

2024-2027  
SCHOOL ADVANCEMENT PLAN  
Every Student, Every Future

# Folsom Elementary



*This school-wide plan meets the requirements as outlined in the Every Student Succeeds Act (ESSA).*

## COMPREHENSIVE NEEDS ASSESSMENT

- Provide outcomes of the school's data analysis by providing the top strengths and weaknesses that have been identified. Findings should include detailed analysis of all at-risk student groups as well an examination of student, teacher, and school strengths and weaknesses.
- Be sure to include both quantitative and qualitative data in your analyses.
- [Data Analysis Guiding Questions](#)

### STRENGTHS

### WEAKNESSES

2024-25

### STUDENT ACHIEVEMENT DATA - DIBELS, LEAP 2025, ELPT

#### All Students

2024 EOY Dibels Assessment - Composite Score:

- 81% of current 1st grade students scored at or above benchmark EOY DIBELS in kindergarten.
- 66% of K-3 students scored at or above benchmark EOY DIBELS.

ELA LEAP 2025 2024 Data - Whole School:

- 4th grade - The Assessment Index increased from 62.7 in 2023 to 70.6 in 2024. This is an improvement of 2.8.
- 3rd grade - 68% of students scored mastery or advanced. This is fifth in the district out of 23 schools. First in the district for Title One schools.

2024 EOY Dibels Assessment- Composite Score:

- 41% of current 3rd grade students scored below benchmark EOY DIBELS in 2nd grade.
- 39% of current 4th grade students scored below benchmark EOY DIBELS in 3rd grade.

ELA LEAP 2025 2024 Data - Whole School:

- The Assessment Index decreased from 92.9 in 2023 to 85.9 in 2024. This equals a drop of -7.0.
- 3rd grade - The Assessment Index decreased from 103.1 in 2023 to 83.4 in 2024. This equals a drop of -19.7
- 5th grade - The Assessment Index decreased from 78.5 in 2023 to 76.0 in 2024. This equals a drop of -2.5.

## Folsom Elementary 2024-2027

- 4th grade - 71% of students scored mastery or advanced. This is second in the district out of 21 schools. First in the district for Title One schools.

### ELA LEAP 2025 2024 Data - Writing Performance:

- Writing Performance was the overall strongest/highest scoring category out of all areas in 2024 LEAP ELA, Math, and Science Data.
  - 3rd grade - 72% of students scored mastery or above
  - 4th grade - 81% of students scored mastery or above
  - 5th grade - 55% of students scored mastery or above

### ELA LEAP 2025 2024 Data - Reading Performance:

- 3rd grade - 69% of students scored mastery or above, which is the highest in grades 3, 4, and 5.
- 4th grade - In 2023, 56% of students scored mastery or above. In 2024, 65% of students scored mastery or above. That is an increase of 9%.
- 5th grade - In 2023, 42% of students scored mastery or above. In 2024, 55% of students scored mastery or above. That is an increase of 13%.

### ELA LEAP 2025 2024 Data - Reading Subcategory- Vocabulary:

- 4th grade - In 2023, 42% of students scored mastery or above. In 2024, 56% of students scored mastery or above. That is an increase of 14%.
- 5th grade - In 2023, 44% of students scored mastery or above. In 2024, 58% of students scored mastery or above. That is an increase of 14%.

### Math LEAP 2025 2024 Data - Whole School:

- 3rd grade - 52% of students scored mastery or advanced. This is fourth in the district out of 23 schools. First in the district for Title One schools.
- 4th grade - The Assessment Index increased from 64.4 in 2023 to 86.9 in 2024. This is an improvement of 22.5.
- 4th grade - 70% of students scored mastery or advanced. This is second in the district out of 21 schools. First in the district for Title One schools.

### ELA LEAP 2025 2024 Data - Written Expression Subcategory:

- 5th grade - 60% of students scored Basic or Below

### ELA LEAP 2025 2024 Data - Reading Subcategory- Informational Text:

- 3rd grade - 46% of students scored Basic or Below
- 4th grade - 41% of students scored Basic or Below
- 5th grade - 45% of students scored Basic or Below

### ELA LEAP 2025 2024 Data - Reading Subcategory- Vocabulary:

- 3rd grade - In 2023, 68% of students scored mastery or above. In 2024, 55% of students scored mastery or above. That is a decrease of 13%.

### Math LEAP 2025 2024 Data - Whole School:

- The Assessment Index decreased from 77.7 in 2023 to 74.4 in 2024. This equals a drop of -3.3.

### MATH LEAP 2025 2024 Data - Major Content:

- 3rd grade - 53% of students scored Basic or Below
- 5th grade - 60% of students scored Basic or Below

### MATH LEAP 2025 2024 Data -Expressing Mathematical Reasoning:

- 3rd grade - In 2023, 65% of students scored mastery or above. In 2024, 49% of students scored mastery or above. That is a decrease of 16%.
- 5th grade - In 2023, 44% of students scored mastery or above. In 2024, 40% of students scored mastery or above. That is a decrease of 4%.

### Science LEAP 2025 2024 Data - Whole School:

- The Assessment Index decreased from 77.5 in 2023 to 76.1 in 2024. This equals a drop of -1.4.

**Folsom Elementary 2024-2027**

<p><u>MATH LEAP 2025 2024 Data - Major Content:</u></p> <ul style="list-style-type: none"> <li>● 4th grade - 75% of students scored mastery or above</li> </ul> <p><u>MATH LEAP 2025 2024 Data -Expressing Mathematical Reasoning:</u></p> <ul style="list-style-type: none"> <li>● 4th grade - In 2023, 44% of students scored mastery or above. In 2024, 71% of students scored mastery or above. That is an increase of 27%.</li> </ul> <p><u>Science LEAP 2025 2024 Data - Whole School:</u></p> <ul style="list-style-type: none"> <li>● 4th grade - Had the greatest improvement with The Assessment Index. It increased from 84.4 in 2023 to 90.4 in 2024. This is an improvement of 6.0.</li> <li>● 5th grade - The Assessment Index increased from 71.1 in 2023 to 72.5 in 2024. This is an improvement of 1.4.</li> </ul>	<ul style="list-style-type: none"> <li>● 3rd grade - The Assessment Index decreased from 76.6 in 2023 to 67.8 in 2024. This equals a drop of -8.8.</li> </ul>
---	---

**At-Risk Student Groups**  
**(SWE and ESL data must be included as well as any other potential labeled student group)**

<p><u>ELA LEAP 2025 2024 Data - Subgroup:</u></p> <ul style="list-style-type: none"> <li>● The Assessment Index of Black/African American increased from 78.8 to 80.0. That is an improvement of 2.2.</li> </ul> <p><u>MATH LEAP 2025 2024 Data - Subgroup:</u></p> <ul style="list-style-type: none"> <li>● The Assessment Index of Black/African American increased from 57.5 to 64.1. That is an improvement of 6.6.</li> <li>● The Assessment Index of English Learners increased from 0.0 to 10.0. That is an improvement of 10.</li> </ul> <p><u>2024 EOY Dibels Assessment - Composite Score:</u></p> <ul style="list-style-type: none"> <li>● K-3 Grades - 66.2% of English Learner students scored at or above benchmark EOY DIBELS.</li> <li>● Kindergarten - 80.3% of English Learner students scored at or above benchmark EOY DIBELS.</li> </ul>	<p><u>ELA LEAP 2025 2024 Data - Subgroup:</u></p> <ul style="list-style-type: none"> <li>● The Assessment Index of Special Education decreased from 65.2 to 52.6. That is a drop of -12.6.</li> <li>● The Assessment Index of English Learners decreased from 53.3 to 20.0. That is a drop of -33.0.</li> </ul> <p><u>MATH LEAP 2025 2024 Data - Subgroup:</u></p> <ul style="list-style-type: none"> <li>● The Assessment Index of Special Education decreased from 54.5 to 46.7. That is a drop of -7.8.</li> </ul> <p><u>ELPT</u></p> <ul style="list-style-type: none"> <li>● 45% of EL students showed no overall improvement in English proficiency level on ELPT assessment.</li> </ul> <p><u>2024 EOY Dibels Assessment - Composite Score:</u></p> <ul style="list-style-type: none"> <li>● K-3 Grades-41.7% of Students with Disabilities scored at or above benchmark EOY DIBELS.</li> </ul>
---	--

**Folsom Elementary 2024-2027**

<ul style="list-style-type: none"> <li>● Second grade - 60% of English Learner students scored at or above benchmark EOY DIBELS.</li> <li>● First Grade- 60% of Students with Disabilities scored at or above benchmark EOY DIBELS.</li> </ul>	<ul style="list-style-type: none"> <li>● Second Grade- 35.3% of Students with Disabilities scored at or above benchmark EOY DIBELS.</li> <li>● Third Grade- 25% of Students with Disabilities scored at or above benchmark EOY DIBELS.</li> </ul>
--	---

**SCHOOL CULTURE DATA - MRA**  
**(Discipline data must be included as well as the identified recommendations in the MRA report)**

<p>Three areas on the MRA that were noted as effective are:</p> <p><u>Trusting Relationships:</u> Students have a high trust relationship with at least one teacher they feel comfortable with and can connect to.</p> <p><u>Academic Self Efficacy:</u> Students are able to apply personal leadership habits to plan, prioritize, and persevere in their academic pursuits.</p> <p><u>School Goals:</u> Schools have annual goals teachers played a meaningful role in creating and everyone is involved in achieving them. Progress towards school wide goals is regularly tracked, reflected on, and used to make decisions.</p> <p><u>Discipline Data:</u> During the 23-24 school year, we did a better job of discussing behavior at FES and intervening. The end of the quarter events were better than they were before, especially our last event, Water Day. This change was due to faculty/staff feedback from the previous year. Our Discipline WIG stated, "Folsom Elementary will reduce the percentage of SWE students who receive referrals from 58% to 50%." Based on the data that was taken at the end of the 23-24 school year, the percentage of SWE students who received referrals went from 58% (22-23) to 46% (23-24). The LAG measure stated, "that there would be a decrease in referrals (received by SWE students) from 64 to 42 or fewer by the end of the 23-24 school year." The total number of referrals received by SWE students went from 64 to 26 during the 23-24 school year. The discipline WIG was met for the 23-24 school year.</p>	<p>Two noted areas from the MRA that need improvement are:</p> <p><u>Community Engagement:</u> The school engages the community through collaborative partnerships and service learning that provides students and their families with sources of support and learning.</p> <p><u>Instructional Efficacy:</u> Teachers are confident in their ability to use evidence-based instructional practices to amplify students' capacity to learn.</p> <p><u>Discipline Data:</u> During the 23-24 school year, there were a total of 496 minor infractions received, with a total of 466 students enrolled. In the previous school year (22-23), there were a total of 441 minor infractions received, with a total of 435 students enrolled. There was an increase of minor infractions received during the 23-24 school year, along with an increase in student enrollment. In March 2024, there were a total of 74 minor infractions that were received. The grade levels with the highest amount of minor infractions received included 2nd and 4th. On the current SAP (23-24), the discipline goal was for the total number of major referrals received to be 5.28% of the total number of students enrolled. FES did not meet the discipline goal as the total percentage of students receiving major referrals was 5.79%. This total included 3 students who received major referrals from their previous school, but were included in the overall total for FES.</p>
---	---

2025-26

STUDENT ACHIEVEMENT DATA

All Students

2025 EOY Dibels Assessment- Composite Score:

- 84% of current 2nd grade students scored at or above benchmark EOY DIBELS in 1st grade.
- 82% of current 4th grade students scored at or above benchmark EOY DIBELS in 3rd grade.
- 73% of current 3rd grade students scored at or above benchmark EOY DIBELS in 2nd grade.
- 68% of K-3 students scored at or above benchmark EOY DIBELS.

ELA LEAP 2025 2025 Data - Whole School:

- 5th grade - The Assessment Index increased from 76 in 2024 to 85.7 in 2025. This equals an increase of 9.7.

ELA LEAP 2025 2025 Data - Writing performance Subcategory:

- 5th grade- 80% of students scored Mastery or above
- Writing Performance was the strongest performing substrand for school performance with 63% of students scoring mastery or above.

Math LEAP 2025 2025 Data - Whole School:

- 5th grade - The Assessment Index increased from 56.1 in 2024 to 78.8 in 2025. This equals an increase of 22.7
- 5th grade- 46% scored proficient, which trends higher than the district performance at 40%
- 3rd grade- 47% scored proficient, which trends higher than the district performance at 42% proficient

2025 EOY Dibels Assessment- Composite Score:

- 32% of current 1st grade students scored below benchmark EOY DIBELS in Kindergarten.

ELA LEAP 2025 2025 Data - Whole School:

- The Assessment Index decreased from 85.9 in 2024 to 78.5 in 2025. This equals a drop of -7.4.
- 3rd grade - The Assessment Index decreased from 83.4 in 2024 to 74.1 in 2025. This equals a drop of -9.3

ELA LEAP 2025 2025 Data - Reading Performance Subcategory:

- 3rd grade- 44% of students basic and below
- 4th grade- 47% of students performing basic and below
- 5th grade- 48% of students performing basic and below
- School- 9% decrease in students scoring mastery or above

ELA LEAP 2025 2025 Data - Reading Subcategory- Literary Text:

- Overall School- 10% decrease in students performing at or above mastery
- 4th grade- 55% of students scoring basic or below
- 5th grade-52% of students scoring basic or below

ELA LEAP 2025 2025 Data - Reading Subcategory- Informational Text:

- Overall school performance 9% decrease in students performing at or above benchmark
- 3rd grade - 63% of students scored Basic or Below
- 4th grade -50% of students scored Basic or Below

Folsom Elementary 2024-2027

MATH LEAP 2025 2025 Data - Major Content:

- 3rd grade - 44% mastery or above in comparison to district at 41%
- 5th grade - 48% mastery or above in comparison to district at 38%

MATH LEAP 2025 2025 Data - Additional and supporting content

- 5th grade- 58% of students scored mastery or above, this is 10% higher than district performance.

- 

MATH LEAP 2025 2025 Data -Expressing Mathematical Reasoning:

- 5th grade - 43% of students scored mastery or above in comparison to the district at 39%

Science LEAP 2025 2025 Data - Whole School:

- Cohort performance -assessment index data indicated that students in 3rd grade showed a 4.8 increase from 2024-2025.

Social Studies LEAP 2025 2025 Data Whole School

- 5th grade- 55% of 5th grade students scored mastery or above in comparison to the district at 47% proficient.

ELA LEAP 2025 2025 Data - Reading Subcategory- Vocabulary:

- Overall School performance: 6% decrease in students scoring mastery or above within the vocabulary substrand.
- 4th grade- 8% decrease in students scoring mastery or above. 53% of 4th grade students scored basic or below

ELA LEAP 2025 2025 Data - Writing performance Subcategory:

- 3rd grade - 40% of students scored Basic or below
- 4th grade - 45% of students scored Basic or Below

Math LEAP 2025 2025 Data - Whole School:

- The Assessment Index decreased from 74.4 in 2024 to 72.9 in 2025. This equals a drop of -1.5.

MATH LEAP 2025 2025 Data - Major Content:

- 3rd grade - 56% of students scored Basic or Below
- 4th grade - 59% of students scored Basic or Below
- 5th grade - 52% of students scored Basic or Below

MATH LEAP 2025 2025 Data - Additional and supporting content:

- 3rd grade- 61% of students scored basic or below

MATH LEAP 2025 2025 Data -Expressing Mathematical Reasoning:

- 3rd grade - In 2024, 53% of students scored mastery or above. In 2025, 47% of students scored mastery or above. That is a decrease of -6.
- 4th grade - In 2024, 71% of students scored mastery or above. In 2025, 50% of students scored mastery or above. Our percent of students proficient decreased -21.

Folsom Elementary 2024-2027

Science LEAP 2025 2025 Data - Whole School:

- The Assessment Index decreased from 76.1 in 2024 to 70.3 in 2025. This is a -5.8 drop.
- Cohort performance data indicated 4th grade students performance decreased from 90.4 in 2024 to 74.7 in 2025. This is a -15.7 drop.

Social Studies LEAP 2025 2025 Data Whole School

- 4th grade- 29% of 4th grade students showed proficiency.

**At-Risk Student Groups**

**(SWE, ESL, and the lowest performing 30% in ELA and math data must be included as well as any other potential labeled student group)**

ELA LEAP 2025 2025 Data - Subgroup:

- In 2024 the assessment index for SWE students was 52.6 and increased in 2025 to 60.7

MATH LEAP 2025 2025 Data - Subgroup:

- Hispanic/Latino subgroup assessment index increased from 51.7 in 2024 to 63.3 in 2025

2025 EOY Dibels Assessment - Composite Score:

- Kindergarten - 100% of English Learner students scored at or above benchmark EOY DIBELS.
- Third grade - 100% of English Learner students scored at or above benchmark EOY DIBELS.

ELA LEAP 2025 2025 Data - Subgroup:

- African American subgroup assessment index decreased from 80 in 2024 to 63 in 2025

MATH LEAP 2025 2025 Data - Subgroup:

- African American subgroup assessment index decreased from 64.1 in 2024 to 49.3 in 2025

**ELA Lowest Performing 30%**

- **Kindergarten:**
  - 2026 DIBELS BOY literacy screener indicated 21 students scored well below
- **1st-3rd Grade:**
  - 21 students scored well below benchmark on DIBELS EOY literacy screener.
  - 25 students scored below benchmark on DIBELS EOY literacy screener.
  - 13 students scored benchmark

## Folsom Elementary 2024-2027

### Growth of lowest 25%

- Students Growing in ELA Who Had the Lowest 25% of Scores in the Prior Year: 54%
- Students Growing in Math Who Had the Lowest 25% of Scores in the Prior Year: 45.7%

### ● **Current 4th and 5th Grade Students ELA LEAP 2025:**

- 12 students achieved unsatisfactory with 10 students in the sub achievement level of high unsatisfactory and 2 in low unsatisfactory sub achievement level.
- 19 students achieved approaching basic with 7 students in the low approaching basic sub achievement level and 12 in the high approaching basic sub achievement level.
- 3 students achieved basic in the sub category of low basic.

### Math Lowest Performing 30%

### ● **Current 4th and 5th Grade Students LEAP 2025:**

- 5 students achieved unsatisfactory with 4 students in the high unsatisfactory sub achievement level and 1 student in the low unsatisfactory sub achievement level.
- 27 students achieved approaching basic with 13 students in the low approaching basic sub achievement level category and 14 in the high approaching basic subcategory.
- 5 students achieved basic within the subcategory of low basic.

### EL Students

### ● **Current 3rd-5th Grade EL Students LEAP 2025:**

- 0% of EL Students scored Proficient
- ELA, 1 Approaching Basic, 3 Unsatisfactory
- Math, 3 Approaching Basic, 1 Unsatisfactory
- Science, 2 Approaching Basic, 2 Unsatisfactory
- Social Studies, 2 Approaching Basic, 2 Unsatisfactory

### ● **ELPT State Testing 3rd-5th Grade 2025**

- 1 out of 4 students improved level from Emerging to Progressing
- 3 out of 4 students remained the same level of Progressing

Folsom Elementary 2024-2027

2025 EOY Dibels Assessment - Composite Score:

- K-3 Grades - 56% of English Learner students scored at or above benchmark EOY DIBELS.
- First Grade and Second Grade - 0% of English Learner students scored at or above benchmark EOY DIBELS.
- K-3 Grades- 38% of Students with Disabilities scored at or above benchmark EOY DIBELS.
- Kindergarten - 0% of Students with Disabilities scored at or above benchmark EOY DIBELS.
- 1-3 Grade- 50% of Students with Disabilities scored at or above benchmark EOY DIBELS.

**SCHOOL CULTURE DATA - MRA**

(Discipline data must be included as well as the identified recommendations in the MRA report)

**Leadership:** increase in overall score (75 to 76)  
**Staff Leadership:** Increase in overall score (74 to 78)  
**Personal Effectiveness:** Increase in overall score (76 to 77) and in the number of respondents (18 to 46)  
**Interpersonal Effectiveness:** Increase in overall score (72 to 78) and in the number of respondents (18 to 46)  
**Personal Development:** Increase in the number of respondents (152 to 221)  
**Interpersonal Development:** increase in the number of respondents (172 to 222)  
**Prosocial Behaviors:** increase in the number of respondents (103 to 117)  
**School and Family Partnership:** increase in the number of respondents (10 to 24)  
**Family Engagement:** increase in the number of respondents (43 to 113)  
**Community Engagement:** Increase in the overall score (65 to 70) and in the number of respondents (18 to 46)  
**Culture:**  
**Supportive Environment for Staff:** increase in overall score (74 to 77)  
**Staff Voice:** increase in overall score (75 to 77) and in the number of respondents (18 to 46)  
**Collective Efficacy:** increase in overall score (74 to 77) and in the number of respondents (18 to 46)

**Leadership:**  
**Student Leadership:** decrease in overall score (80 to 78)  
**Personal Development:** decrease in overall score (81 to 77)  
**Positive Wellbeing:** decrease in overall score (81 to 77) and in the number of respondents (116 to 112)  
**Self-Advocacy:** decrease in overall score (80 to 78)  
**Interpersonal Development:** decrease in overall score (79 to 78)  
**Prosocial Behaviors:** decrease in overall score (80 to 78)  
**School and Family Partnership:** decrease in overall score (76 to 74)  
**Family Engagement:** decrease in overall score (75 to 72)  
**Culture:**  
**Supportive Environment for Students:** decrease in overall score (78 to 76)  
**Student Empowerment:** decrease in the number of respondents (120 to 101)  
**School Belonging:** decrease in overall score (80 to 71) and in the number of respondents (116 to 108)  
**Trusted Relationships:** decrease in overall score (82 to 77) and in the number of respondents (114 to 103)  
**Academics:** decrease in overall score (76 to 75)  
**Empowered Learners:** decrease in overall score (80 to 75)

## Folsom Elementary 2024-2027

**Student Empowerment:** increase in overall score (73 to 78)

**School Climate:** increase in overall score (77 to 80)

**Academics:**

**Empowering Teachers:** increase in overall score (75 to 77)

**Instructional Efficacy:** increase in overall score (68 to 73) and in the number of respondents (10 to 24)

**Student-led Practices:** increase in overall score (77 to 78) and in the number of respondents (46 to 121)

**Student Goals Support:** increase in the number of respondents (10 to 24)

**School Goals:** increase in the number of respondents (10 to 24)

MRA: Based on the data from the Measurable Results Survey, Leadership Component: there was an increase in the overall score and the number of respondents in the areas of Staff Leadership and Community Engagement; there was also an increase in the number of respondents in the following areas: Personal Development, Interpersonal Development, Prosocial Behaviors, School & Family Partnership and Family Engagement. Culture Component: there was an increase in the overall score and the number of respondents in Supportive Environment for Staff and School Climate. There was also an increase in the overall score in the area of Student Empowerment. Academic Component: there was an increase in the overall score and in the number of respondents in the area of Empowering Teachers. There was also an increase in the number of respondents in the area of Goal Achievement.

**FES Discipline:**

We had a decrease in the number of Minor Infractions. We believe that the following adjustments attributed to the decrease:

- More cohesive BAT
- More consistent/structured BAT Meetings
- Data driven decisions
- More appropriate use of ISS para
- Increased use of Restorative Practices
- Increased use of Social Stories

**Social Supports:** decrease in overall score (77 to 73) and in the number of respondents (122 to 108)

**Academic Self-Efficacy:** decrease in overall score (82 to 77) and in the number of respondents (115 to 95)

Student Goals Support: decrease in overall score (70 to 68)

**Student Goals:** decrease in the number of respondents (118 to 103)

**School Goals:** decrease in the overall score (83 to 80)

MRA: Based on the data from the Measurable Results Survey, Leadership Component: there was a decrease in the overall score in the following areas: Student Leadership, Personal Development, Positive Wellbeing (and respondents), Self-Advocacy (and respondents), Interpersonal Development, Prosocial Behaviors, School & Family Partnership and Family Engagement.

Culture Component: there was a decrease in the overall score in the area of Supportive Environment for Students. There was also a decrease in the overall score and in the number of respondents in the areas of School Belonging and Trusted Relationships. In the area of Student Empowerment, there was a decrease in the number of respondents.

Academic Component: there was a decrease in the overall score and in the following areas: Empowered Learners (and respondents), Goal Achievement, Student Goals Support, and School Goals.

**FES Discipline:**

We had an increase in the number of Major Referrals and Suspensions.

**Folsom Elementary 2024-2027**

<ul style="list-style-type: none"> <li>● Increased use of and more consistent use of Crisis Team (responded quicker than the year prior)</li> <li>● Teachers reported the following: “felt more supported when it comes to behavior)</li> <li>● Used TAT/SBLC more frequently</li> <li>● Communicated with parents more often</li> </ul>	
--	--

<p><b>LEADERSHIP GOAL - PRINCIPAL’S WILDLY IMPORTANT GOAL (WIG)</b></p> <ul style="list-style-type: none"> <li>● <i>Based on the above needs assessment and the Beginning-of-the-Year conference, what will be the school improvement area of focus that will impact all academic settings?</i></li> <li>● <i>What is the leadership goal that was established during the Beginning-of-the-Year conference?</i></li> </ul>	
<p><b>School Improvement Focus Area</b> (Examples - engaging students in thinking and problem solving, document-based questioning, or non-fiction writing across the content areas)</p>	<p><b>Leadership Goal</b> (Include the one descriptor from one indicator on the Louisiana Leader rubric identified during the Beginning-of-the Year conference)</p>
<p align="center"><b>2024-25</b></p>	
<p>Students will read and demonstrate comprehension of grade-level nonfiction, including texts about history, science, and the arts.</p>	<p>Develop teachers’ abilities to utilize data to identify students in need of intervention, acceleration, extension, or other additional support.</p>
<p align="center"><b>2025-26</b></p>	

**Folsom Elementary 2024-2027**

Capacity Building/Continuous Improvement

Ensures individualized professional learning, aligned to the coaching plan, is provided to support teachers' and staff members' skills, is guided by understanding of adult learning principles, and is measured with student data.

**LONG-TERM SCHOOLWIDE GOAL (LAG MEASURE) - SCHOOL'S ACADEMIC WIG**

- *Goals must be Specific, Measurable, Achievable, Results-focused, and Time-bound*
  - *Is the goal relevant? Does it align with the school needs assessment?*
  - *Is the goal measurable? How will you progress monitor?*
  - *Is the goal reasonable and achievable? Can it be met? Do you have a plan to meet it?*
  - *What new learning and/or support is needed to meet the goal?*

**Schoolwide Goal**

From Fall 2024 to Fall 2027, Folsom Elementary School will increase the SPS from 84.8 to 88.8 through a focus on standards and skills assessed in Dibels and LEAP (use school improvement focus area listed above).

2024 SPS (Baseline)  Current Formula	2025 SPS	2026 SPS	2027 SPS
<u>87.6</u> Grade Letter <u>B</u>	<u>81.2</u> Grade Letter <u>B</u>	Grade Letter	Grade Letter

Folsom Elementary 2024-2027

	Met Goal? Y N	Met Goal? Y N	Met Goal? Y N
--	------------------	------------------	------------------

2024-25 Components of SPS

Assessment Index (AI)

- What is your current AI in – FES (district)
  - ELA - 85.9 (82.1)
  - Math - 74.4 (68.2)
  - Science - 76.1 (68.0)
  - Social Studies -
  - Overall -
- Where are there opportunities for growth?

Progress Index (PI)

- What is your current PI in – FES (district)
  - ELA - -7.0 (1.3)
  - Math - -3.3 (-1.5)
  - Science - -1.4 (-1.2)
  - Overall -

Interests and Opportunities (I/O)

What is your current I/O?

- School offers 45 or more minutes of arts instruction to students per week for the duration of the school year
- School has students who participate in academic competitions. 4-H Achievement Day
- School offers a sponsored student group that participates in a competitive athletic tournament or participates in a recognized sports league (District/Regional Athletic Meet through our Physical Education Program)
- School offers physical education to all students taught by a certified teacher
- School has an external partnership to provide programming or student support (Kiwanis Club)

Where are there opportunities for growth?

- More Community Involvement with all stakeholders
- More opportunities for student clubs and interests (Robotics, Computer Programming, Legos, Culinary, etc)
- More competitive opportunities for students to participate at the local and district level (Science Fair, 4-H, etc)
- Combined opportunities, clubs, and activities with our feeder schools

## PRIORITY GOALS - SCHOOL CULTURE & ACADEMICS

In order to grow the SPS, identify 1 culture and 2 academic core areas that will be a priority for the next three years. Create a goal for each priority area that includes an aligned focus area that is connected to the leadership goal. *Note: The focus area can be the same for all three goals or slightly different.*

- Priority Goal #1 (Culture) - Instructional Efficacy
- Priority Goal #2 (Academics) - ELA Fluency and Informational Text
- Priority Goal #3 (Academics) - Math Major Content

### Priority Goal #1: (Cultural Goal) - Instructional Efficacy

From Fall 2024 to Fall 2027, Folsom Elementary School will increase the MRA sub-measure, Instructional Efficacy, from 68 to 90 through a focus on providing students with feedback that helps them grow and improve in an academic content area.

2024 MRA Score (Baseline)	2025 MRA Score		2026 MRA Score		2027 MRA Score	
	Goal	Actual	Goal	Actual	Goal	Actual
68	75	73	82		90	

Folsom Elementary 2024-2027

	Met Goal? Y N	Met Goal? Y N	Met Goal? Y N
--	------------------	------------------	------------------

**How are we going to get there?** From graded exit tickets, quizzes, module and district checkpoint assessments, teachers will provide feedback and allocate time for students to identify areas of strengths and weaknesses. Students will identify specific criteria/an area to improve, set a goal, and establish action steps to achieve their goal.

**Purchased Resources to Support Priority Goals:** Individual student binders and sheet protectors for their goal-setting pages and action steps.

**Short Term Wins (STW) (LEAD measures) for Priority #1: Culture-Instructional Efficacy**

**What will student success criteria be for this priority area? How will you know efforts are making an impact? What should you see students doing?**

- After an administered assessment in ELA, Math, Science, or Social Studies (*Ex: weekly fluency, graded written composition rubric, math module quiz/assessments, science and social studies unit quiz/assessments, or exit tickets*), teachers provide students with academic feedback. From the feedback, students will identify specific criteria to improve, set a goal, and determine an action step to follow.

2024-25							
Goal and Data Used	Baseline	1 <sup>st</sup> Quarter STW	Results	2 <sup>nd</sup> Quarter STW	Results	3 <sup>rd</sup> Quarter STW	Results
Students create an academic goal based from their teacher’s academic feedback	from teacher feedback, 0% of students identified criteria to improve and set a goal	from teacher feedback, 50% of students identified criteria to improve and set a goal	Goal not achieved. Students did not formally create an academic goal.	Provide a Professional Development session to teachers on Academic Feedback and Assessment. PD will be given January 6, 2025. Goal-85% of Teachers will demonstrate understanding giving and using	80% of teachers demonstrated understanding of academic feedback (based on gallery walks and group activities).	Create Feedback Checklist and Conduct Learning Walks. Identify strengths in when/how feedback was given and identify weaknesses in order to set a goal for 4th Quarter	80% of teachers demonstrated understanding of academic feedback (based on gallery walks and group activities).

**Folsom Elementary 2024-2027**

				<b>academic feedback based from formative and summative assessments</b>			
			Met Goal? <b>No</b>		Met Goal? <b>Yes</b>		Met Goal? <b>Y N</b>

**Quarter 1 Reflection –**

More teacher understanding of this SAP goal is needed before students can create their own academic goals from teacher feedback. Teachers must have a clear understanding of academic feedback, using academic feedback with students, and how to guide students in using the teacher feedback to set an academic goal.

**Quarter 2 Reflection –**

Teachers showed understanding of academic feedback and ways they implement it with students in their classrooms. Teachers showed understanding that different academic feedback is given based on different stages in a lesson. However, a way to track how teachers use academic feedback was needed. Something had to be established in order to set and monitor a quarterly goal and progression.

**Quarter 3 Reflection –**

The ILT committee created an “Academic Feedback” checklist form that aligned to the objectives of the professional development session and the NIET rubric. This checklist was used in Learning Walks conducted by the ILT committee. In this way, all observations were using the same tool and criteria. After the Learning Walks were completed, committee members analyzed their observations to establish a quarter 4 goal.

<b>2025-26</b>							
<b>Goal and Data Used</b>	<b>Baseline</b>	<b>1<sup>st</sup> Quarter STW</b>	<b>Results</b>	<b>2<sup>nd</sup> Quarter STW</b>	<b>Results</b>	<b>3<sup>rd</sup> Quarter STW</b>	<b>Results</b>

Folsom Elementary 2024-2027

<p><b>Short Term Goal: 2026 MRA 82</b></p> <p><b>Long Term Goal: 2027 MRA 90</b></p>	<p>68% based on MRA results from 2024</p>	<p>Continue to conduct Learning walks and encourage academic feedback. Provide professional development during PLC on academic feedback utilizing the LER rubric descriptors within the academic feedback indicator.</p> <p>All educators are sending home their Tiger Roars weekly. These folders include graded papers along with feedback regarding student progress.</p>	<p>All parents and guardians are aware of where their students are academically.</p>	<p>*Provide students with STEMS and create posters students can utilize within the classroom to encourage student discourse.</p> <p>We noticed through NIET observations academic feedback within the classroom was occurring, but there were some components that were missing.</p>	<p>We discussed academic feedback during PLCs with all educators to ensure they were familiar with what academic feedback looked like and how it should be presented in the classroom.</p>	<p>Move students towards creating academic goals.</p> <p>Begin walkthroughs with an emphasis on academic feedback during core instruction and targeted support.</p>	
			<p>Met Goal? Y N</p>			<p>Met Goal? Y N</p>	<p>Met Goal? Y N</p>

**Quarter 1 Reflection –**

All educators are distributing academic feedback in some way. At this point across the board, this is happening through our Tiger Roars.

**Quarter 2 Reflection –**

### **Folsom Elementary 2024-2027**

At this point, we have completed the first cycle of all of our NIET observations. We noticed that academic feedback was an area of refinement for quite a few of our educators. Academic feedback was occurring, but there were some parts that needed to be added to encourage student-led understanding of the content.

**Folsom Elementary 2024-2027**

**Priority Goal #2 (Academic): - ELA Fluency and Informational Text**

From Fall 2024 to Fall 2027, Folsom Elementary School will increase the percent proficiency in **ELA** from **LEAP (64.8%)/DIBELS (65.75%)** to **LEAP (77.80%)/DIBELS (79.56%)** through a focus on word reading, reading fluency, and responding to informational text in all content areas.

	<b>2024 ELA % Proficient (Baseline)</b>	<b>2025 ELA % Proficient</b>	<b>2026 ELA % Proficient</b>	<b>2027 ELA % Proficient</b>
<b>All Students</b>	LEAP 64.8% DIBELS 65.75%	LEAP 70.73% DIBELS 72.33%	LEAP 77.80% DIBELS 79.56%	LEAP 84.7% DIBELS 87.5%
		Met Goal? <b>Y N</b> DIBELS no- 68% LEAP no-53.6%	Met Goal? <b>Y N</b>	Met Goal? <b>Y N</b>
<b>Student Group(s)</b>				
<b>SWE</b>	LEAP 52.6% DIBELS 41.7%	LEAP 57.86% DIBELS 43.79%	LEAP 63.65% DIBELS 45.98%	LEAP 70.01% DIBELS 48.28%
		Met Goal? LEAP- DIBELS- 28% <b>Y N</b>	Met Goal? <b>Y N</b>	Met Goal? <b>Y N</b>
<b>EL</b>	LEAP 20% DIBELS 66.2%	LEAP 22.0% DIBELS 69.51%	LEAP 24.2% DIBELS 72.99%	LEAP 26.62% DIBELS 76.64%
		Met Goal? <b>Y N</b> DIBELS yes- 71%	Met Goal? <b>Y N</b>	Met Goal? <b>Y N</b>
<b>Lowest 25% in ELA?</b>	LEAP 0%			
		Met Goal? <b>Y N</b>	Met Goal? <b>Y N</b>	Met Goal? <b>Y N</b>

**How are we going to get there?** Small group instruction, small group interventions that change according to progress monitoring data, high-dose tutoring, enrichment groups, PLC meetings with faculty analyzing data to drive instruction, individual self-assessment and student goals, one-to-one

**Folsom Elementary 2024-2027**

conferencing about goals and progress, family engagement nights, weekly fluency passages (home), daily fluency practice (school), student chaining for reading and spelling.

**Use “Purchased Resources to Support Priority Goals” document from above:** colored computer ink (color-coded data), computer ink (teachers) for high-dose tutoring lessons, intervention lessons, fluency practice lessons, small group sets of novels, colored plastic folders, pencils, highlighters, PLC binder, dividers, spiral notebooks, supplies for family engagement hands-on project activities, magnetic chaining letters and boards for K-1students  
(reallygoodstuff.com)

**Professional Development Offered**

**PLCs - Establish understanding of each skill measured in Dibels, data analysis, and instructional methods to meet data needs. Establish weekly and daily fluency protocol and practice.**

**Short Term Wins**

**What will student success criteria be for this priority area? How will you know efforts are making an impact? What should you see students doing?**

- **Successful Achievement of Progress Monitoring Data and DIBELS Benchmark Assessments**

2024-25							
Goal and Data Used	Baseline	1 <sup>st</sup> Quarter STW	Results	2 <sup>nd</sup> Quarter STW	Results	3 <sup>rd</sup> Quarter STW	Results
<b><u>3-5 ELA LEAP 2024 Proficiency</u></b>  <b><u>K-3 DIBELS 2024 EOY Composite Benchmark</u></b>	<b><u>3-5 ELA LEAP 2024 Data:</u></b> 3rd- 68% 4th- 71% 5th- 48% <b>Overall - 64.3%</b>	Teachers participate in PLC to collaborate and plan lessons, analyze data, and plan small group targeted instruction to meet the student needs.	<b><u>LEAP 360 Diagnostic Data:</u></b> 3rd- 27% 4th- 40% 5th- 21% <b>Overall - 29%</b>	Teachers participate in PLC to collaborate and plan lessons, analyze data, and plan small group targeted instruction to meet the student needs.  DIBELS -	<b><u>LEAP 360 Diagnostic Data:</u></b> 3rd- 40% 4th- 41% <b><u>DIBELS 2025 MOY Data:</u></b> K- 64% 1st- 68% 2nd- 58% 3rd- 63% <b>Overall - 63%</b>	DIBELS - Continued Consistent interventions and progress monitoring of students to meet individual needs	<b><u>DIBELS 2025 EOY Data:</u></b> K- 68% 1st- 84% 2nd- 73% 3rd- 82% <b>Overall - 68%</b>
	<b><u>K-3 DIBELS 2024 EOY Composite Benchmark</u></b> K- 81% 1st- 62% 2nd- 59% 3rd- 61% <b>Overall- 65.75%</b>		<b><u>DIBELS 2024 BOY Data:</u></b> K- 22% 1st- 65% 2nd- 52% 3rd- 57% <b>Overall - 49%</b>				

**Folsom Elementary 2024-2027**

		DIBELS - Consistent interventions and progress monitoring of students to meet individual needs		Continued Consistent interventions and progress monitoring of students to meet individual needs			
			Met Goal? <b>Yes</b>		Met Goal? <b>Yes</b>		Met Goal? <b>Y N</b>

**Quarter 1 Reflection –**

At the BOY, 49% of K-3 were on or above reading level. To get students on level and to continue their educational growth, I used small group instruction, small group interventions that change according to progress monitoring data, high-dose tutoring, and form enrichment groups using data acquired at PLC meetings. Weekly fluency passages were also sent home for homework. We also added in a “Testing Team” as opposed to having different teachers test different kids. Having a large testing team allowed time for the interventionist and teachers to further assess intervention students in programs that would best fit their needs. In return, students received quality interventions being taught on their reading and writing ability. Throughout the year teachers are tracking student progress on program data spreadsheets and with DIBELS PM. A few students in grades 1-5 changed groups due to gains or lack of growth. Kindergarteners changed a lot more based on the interventionist and teachers closely analyzing DIBELS PM data and monitoring student progress when teaching. With moving K students in better ability or more challenging groups will accelerate student reading progress and a majority could exit interventions and be placed in enrichment groups.

**Quarter 2 Reflection –**

63% of K-3 students were on or above level for MOY DIBELS testing. This is a 14% increase of students reading on or above level. We were just under 3% of having the same number of students reading at or above level for the 2023-2024 school year. Some huge gains were in K and 3rd grade. Kindergarten was second in the district and showcased the most DIBELS BOY-MOY growth, 42% students were at or above level, and 51% of the intervention students exited interventions. Third grade was third in the district for the most BOY-MOY growth. There was an only 6% increase of the grade level on or above level. Even though the number is small, you have to reflect how hard it is to close the gap for 3rd-5th graders and this grade level had quite a few new and current third graders with diverse learning difficulties.

Additionally, Family Literacy Night was held in November and we piloted our first DIBELS Family Literacy Night. The event started with a brief DIBELS information presentation for parents and after parents and their children made and played make and take games on the child’s grade level which brought awareness to Reading skills that we screen on DIBELS The parents seemed to appreciate it based on positive feedback reviews.

**Folsom Elementary 2024-2027**

To help motivate and enhance student confidence with reading fluency Weekly grade leveled and ability reading leveled fluency passages from intervention lessons are added daily even if the curriculum did not ask for it. Tutors, interventionists and some teachers for older grade levels are getting intervention student to track their DIBELS PM progress and many make their own goals.

**Quarter 3 Reflection –**

Grade level PLCs were held, data was discussed, new intervention/ enrichment groups were formed and data was used to put up struggling students in SBLC. Teachers, the instructional coach, and the interventionist discussed fluency strategies. The interventionist, tutors and teachers added higher order thinking response questions and writing prompts to informational texts if IRLA, S.P.I.R.E. Project Read, Linguistics, CKL, Guidebook supports (Fluency Tasks/Foundation support) lessons did not address those concepts. Interventionist and Instructional coach assisted in third grade ELA classes to assist the grade level would continue to get quality instruction when the ELA teacher was out on maternity leave.

**End of year Reflection –**

There has been so much growth with all our students this school year. According to “mCLASS DIBELS 8 the Growth Results (BOY-EOY) 2024-2025”, all our K-3 students who were on, above, below or well below made either above or well above growth except from 2nd grade well below below who made “average progress”. To be more specific, 57% of Kindergartens who were below or well below level went up to benchmark, 52% of 1st graders who were below or well below level went up to benchmark, 44% of 2nd graders who were below or well below level went up to benchmark, 60% of 3rd graders who were below or well below level went up to benchmark. Overall 54% of students who were below benchmark achieved benchmark by the end of the year. All of our efforts over the course of the year and our intervention initiatives provided for the majority of our students below level to obtain benchmark level.

2025-26							
Goal and Data Used	Baseline	1 <sup>st</sup> Quarter STW	Results	2 <sup>nd</sup> Quarter STW	Results	3 <sup>rd</sup> Quarter STW	Results



## Folsom Elementary 2024-2027

LEAP Reflection: There has been a visible decline in regards to LEAP data and subgroup performance. We will continue to use the RACE strategy when teaching students to formulate constructed responses. We will use exemplars to demonstrate a visual to the students of what proficiency and what unsatisfactory looks like. We will continue to analyze data in PLC and collaborate to create enhanced lessons to supplement the curriculum and increase performance. Students will continue to participate in fluid intervention groups that change according to checkpoint and benchmark data as well as progress monitoring data.

### Quarter 2 Reflection –

Family Literacy Night was held in November. The event had a DIBELS information table for parents and parents and their children made and played “make and take” games on the child’s grade level which brought awareness to Reading skills

66% of K-3 students were on or above level for MOY DIBELS testing. Second grade is one of the top 5% proficient in the district from BOY-MOY. K and 1st grade were the drivers of benchmark growth while the other grades showed marginal changes. There appears to be room for more growth. We will endeavor to increase student achievement with higher fidelity to the programs and enhance the skills that are deficient within the programs.

LEAP Reflection: Teachers continue to participate in PLC meetings to collaborate and analyze data. They plan for small group instruction and strategies to improve the RACE strategy for constructed responses. More concentration will be placed on enrichment grouping for LEAP preparation, using FIRE to improve conventions, and the art of editing and revising their responses for more efficient work.

### Quarter 3 Reflection –

Grade level PLCs were held, data was discussed, new Targeted Support Groups groups were formed and data was used to put up struggling students in TAT. We will strive to buckle down and hit the ground running this quarter with renewed focus on student success and obtainable goals for each student. This will be addressed in upcoming PLC, staff meetings and new targeted support groups.

LEAP Reflection: Teachers continue to participate in PLC meetings to collaborate and analyze data. They plan for small group instruction and strategies to improve the RACE strategy for constructed responses. More concentration will be placed on enrichment grouping for LEAP preparation, using FIRE to improve conventions, and the art of editing and revising their responses for more efficient work.

**Folsom Elementary 2024-2027**

**Priority Goal #3 (Academic): - Math Major Content**

From Fall 2024 to Fall 2027, Folsom Elementary School will increase the percentage of proficiency in math from 54% to 70% through a focus on major content assessed on the LEAP 2025.

	<b>2024 % Proficient (Baseline)</b>	<b>2025 % Proficient</b>	<b>2026 % Proficient</b>	<b>2027 % Proficient</b>
<b>All Students</b>	LEAP Major Content - 54%	LEAP Major Content 59.3%	LEAP Major Content 64.6%	LEAP Major Content 70%
		Met Goal? <b>Y N</b> 2025 44%, Decrease of <b>10%</b>	Met Goal? <b>Y N</b>	Met Goal? <b>Y N</b>
<b>Student Group(s)</b>				
<b>SWE</b>	LEAP Major Content - 46.7%	49.03%	51.48%	54.06%
		Met Goal? <b>Y N</b> 2025 46.3%, Decrease of <b>3%</b>	Met Goal? <b>Y N</b>	Met Goal? <b>Y N</b>
<b>EL</b>	LEAP Major Content 10%	10.5%	11.03%	11.58%
		Met Goal? <b>Y N</b> 2025 0%, Decrease of 10%	Met Goal? <b>Y N</b>	Met Goal? <b>Y N</b>
<b>Lowest 25% in Math?</b>	LEAP Major Content - 0%			
		Met Goal? <b>Y N</b>	Met Goal? <b>Y N</b>	Met Goal? <b>Y N</b>

**Folsom Elementary 2024-2027**

**How are we going to get there?** Small group instruction, small group interventions that change according to progress monitoring data, high-dose tutoring, enrichment groups, PLC meetings with faculty analyzing data to drive instruction, family engagement nights

**Use “Purchased Resources to Support Priority Goals” document from above:** iReady differentiated instruction program, math manipulatives, white boards, dry-erase markers, computer ink for high-dose tutoring lessons, colored folders, pencils, highlighters, PLC binder, dividers, spiral notebooks, supplies for family engagement hands-on project activities

**Short Term Wins**

**What will student success criteria be for this priority area? How will you know efforts are making an impact? What should you see students doing?**

- **Successful Achievement of Progress Monitoring Data of District Benchmark Assessments**

2024-25							
Goal and Data Used	Baseline	1 <sup>st</sup> Quarter STW	Results	2 <sup>nd</sup> Quarter STW	Results	3 <sup>rd</sup> Quarter STW	Results
District Checkpoints (lead to Proficient on LEAP–Goal: 59.3%)	LEAP Major Content - 54%	According to BOY data, 3rd grade performed at 55.6% mastery, 4th grade at 68.3% mastery, and 5th grade at 87.3% mastery.	Utilizing this data, we will continue to concentrate on major content skills and work towards the final goal for the year.	According to MOY Checkpoint/Benchmark data, 3rd grade performed at 72.4% mastery, 4th grade at 38.8% mastery, and 5th grade at 67.9% mastery.	Instruction will continue to include major content skill practice and intervention. We will continue to use small group instruction and iREADY skill boost to enhance instruction.	Progress continues with students utilizing anchor charts, small group instruction, enriched discussions, and receiving appropriate feedback for improvement. Teachers continue to enhance instruction by participating in PLC and	

**Folsom Elementary 2024-2027**

						sharing ideas to promote best practice.	
			Met Goal? 2/3 grade levels met their goal		Met Goal? 2/3 grade levels met their goal.		Met Goal? Y N

**Quarter 1 Reflection –**

Students completed their Diagnostic Assessment during this time. This assessment included Major Content from the standards. Teachers were also trained in iReady. iReady is the Math Intervention used during the last 20-30 minutes of the Math Block.

**Quarter 2 Reflection –**

Students continued to work through District Checkpoints, Eureka Equip Small Group Lessons, and the iReady Intervention. Teachers worked on analyzing Diagnostic Data from iReady.

**Quarter 3 Reflection –**

Teachers are continuing to use the curriculum with fidelity. Our ILT has completed snapshots of teachers and students giving academic feedback. Our administrators have completed Fidelity Checks with each classroom teacher. Our Fidelity Checks include a list of “look-fors,” including the following: Is the teacher monitoring and circulating around the classroom? Is he/she giving specific academic feedback? Is the curriculum being taught with fidelity?

<b>2025-26</b>							
<b>Goal and Data Used</b>	<b>Baseline</b>	<b>1<sup>st</sup> Quarter STW</b>	<b>Results</b>	<b>2<sup>nd</sup> Quarter STW</b>	<b>Results</b>	<b>3<sup>rd</sup> Quarter STW</b>	<b>Results</b>

**Folsom Elementary 2024-2027**

District Checkpoints (lead to Proficient on LEAP–Goal: 59.3%)	<b>LEAP Major Content 2025 44%</b>  We did not meet the goal for LEAP 2025. We fell 10% short collectively.	According to BOY data, 3rd grade performed at 65.7% mastery, 4th grade at 62.9% mastery, and 5th grade at 67.9% mastery.  3/3 grade levels met the goal.	Utilizing this data, we will continue to concentrate on major content skills and work towards the final goal for the year.	According to MOY Checkpoint/Benchmark data  3rd grade performed at 41 % mastery  4th grade at 32.1% mastery,  5th grade at 17.5% mastery.	Instruction will continue to include major content skill practice and intervention. We will continue to use small group instruction, Reflex Math for Fact Fluency, Zearn at home, and Equip Targeted Lessons to enhance instruction.	Progress continues with students utilizing anchor charts, small group instruction, enriched discussions, and receiving appropriate feedback for improvement. Teachers continue to enhance instruction by participating in PLC and sharing ideas to promote best practice.	
			Met Goal? Y    N			Met Goal? Y    N	Met Goal? Y    N

**Quarter 1 Reflection –**

Students completed their Diagnostic Assessment during this time. This assessment included Major Content from the standards. Teachers participated in PLC meetings to analyze data, plan enhanced lessons, and plan for targeted small group instruction. Math fact fluency is a weakness 2nd-5th grade. Reflex math and at-home support will be utilized to kill build fluency.

**Quarter 2 Reflection –**

Teachers continue to participate in PLC meetings to analyze data, plan enhanced lessons, and plan for targeted small group instruction. Students continued to work through District Checkpoints, Eureka Equip Small Group Lessons, and targeted support. Reflex Math will be used to increase fact fluency. Promoting ZEARN at-home to enhance daily instruction is suggested.

**Quarter 3 Reflection –**

Teachers continue to participate in PLC meetings to analyze data, plan enhanced lessons, and plan for targeted small group instruction. Students continued to work through District Checkpoints, Eureka Equip Small Group Lessons, and targeted support. Reflex Math will be used to increase fact fluency. Promoting ZEARN at-home to enhance daily instruction is suggested.

## OTHER SUPPORT

**When intervention is needed, how will you support students in need related to the above priority areas? What is your intervention plan? Be sure to include the resources needed for at-risk student groups?**

Link/Upload your [school's yearly intervention plan](#) to the district-designated location (Title I schools ONLY).

Link/Upload your [school's literacy plan](#) that includes interventions to the district-designated location (K-3 schools ONLY).

### Parent and Family Engagement (PFE) Activities

*\*Note - At least 3 PFE events must be scheduled EACH year, with at least one PFE event per priority goal area.*

- *How will parents be provided opportunities to give feedback and be included in the implementation of the school advancement plan and its priority areas?*

**2024-25:** Parents/Guardians will be provided an illustrated Flier and/or Google Slide Link that presents simple question stems and conversation starters they can use to ask their child about graded work that is sent home in the weekly Tiger Roars envelope. These question stems and conversation starters will promote feedback loops from students to parents about weekly academic performance.

Fall and/or Spring date for Literacy and Math night for parent/child activities. Planned activities will be based on a determined theme, aligned with ELA or MATH standards, and presented during interactive station rotations. Parents/Guardians will be provided follow-up activities to promote Literacy at home.

## Folsom Elementary 2024-2027

**2025-26:** SAP goals are posted in every classroom and throughout the school. Parents are able to view these during all on campus events. During the Fall, a New Parent Orientation was held where our plan was shared and parents were invited to share their feedback. We had a DIBELS information table set up at New Parent Orientation, Open House, and Family Night.

- **Identify and describe PFE events (at least 3 per year) and activities to support family engagement.**

*\*Note – There should be a reflection for each PFE event in the “Reflections” section at the end of this document.*

**2024-25:** Folsom Elementary PFE Events will include Meet and Greet Night, Open House Night, and a Literacy Night which will include activities that parents/guardians can do with students working towards fluency goals for the school. Fall and/or Spring date for Literacy and Math night for parent/child activities. Planned activities will be based on a determined theme, aligned with ELA or MATH standards, and presented during interactive station rotations. Parents/Guardians will be provided follow-up activities to promote Literacy at home.

**2025-26:** In addition to our New Parent Orientation (new this year), we offer Meet and Greet and Open House where parents visit the classrooms. In October, our school hosted a Fall Family Night where parents participated in Math and Literacy stations with their children.

- **How will you communicate information to parents regarding curriculum, assessments, and student progress?**

**2024-25:** Weekly Tiger Roars, Weekly newsletters, parent emails, parent phone calls, administrator robotext, administrator robocalls, weekly posts on JCampus, communication flyers, and school website

**2025-26:** Weekly Tiger Roars, Weekly newsletters, parent emails, parent phone calls, administrator robotext, administrator robocalls, weekly posts on JCampus, communication flyers, and school website.

### Transitions for Incoming and Outgoing Students

Identify your plans for transitioning incoming and outgoing students in the school community.

## Folsom Elementary 2024-2027

**2024-25:** Outgoing students- In the spring, current 5th grade students travel by bus and class to Folsom Junior High School. On that date, students tour the campus, tour classrooms, and meet administrators and teachers. There is also an informational meeting to explain required classes and electives. School routines and behavior expectations are also discussed during the meeting at Folsom Junior High School. Incoming students- New families are welcome to schedule a tour with administration and/or led by a Lighthouse Team member. In August, prior to the school year beginning, families are welcome to attend Meet and Greet night, which is hosted by all grade level teachers and administrators.

**2025-26:** Outgoing students- In the spring, current 5th grade students travel by bus and class to Folsom Junior High School. On that date, students tour the campus, tour classrooms, and meet administrators and teachers. There is also an informational meeting to explain required classes and electives. School routines and behavior expectations are also discussed during the meeting at Folsom Junior High School. Incoming students- New families are welcome to schedule a tour with administration and/or led by a Lighthouse Team member. In August, prior to the school year beginning, families are welcome to attend Meet and Greet night, which is hosted by all grade level teachers and administrators. This year, we also added a New Parent Orientation where we inform parents of school expectations, schedules, curriculum, and other important topics.