services for children and parents. Preschool programs are funded through LA4, 8G grant, Title I, and GFF.

4. Regular Monitoring and SIP Revision

- *The SIP remains in effect for the duration of the school year, except the plan and its implementation shall be regularly monitored and revised as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging State academic standards.*
- *The school will annually evaluate the implementation of, and results achieved by, the schoolwide program using data from the State’s annual assessments and other indicators of academic achievement to determine whether the plan has been effective in increasing achievement of students in meeting the State’s academic standards, particularly for those students who had been furthest from achieving the standards. The school will revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.*

Describe how and when the SIP is monitored during the school year using multiple types of data including diagnostic, interim, and summative assessment, in order to evaluate instructional practices, determine patterns of student achievement, and make necessary adjustments to increase student learning across grade levels, content areas, claims/subclaims, and subgroups:

The SIP committee makes adjustments on use of Title I budget according to analyzed data

- PLC topics are adjusted based on the needs determined by analyzing the data
- Curriculum Specialists/Instructional Coaches are invited to provide professional development in the areas of academic needs based on the data
- Adjustments are recommended to the PFE committee to adjust activities based on areas of need.

Describe how and when the SIP Committee will meet and discuss school programs implemented, as outlined in the SIP, to determine effectiveness and to assist in planning for the upcoming school year:

In August, the SIP Committee meets to discuss new plans for the upcoming school year (tutoring plan, interventions, para schedules, etc.)

- In September, the SIP Committee meets to complete a Data Analysis to help determine strengths and weaknesses of our school.
- In September/October, the SIP Committee meets to discuss revision of the Title I budget.
- In October/November, the SIP Committee meets to develop our SIP.
- In January, the SIP Committee meets (if needed) to make revisions to the budget.
- In March, the SIP Committee meets to review the SIP and revise as necessary.
- In May, the committee meets to gather all of the data for the evaluation of Title I programs and to write the Evaluation.

Describe how and when the evaluation results of the SIP are reported to the school’s stakeholders (faculty, staff, parents/families, and community members):

- The evaluation results are reported to parents/families at a PFE event at the beginning of the school year. The evaluation results are reported to the faculty and staff at a Faculty Meeting. They are also posted on the school’s website.

2019-2020 Committee Members

<p><u>School Improvement Planning Committee</u> Responsible for the Design, Monitoring, Revision, and Evaluation of the SIP</p>	<p><u>Parent/Family Engagement Committee</u> Responsible for the Implementation of the PFE Activities in the SIP</p>
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Folsom Elementary 2019-2020

Members Include:

- **Principal: Lesa Bodnar**
- **AP: Julie Sciortino**
- **Teacher: Reneisha Singleton**
- **Teacher: Rebecca McCann**
- **Parent/Family: Lydia Bedo**
- **Parent/Family: Damita Williams-Bell**
- **Parent/Family: Chrissy Darsam**

Members Include:

- **Principal: Lesa Bodnar**
- **Student:**
- **Teacher: Rebecca McCann**
- **Teacher: Christy Newell**
- **Parent/Family: Shonteka Weary**
- **Parent/Family: Marie Breaux**
- **Parent/Family: Johnee Cole**

DISTRICT ASSURANCES

- I certify that this school improvement plan was designed to improve student achievement with input from all stakeholders.

- I assure that the school-level personnel, including stakeholder representatives responsible for implementation of this plan, have collaborated in the writing of the plan.

- I hereby certify that this plan has all of the following components:
 - Evidence of the use of a comprehensive needs assessment
 - Measurable goals
 - Parent and family engagement activities aligned with assessed needs
 - Evidence-based methods, strategies, and activities that guide curriculum content, instruction, and assessment
 - Plans for transitioning incoming and outgoing students in the school community
 - Professional development aligned with assessed needs and strategies to attract and keep high quality teachers
 - Coordination and integration of federal, state, and local resources, services, and programs
 - Evaluation plan that includes methods to measure progress of implementation and effectiveness of strategies and programs
 - A schoolwide action plan with timelines and specific activities for implementing the above criteria

- I further certify that the information contained in this assurance is true and correct to the best of my knowledge.

Superintendent Signature

Date

Principal Signature

Date

Chairperson, School Improvement Team Signature

Date