Polk County Public Schools

Socrum Elementary School

2016-17 Schoolwide Improvement Plan

Socrum Elementary School

9400 OLD DADE CITY RD, Lakeland, FL 33810

http://schools.polk-fl.net/socrum

School Demographics

School Type and Grades Served (per MSID File)	**2015-16 Title I School**	**2015-16 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	Yes	100%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	47%

School Grades History

Year	2017-18	2014-15	2013-14	2012-13
Grade	C	D*	C	B

*Informational Baseline School Grade

Note: *The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.*

School Board Approval

This plan is pending approval by the Polk County School Board.

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F or a monitoring status of "Former F" (see page 4). For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at https://www.floridaCIMS.org.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school's Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., "SMART goals") for the coming school year in context of the school's greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes,](#) is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

Florida's DA network is divided into four geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code:](#)

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Socrum Elementary School

DA Region and RED	DA Category and Turnaround Status
Southwest -	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

The mission is to prepare students for middle school by providing a safe and engaging environment focused on standard-based instruction, using high-yield strategies, and fostering positive relationships.

b. Provide the school's vision statement.

Effective and highly effective teachers will plan collaboratively, focus on rigorous, and engaging instruction, all students will show learning gains and most students will master grade appropriate content, be empowered to use problem solving skills that will further prepare students to be successful academically and socially for middle school.

2. School Environment

a. Describe the process by which the school learns about students' cultures and builds relationships between teachers and students.

The Socrum Elementary School administration and staff utilize parent and student information forms, Genesis reports and cummulative record information to learn about students' cultures. All staff utilize community building activities to build relationships with all students. This school year, Socrum Elementary is implementing CHAMP's (conversation, help, activity, movement, participation, and success).

b. Describe how the school creates an environment where students feel safe and respected before, during and after school.

Socrum Elementary has established school safety procedures and expectations using CHAMPS to create a common language and plan for all areas of the school building. The procedures and expectations are tied to the Positive Behavior Support system school-wide. Using the acronym PIONEERS (8 points), students can earn points daily.

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced.

Socrum Elementary implements a schoolwide Positive Behavior Support model. The Positive Behavior Support process involves goal identification, information gathering, hypothesis development, designing support plans,and implementation and monitoring of the overall PBS program by the administration, PBS team and staff.

d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

Socrum Elementary ensures that the social-emotional needs of all students are being met with the use of the use of a school-wide Positive Behavior Support model for all students, monthly MTSS Professional Learning Communities where individual student academic and behavior progress will be discussed .
While using PBS, the students will be taught the school wide expectations using CHAMPS and

Essentials 55. Students not exhibiting the school-wide expectations will be recommended for Tier 2 interventions. Those interventions may include participating in the student mentoring program, additional services provided by guidance and small cluster group meetings as needed. All interventions will be monitored and evaluated for success monthly.

3. Early Warning Systems
The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

a. Describe the school's early warning system and provide a list of the early warning indicators used in the system.

The administration at Socrum evaluates early warning indicators to improve academic performance of all students identified by the indicators. The early warning indicators will include attendance below 90 percent, regardless of excused or unexcused absence, one or more suspensions, whether in school or out of school, course failure in English Language Arts or mathematics, and scoring a Level 1 on the statewide standardized assessment in English Language Arts or Mathematics.

b. Provide the following data related to the school's early warning system

1. The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	2	5	5	13	5	0	0	0	0	0	0	0	30
One or more suspensions	20	12	7	47	121	85	0	0	0	0	0	0	0	292
Course failure in ELA or Math	0	3	4	7	11	5	0	0	0	0	0	0	0	30
Level 1 on statewide assessment	0	0	0	0	4	13	0	0	0	0	0	0	0	17

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	4	2	3	6	19	0	0	0	0	0	0	0	34

c. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system.

Socrum Elementary utilizes a variety of intervention strategies to improve the academic performance of students identified by the early warning system. For students with excessive absences, the administration has the school social worker plan home visits and conduct attendance meetings. For students with one or more suspensions, the PBS Tier 2 and 3 team meets to recommend mentoring or social skills activities. We also utilize the check in/check out method for students who require a mentor. For students who have scored a level 1 on the statewide assessment, the administration works in conjunction with the teachers to plan additional academic interventions and tutoring.

B. Family and Community Engagement
The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress.

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. Â§ 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?
Yes

1. PIP Link
The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at https://www.floridacims.org/documents/310130.

2. Description
A PIP has been uploaded for this school or district - see the link above.

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement.

Socrum Elementary partners with parents and the local community to serve as members of the School Advisory Council and as members of the Title 1 Parent Involvement Team. Socrum encourages the school community and parents to volunteer within the school. In addition, the staff at Socrum utilizes the community as business partners for the school and school events.

C. Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(H).

1. School Leadership Team

a. Membership
Identify the name, email address and position title for each member of the school leadership team.**:**

Name	Title
Feacher, Kenyetta	Principal
Rutledge, Kathryn	Instructional Coach
Hamblen, Kayla	Teacher, K-12
Dobson, Jessica	Instructional Coach
Nunez, Raquel	Teacher, K-12
Miller , Christopher	Assistant Principal

b. Duties

1. Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making.

Kenyetta Feacher, Principal and : Provide a vision and mission for the use of ensuring collaborative planning for instruction is consistent, use progress monitoring tool setting the school-wide level of student performance target of 75% for reading and math. Using the progress monitoring tool along with other data to retain professional development, financial allocations, resources for intervention, and support to increase student achievement and teacher effectiveness. Ensure the environment is safe and optimal for teaching and learning.
Christopher Miller, Assistant Principal: Ensures the principal mission and vision is implemented through-out the school, handles discipline, scheduling and aiding in the learning environment to ensure the school is safe and it is an environment where students learning is not impeding by violation of the Code of Conduct. Works with key members to ensure the environment is conducive to optimal learning.

Guidance Counselor: Monitors and Intervene for student services using MTSS process, student-welfare, teacher need for support, and family-based needs . Communicates with child-serving community agencies to support the students' academic emotional, behavior and social success. Ensures all students are receiving optimal service in order to be successful at school.

Maria Manno, Behavior Interventionist: This position exists to assist leadership with the development of individual, class and schoolwide behavior interventions and to deliver appropriate teacher-to-teacher professional learning and support, resulting in improved effectiveness of classroom instructional practices, increased learning time for students and enhanced student achievement.

Kathryn Rutledge, Reading Coach and Title I Facilitator: Support teachers in modeling effective strategies in classroom instruction, collaboratively plans ELA, and supports with english language arts tools, resources, data collection, data analysis, and ensures teachers are delivering effective instruction as well as using data to support students. Coaching support for teachers to increase student learning gains and the number of students being proficient on Florida Standards in english language arts.

Jessica DiMarco, Math Coach: Support teachers in modeling effective strategies in classroom instruction, collaboratively plans math, and supports with math tools, resources, data collection, data analysis, and ensures teachers are delivering effective instruction as well as using data to support students. Coaching support for teachers to increase student learning gains and the number of students being proficient on Florida Standards in math.

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

•The team will meet at least monthly to problem-solve using school-wide academic and behavioral data.
•The team will focus on evaluating effectiveness of existing academic and behavioral programs, student gains by grade level, teacher implementation of scientific based strategies, and make recommendations for implementation of new programs.
•The MTSS Leadership Team will write, monitor and revise the SIP during the school year.
•The SIP is a reflection of the problem-solving process: data analysis; goal setting; areas of weakness are identified; barriers are analyzed; strategies are selected, implemented and monitored during the school year.

Title I, Part A
Title I, Part A, funds school-wide services to Socrum Elementary. The Title I funds provide supplemental instructional resources and interventions for students with academic achievement needs. This program supports after-school and summer instructional programs, supplemental instructional materials, resource teachers, technology for students, professional development for the staff, and resources for parents. The district coordinates with Title II and Title III to ensure that staff development needs are addressed accordingly.

Title I, Part C- Migrant
Migrant students enrolled in Socrum Elementary will be assisted by the school and by the District Migrant Education Program (MEP). Students will be prioritized by the MEP for supplemental services based on need and migrant status. MEP Teacher Advocates, assigned to schools with high percentages of migrant students, monitor the progress of these high need students and provide or coordinate supplemental academic support. Migrant Home-School Liaisons identify and recruit migrant students and their families for the MEP. They provide support to both students and parents in locating services necessary to ensure the academic success of these students whose education has

been interrupted by numerous moves.

Title I, Part D
Title I, Part D, provides Transition Facilitators to assist students with transition from Department of Juvenile Justice (DJJ) facilities back into their zoned school. The Transition Facilitators communicate with the Guidance Counselors at schools to facilitate the transfer of records and appropriate placement.

Title II
Professional development resources are available to all schools through Title II funds. In addition, School Technology Services provide technical support, technology training, and licenses for software programs and web-based access via Title II-D funds as made available. Funds available to Socrum Elementary are used to purchase tutoring for FSA preparation.

Title III
Title III provides supplemental resources for English Language Learners (ELL) and their teachers in Title I schools, as well as professional learning opportunities for school staff.

Title X- Homeless
The Hearth program, funded through Title X, provides support for identified homeless students. Title I provides additional support for this program, and many activities implemented by the Hearth program are carried out in cooperation with the Migrant Education Program (MEP) funded through Title I, Part C.

Supplemental Academic Instruction (SAI)
SAI unit(s) are not provided to Socrum Elementary this year.

Violence Prevention Programs
Socrum Elementary provides violence and drug prevention programs in order to promote a safe school environment. Examples of violence prevention programs include anti-bullying, gang awareness, gun awareness, etc.

Nutrition Programs
This school is not a location for a summer feeding program for the community.
Kkk
Housing Programs
Students with housing needs are referred to the Homeless Student Advocate.

Head Start
Head Start is located on our campus. Resources are provided to the program to assist in the transition of students from pre-k to kindergarten. Head Start teachers may participate in professional learning opportunities offered to school staff, and they are involved in Professional Learning Community activities with kindergarten teachers. Parents of Head Start students are invited to participate in parent workshops and activities provided by the school.

2. School Advisory Council (SAC)

a. Membership
Identify the name and stakeholder group for each member of the SAC.**:**

Name	Stakeholder Group
Kenyetta Feacher	Principal
Kathryn Rutledge	Education Support Employee
Christopher Miller	Education Support Employee
Jack Cline	Business/Community
Kayla Blake	Teacher
Jillian Roney	Teacher
Kimberly Wagner	Teacher
Andrea Scarborough	Teacher
Laura Ritzheimer	Teacher
Kaimi Howard	Teacher
Joette MacBlane	Education Support Employee
James Kilborn	Teacher

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

a. Evaluation of last year's school improvement plan

The SAC and school parents were surveyed to determine areas of needed improvement for the upcoming year. The SAC and Parent Involvement Team contributed to the planning and revision of the School Improvement Plan.

b. Development of this school improvement plan

In the Spring the SAC committee is involved in surveys for evaluating school climate and school data. The SAC committee is also involved in the drafting and editing of the school improvement plan. Finally, the SAC committee will approve the SIP plan.

c. Preparation of the school's annual budget and plan

The SAC will approve budget expenditures during SAC meetings throughout the year.

2. Describe the use of school improvement funds allocated last year, including the amount budgeted for each project.

Title I is funding three personal.
Title I funds are used for evaluation, professional development, and classrooms
Title I funding used for Parent involvement

3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC.
Yes

a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements.

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.**:**

Name	Title
Feacher, Kenyetta	Principal
Rutledge, Kathryn	Instructional Coach
Dobson, Jessica	Instructional Coach
Miller , Christopher	Assistant Principal
MacBlane, Joette	Instructional Media

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

•Promotes reading by having schedule checkout so students equitable access to fiction and non-fiction text.
Participate in Sunshine State Young Readers
Using the daily announcements to encourage students to read
Using circulation reports to ensure students are checking out books
Using AR reports to ensure students are comprehending what they are reading
Using AR reports to ensure teachers are promoting literacy
Provide information sessions for parents.
•Provide professional development for the staff.
•Ensure assessments are administered ongoing and data is used to plan quality differentiated instruction.
•Monitor the progress of the students in the bottom 25%.

D. Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction.

In order to promote a positive working relationship between teachers, the administration has scheduled all grade levels for a common planning time each day. In addition, Socrum teachers and staff will implement Collaborative Planning during the school year. All grade levels will work with the administration, Reading and Math Coaches to collaboratively plan Standards Based Instruction. All grade levels will meet on Tuesdays for Math and Thursdays for English Language Arts for collaboratively planning. Each session will start with celebrations.

2. Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school.

The Principal supports the district's teacher recruitment efforts, supports the district's new teacher program and all Teacher Induction Program Seminars (TIPS) and Facilitating Leaders in Good Habits of Teaching (FLIGHT) training, and new Teacher Support Meetings.

3. Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities.

Teachers will meet with mentors on a weekly basis.The behavior interventionist will meet with teachers based on their tier needs. Teachers will communicate with their mentor concerning the PEC and any

concerns that they may have on a daily basis.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards.

By using the Florida Standards and aligning task and assessment according to the standard as well as using the curriculum maps and modular resources to assist in alignment.

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.

Socrum uses data to provide and differentiate instruction by holding monthly MTSS/RtI meetings to discuss all students in K-5 in the lower 30% of each class. During these meetings, current student data and progress monitoring data are discussed and any necessary plans of action are determined and evaluated. During weekly Collaborative Planning whole class progress monitoring is discussed.

2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year: 10,800

Math or Reading tutoring based on students second assessment on either FAIR scores for reading or progress monitoring scores for math will be used to determine students in need of additional interventions.

Strategy Rationale

Strategy Purpose(s)

- Enrichment
- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy
Feacher, Kenyetta, kenyetta.feacher@polk-fl.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Progress monitoring tools given weekly throughout tutoring. Pre and posttest given to each student placed in tutoring.

Strategy: Extended School Day
Minutes added to school year: 10,800

Extended Reading Hour

Strategy Rationale

Remediate missed concepts and to close the achievement gap

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Miller , Christopher , christopher.miller@polk-fl.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

FAIR, FSA ELA

2. Student Transition and Readiness

a. PreK-12 Transition
The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

1. Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

To assist preschool children in transition from early childhood programs to Socrum Elementary, the following is provided:
• Early kindergarten registration, Round-Up
• Overview of Curriculum, expectations given to parents
• Teacher evaluation of the FLKRS testing, which shows students' readiness
• Pre-Kindergarten and Head Start visits to Kindergarten classrooms
Parents and incoming kindergarten students are invited to Kindergarten Round-up, curriculum overview and orientation. Each of the events was established to help parents and students make the transition to elementary school. The teachers, Title 1 Facilitator and administration are responsible for these programs. Meet-and-Greet for kindergarten parents, facilitated by the Title 1 Facilitator and administration, is scheduled for the first day of school to increase parental involvement and communication, as their children transition to the elementary school setting. Title I funds provide the resources for the parental involvement. Parent surveys are used to evaluate the quality and effectiveness of the transition programs. The effectiveness of our preschool transition is determined by the number of students who pre-register and the number of parents applying to be volunteers at the school.

b. College and Career Readiness

1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.

2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs.

3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement.

4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](), as required by section 1008.37(4), Florida Statutes.

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads
Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Socrum Elementary data was significantly below the state and district averages. Due to the number of students not making learning gains and lack of proficient students in English language arts, math, and science, Socrum was identified as one of the 300 lowest performing school.

B. Problem Analysis Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why"Â? or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

Socrum Elementary root causes for the decline in student achievement have been identified as staff turnover, ineffective instructional delivery, inexperienced teacher, and lack of high student expectations and engagement.

C. Strategic Goals

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal   **B =** Barrier   **S** = Strategy

1 = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1. Decrease student disciple among all students; Pre-K through 5th grades by implementing common language and school wide discipline plan.

G2. Increase student proficiency, learning gains, and lowest 25 percent in Mathematics by implementing best practices to meet the full intent/complexity of each standard.

G3. Increase student proficiency, learning gains, and lowest 25 percent in ELA by implementing best practices to meet the full intent/complexity of each standard.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. Decrease student disciple among all students; Pre-K through 5th grades by implementing common language and school wide discipline plan. `1a`

🔍 G085031

Targets Supported `1b`

Indicator	Annual Target
Discipline incidents	200.0

Targeted Barriers to Achieving the Goal `3`

- Students did not have a sense of community and security.

- Students and staff did not have a structured discipline plan.

Resources Available to Help Reduce or Eliminate the Barriers `2`

- The school will implement CHAMPs and a Positive Behavior Plan.

Plan to Monitor Progress Toward G1. `8`

Teacher submitted CHAMPS plans.

Person Responsible

Christopher Miller

Schedule

On 2/3/2017

Evidence of Completion

Teachers and support staff will submit their CHAMPS activity and transition plans to create their behavior plans

G2. Increase student proficiency, learning gains, and lowest 25 percent in Mathematics by implementing best practices to meet the full intent/complexity of each standard. 1a

🔍 G085032

Targets Supported 1b

Indicator	Annual Target
FSA Mathematics Achievement	54.0
Math Gains	54.0
Math Lowest 25% Gains	50.0

Targeted Barriers to Achieving the Goal 3

- Lack of full implementation of Florida Standards

- Lack of differentiated instruction

- Lack of teacher collaboration for grade level planning

- Teacher turnover

Resources Available to Help Reduce or Eliminate the Barriers 2

-
-
-

Plan to Monitor Progress Toward G2. 8

IBTP Math Module Performance and formative assessment data.

Person Responsible
Jessica Dobson

Schedule
Monthly, from 9/5/2016 to 6/2/2017

Evidence of Completion
Student Performance Reports from IBTP (student performing proficient - 75 percent and higher)

Plan to Monitor Progress Toward G2. 8

Accountability Sheets will be used to monitor student and teacher performance on Florida Standards in Math

Person Responsible
Jessica Dobson

Schedule
On 6/2/2017

Evidence of Completion
Teachers will submit Accountability Sheets monthly. Monitoring for student proficiency- 75 percent and higher

Plan to Monitor Progress Toward G2. `8`

Teacher turnover

> **Person Responsible**
> Kenyetta Feacher
>
> **Schedule**
> Daily, from 8/15/2016 to 5/23/2017
>
> ***Evidence of Completion***
> Teacher effectiveness and teacher hiring reports.

G3. Increase student proficiency, learning gains, and lowest 25 percent in ELA by implementing best practices to meet the full intent/complexity of each standard. 1a

🔍 G085033

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	53.0
ELA/Reading Gains	50.0
ELA/Reading Lowest 25% Gains	45.0

Targeted Barriers to Achieving the Goal 3

- Lack of full implementation of the Florida Standards

- Lack of data driven instruction

- Lack of effective instructional delivery

Resources Available to Help Reduce or Eliminate the Barriers 2

- School Based ELA and Regional Based ELA coaches and Resource staff.

- Budgeted professional development for staff

- Common planning time for grade levels

- Professional Development days

- Administrative support

- Progress monitoring data

- Differentiated instruction

- Monthly MTSS/RtI/Data Meetings with grade levels

- Additional daily hour of reading instruction

- Achieve 3000

Plan to Monitor Progress Toward G3. 8

Data Chats with students and teachers: ELA performance on weekly ELA assessments, and Achieve 3000. Weekly planning to address state standards and instructional delivery.

Person Responsible

Kenyetta Feacher

Schedule

Weekly, from 8/18/2016 to 5/25/2017

Evidence of Completion

Daily classroom walkthroughs by administration and coaches, data chats, accountability sheets, and weekly planning sign in sheets

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal   **B =** Barrier   **S** = Strategy

[1] = Problem Solving Step   🔑 S123456 = Quick Key

G1. Decrease student disciple among all students; Pre-K through 5th grades by implementing common language and school wide discipline plan. [1]

🔑 G085031

G1.B1 Students did not have a sense of community and security. [2]

🔑 B226163

G1.B1.S1 Implement school-wide CHAMPS [4]

🔑 S238573

Strategy Rationale

Implement CHAMPs to create a common language and sense of community for the school.

Action Step 1 [5]

Provide CHAMPS professional development.

Person Responsible

Christopher Miller

Schedule

Monthly, from 8/16/2016 to 5/19/2017

Evidence of Completion

Student discipline referrals, class walk-throughs, and teacher CHAMPs plans

Plan to Monitor Fidelity of Implementation of G1.B1.S1 `6`

Targeted classroom walkthroughs looking for fidelity of CHAMPs (common language on campus)

Person Responsible

Christopher Miller

Schedule

Evidence of Completion

Walkthrough data, student discipline reports, leadership walkthrough data

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 `7`

Provide coaching and continuous professional development

Person Responsible

Christopher Miller

Schedule

Weekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Student discipline reports and behavior tracking sheets

G1.B2 Students and staff did not have a structured discipline plan. `2`

🔑 B226164

G1.B2.S1 Create a school wide discipline plan. `4`

🔑 S238574

Strategy Rationale

Implement Positive Behavior Support (PBS) with fidelity.

Action Step 1 `5`

Provide teacher training in PBS and school wide discipline plans

Person Responsible

Christopher Miller

Schedule

Monthly, from 8/15/2016 to 5/31/2017

Evidence of Completion

Student discipline referrals and teacher tracking sheets

Plan to Monitor Fidelity of Implementation of G1.B2.S1 `6`

Classroom walkthrough and coaching

Person Responsible

Christopher Miller

Schedule

On 6/8/2017

Evidence of Completion

Targeted classroom walk throughs

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 `7`

PBS teacher trackers and dojo points

Person Responsible

Christopher Miller

Schedule

Daily, from 8/15/2016 to 6/8/2017

Evidence of Completion

Targeted classroom walkthroughs, discipline records, and PBS tracking sheets

G2. Increase student proficiency, learning gains, and lowest 25 percent in Mathematics by implementing best practices to meet the full intent/complexity of each standard. `1`

🔍 G085032

G2.B1 Lack of full implementation of Florida Standards `2`

🔍 B226165

G2.B1.S1 Teachers are planning collaboratively with school-based and district coaches to deliver instruction to meet the full intent of the standard. `4`

🔍 S238575

Strategy Rationale

Teachers are new to the profession and are non-educational majors.

Action Step 1 `5`

Plan weekly with teachers

Person Responsible

Jessica Dobson

Schedule

Weekly, from 8/16/2016 to 5/30/2017

Evidence of Completion

Minutes of meetings will be kept along with lesson plans submitted by teachers.

Plan to Monitor Fidelity of Implementation of G2.B1.S1 `6`

Administration participating in planning

Person Responsible

Kenyetta Feacher

Schedule

Weekly, from 8/16/2016 to 5/23/2017

Evidence of Completion

Sign in sheets, classroom walkthroughs (formal and informal)

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 `7`

Administration participation in collaborative planning and targeted classroom walkthroughs.

Person Responsible

Kenyetta Feacher

Schedule

Daily, from 8/16/2016 to 5/23/2017

Evidence of Completion

Formal and informal classroom walkthroughs, planning sign in sheets, and lesson plan checks

G2.B2 Lack of differentiated instruction 2

🔑 B226166

G2.B2.S1 Focus on small group instruction using formative and summative assessments 4

🔑 S238576

Strategy Rationale

Formative assessments probe students' knowledge of the standard or concept and promotes time for the teacher to re-teach and clear up misconceptions.

Action Step 1 5

Teacher will have professional development on implementing formative assessments in math and how to pull small groups using information from the formative.

Person Responsible

Jessica Dobson

Schedule

Weekly, from 8/16/2016 to 5/30/2017

Evidence of Completion

Student math portfolios

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

Classroom walkthroughs, lesson plan checks, and weekly planning

Person Responsible

Christopher Miller

Schedule

Weekly, from 8/16/2016 to 5/23/2017

Evidence of Completion

Formal and informal classroom walkthroughs, lesson plan checks, formative data discussions

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 `7`

Grade level collaborative planning

Person Responsible

Jessica Dobson

Schedule

On 5/23/2017

Evidence of Completion

Teacher sign in sheets, professional development attendance, classroom walkthroughs, and lesson plans

G2.B4 Lack of teacher collaboration for grade level planning `2`

🔍 B226168

G2.B4.S1 Teachers collaborate on best practices and Florida Standards during common planning time. `4`

🔍 S238578

Strategy Rationale

To share best practices and build knowledge of Florida standards so that all students benefit from effective instructions and re-teaching.

Action Step 1 `5`

Teachers will analyze grade level data to make informed decisions of instructional strategies.

Person Responsible

Christopher Miller

Schedule

Weekly, from 8/31/2016 to 5/31/2017

Evidence of Completion

walk through to see the implementation of instructional strategies

Plan to Monitor Fidelity of Implementation of G2.B4.S1 `6`

Grade level planning, analyzing IBTP data, and weekly assessments.

Person Responsible

Christopher Miller

Schedule

Weekly, from 8/16/2016 to 5/23/2017

Evidence of Completion

Classroom walkthroughs, accountability sheets, lesson plans

Plan to Monitor Effectiveness of Implementation of G2.B4.S1 `7`

Weekly planning, classroom walkthroughs, and IBTP data analysis.

Person Responsible

Christopher Miller

Schedule

Daily, from 8/15/2016 to 5/23/2017

Evidence of Completion

Journey walkthrough data, weekly sign in sheets and professional development sign in sheets

G2.B5 Teacher turnover 2

🔑 B226169

G2.B5.S1 Providing teacher support in math planning and using coaching cycles to address instructional deficits with teachers. 4

🔑 S238579

Strategy Rationale

To retain effective staff members

Action Step 1 5

Coach will model lessons and support teachers with best practices.

Person Responsible

Jessica Dobson

Schedule

On 5/31/2017

Evidence of Completion

Coaching model cycles documentation

Plan to Monitor Fidelity of Implementation of G2.B5.S1 6

Classroom walkthroughs (formal and informal)

Person Responsible

Christopher Miller

Schedule

Daily, from 8/15/2016 to 5/23/2017

Evidence of Completion

Monitor high yield strategies, lesson plans, Journey

Plan to Monitor Effectiveness of Implementation of G2.B5.S1 `7`

Walkthroughs to monitor teacher effectiveness

Person Responsible

Kenyetta Feacher

Schedule

Daily, from 8/15/2016 to 5/23/2017

Evidence of Completion

IBTP data, Journey and lesson plans

G3. Increase student proficiency, learning gains, and lowest 25 percent in ELA by implementing best practices to meet the full intent/complexity of each standard. `1`

🔍 G085033

G3.B1 Lack of full implementation of the Florida Standards `2`

🔍 B226172

G3.B1.S1 Weekly collaborative planning in reading deconstructing the standards and developing lessons that meet the full intent of the standards. `4`

🔍 S238581

Strategy Rationale

Collaborative planning will allow for the grade levels and the ELA coach to discuss the individual standards and develop lessons that meet the full intent of the standards.

Action Step 1 `5`

Weekly collaborative planning deconstructing the standards and developing lessons that meet the full intent of the standards

Person Responsible

Kathryn Rutledge

Schedule

Weekly, from 8/16/2016 to 6/2/2017

Evidence of Completion

Student work samples, lesson plans, observations

Plan to Monitor Fidelity of Implementation of G3.B1.S1 `6`

Student work samples, lesson plans, observations

Person Responsible

Kathryn Rutledge

Schedule

Weekly, from 8/18/2016 to 6/1/2017

Evidence of Completion

Observations and weekly sign in sheets for ELA

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 `7`

Student work samples, lesson plans, observations

Person Responsible

Kenyetta Feacher

Schedule

Weekly, from 8/18/2016 to 5/25/2017

Evidence of Completion

Student work samples, lesson plans, observations

G3.B3 Lack of data driven instruction 2

🔑 B226174

G3.B3.S1 Teachers will use student data (FAIR, Early Literacy, and Reading Wonders assessments) to make informed decisions on instructional strategies. 4

🔑 S238583

Strategy Rationale

Teachers will use the information to formulate small group and re-teach on standards-based instruction.

Action Step 1 5

Teachers will collect data and analyze the data to see students not meeting the target of 75%

Person Responsible

Kenyetta Feacher

Schedule

On 5/31/2017

Evidence of Completion

Accountability sheets, FAIR reports, and Reading Wonders weekly/unit assessments

Plan to Monitor Fidelity of Implementation of G3.B3.S1 6

Weekly planning to encompasses data and standard based instruction.

Person Responsible

Kathryn Rutledge

Schedule

Weekly, from 8/18/2016 to 5/25/2017

Evidence of Completion

Weekly sign in sheets, classroom observations, meeting minutes, and lesson plans

Plan to Monitor Effectiveness of Implementation of G3.B3.S1 `7`

Administration will participate in weekly planning, classroom observations, student work samples, and data chats with teachers and students.

Person Responsible

Kenyetta Feacher

Schedule

Daily, from 8/18/2016 to 5/26/2017

Evidence of Completion

Small group lesson plans, formal and informal walkthroughs

G3.B3.S2 Teachers in grades 2-5 will implement Achieve 3000. `4`

🔑 S238584

Strategy Rationale

Teachers will be able to differentiate reading passages based on student lexile levels.

Action Step 1 `5`

Teachers will be provided professional development on Achieve 3000.

Person Responsible

Christopher Miller

Schedule

On 9/10/2016

Evidence of Completion

Professional development sign in sheets

Plan to Monitor Fidelity of Implementation of G3.B3.S2 `6`

Administration will conduct walkthroughs during extended reading to monitor student/teacher usage.

Person Responsible

Christopher Miller

Schedule

Daily, from 8/15/2016 to 6/2/2017

Evidence of Completion

Student and teacher usage reports on Achieve 3000.

Plan to Monitor Effectiveness of Implementation of G3.B3.S2 `7`

Extended Reading walkthroughs and student/teacher data chats.

Person Responsible

Christopher Miller

Schedule

Weekly, from 9/12/2016 to 6/2/2017

Evidence of Completion

Achieve 3000 usage reports, student proficiency reports, walkthroughs, and data chats

G3.B7 Lack of effective instructional delivery 2

🔑 B226178

G3.B7.S1 Planning collaboratively with school-based and district coaches. 4

🔑 S238585

Strategy Rationale

Coaches will serve as resources to help teachers implement effective strategies during instructional delivery.

Action Step 1 5

To decompose standards so that teachers understand what students should know, understand, and be able to do within each standard.

Person Responsible

Kathryn Rutledge

Schedule

On 6/8/2017

Evidence of Completion

Student tasks are aligned to the full intent of the standard.

Plan to Monitor Fidelity of Implementation of G3.B7.S1 6

Administrators will sit in on planning times consistently and conduct walkthroughs.

Person Responsible

Kenyetta Feacher

Schedule

On 5/31/2017

Evidence of Completion

Team planning minutes and lesson plan checks.

Plan to Monitor Effectiveness of Implementation of G3.B7.S1 7

Classroom walkthroughs and lesson plan checks

Person Responsible

Kenyetta Feacher

Schedule

Daily, from 8/18/2016 to 5/26/2017

Evidence of Completion

Formal and informal classroom walkthroughs, lesson plan checks and feedback

G3.B7.S2 Teachers will check for understanding using the information to re-teach, probe and address misconceptions of Florida Standards. 4

S238586

Strategy Rationale

Redirection of instruction is necessary for students to understand and meet the depth of Florida Standards. Teachers will be able to address misconceptions immediately and reteach as necessary for student success.

Action Step 1 5

Teachers will use effective strategies to check for understanding during whole and small group instruction.

Person Responsible

Kenyetta Feacher

Schedule

Monthly, from 9/19/2016 to 6/1/2017

Evidence of Completion

lesson plans and observations

Plan to Monitor Fidelity of Implementation of G3.B7.S2 `6`

Weekly planning to address whole and small group instruction

Person Responsible

Christopher Miller

Schedule

Daily, from 8/15/2016 to 5/26/2017

Evidence of Completion

classroom observations, lesson plans

Plan to Monitor Effectiveness of Implementation of G3.B7.S2 `7`

Classroom walkthroughs

Person Responsible

Kenyetta Feacher

Schedule

On 5/26/2017

Evidence of Completion

Classroom observation: Instructional delivery

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G1.B1.S1.MA1 M315610	Targeted classroom walkthroughs looking for fidelity of CHAMPs (common language on campus)	Miller , Christopher	No Start Date	Walkthrough data, student discipline reports, leadership walkthrough data	No End Date one-time
G3.B3.S2.A1 A308950	Teachers will be provided professional development on Achieve 3000.	Miller , Christopher	9/10/2016	Professional development sign in sheets	9/10/2016 one-time
G1.MA1 M315613	Teacher submitted CHAMPS plans.	Miller , Christopher	8/19/2016	Teachers and support staff will submit their CHAMPS activity and transition plans to create their behavior plans	2/3/2017 one-time
G1.B1.S1.A1 A308940	Provide CHAMPS professional development.	Miller , Christopher	8/16/2016	Student discipline referrals, class walk-throughs, and teacher CHAMPs plans	5/19/2017 monthly
G2.MA3 M315626	Teacher turnover	Feacher, Kenyetta	8/15/2016	Teacher effectiveness and teacher hiring reports.	5/23/2017 daily
G2.B1.S1.MA1 M315614	Administration participation in collaborative planning and targeted classroom walkthroughs.	Feacher, Kenyetta	8/16/2016	Formal and informal classroom walkthroughs, planning sign in sheets, and lesson plan checks	5/23/2017 daily
G2.B1.S1.MA1 M315615	Administration participating in planning	Feacher, Kenyetta	8/16/2016	Sign in sheets, classroom walkthroughs (formal and informal)	5/23/2017 weekly
G2.B2.S1.MA1 M315616	Grade level collaborative planning	Dobson, Jessica	8/16/2016	Teacher sign in sheets, professional development attendance, classroom walkthroughs, and lesson plans	5/23/2017 one-time
G2.B2.S1.MA1 M315617	Classroom walkthroughs, lesson plan checks, and weekly planning	Miller , Christopher	8/16/2016	Formal and informal classroom walkthroughs, lesson plan checks, formative data discussions	5/23/2017 weekly
G2.B4.S1.MA1 M315620	Weekly planning, classroom walkthroughs, and IBTP data analysis.	Miller , Christopher	8/15/2016	Journey walkthrough data, weekly sign in sheets and professional development sign in sheets	5/23/2017 daily
G2.B4.S1.MA1 M315621	Grade level planning, analyzing IBTP data, and weekly assessments.	Miller , Christopher	8/16/2016	Classroom walkthroughs, accountability sheets, lesson plans	5/23/2017 weekly
G2.B5.S1.MA1 M315622	Walkthroughs to monitor teacher effectiveness	Feacher, Kenyetta	8/15/2016	IBTP data, Journey and lesson plans	5/23/2017 daily
G2.B5.S1.MA1 M315623	Classroom walkthroughs (formal and informal)	Miller , Christopher	8/15/2016	Monitor high yield strategies, lesson plans, Journey	5/23/2017 daily
G3.MA1 M315639	Data Chats with students and teachers: ELA performance on weekly ELA assessments, and Achieve 3000....	Feacher, Kenyetta	8/18/2016	Daily classroom walkthroughs by administration and coaches, data chats, accountability sheets, and weekly planning sign in sheets	5/25/2017 weekly
G3.B1.S1.MA1 M315627	Student work samples, lesson plans, observations	Feacher, Kenyetta	8/18/2016	Student work samples, lesson plans, observations	5/25/2017 weekly
G3.B3.S1.MA1 M315632	Weekly planning to encompasses data and standard based instruction.	Rutledge, Kathryn	8/18/2016	Weekly sign in sheets, classroom observations, meeting minutes, and lesson plans	5/25/2017 weekly
G3.B3.S1.MA1 M315631	Administration will participate in weekly planning, classroom observations, student work samples,...	Feacher, Kenyetta	8/18/2016	Small group lesson plans, formal and informal walkthroughs	5/26/2017 daily
G3.B7.S1.MA1 M315635	Classroom walkthroughs and lesson plan checks	Feacher, Kenyetta	8/18/2016	Formal and informal classroom walkthroughs, lesson plan checks and feedback	5/26/2017 daily
G3.B7.S2.MA1 M315637	Classroom walkthroughs	Feacher, Kenyetta	8/15/2016	Classroom observation: Instructional delivery	5/26/2017 one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G3.B7.S2.MA1 🔑 M315638	Weekly planning to address whole and small group instruction	Miller , Christopher	8/15/2016	classroom observations, lesson plans	5/26/2017 daily
G2.B1.S1.A1 🔑 A308942	Plan weekly with teachers	Dobson, Jessica	8/16/2016	Minutes of meetings will be kept along with lesson plans submitted by teachers.	5/30/2017 weekly
G2.B2.S1.A1 🔑 A308943	Teacher will have professional development on implementing formative assessments in math and how to...	Dobson, Jessica	8/16/2016	Student math portfolios	5/30/2017 weekly
G1.B2.S1.A1 🔑 A308941	Provide teacher training in PBS and school wide discipline plans	Miller , Christopher	8/15/2016	Student discipline referrals and teacher tracking sheets	5/31/2017 monthly
G2.B4.S1.A1 🔑 A308945	Teachers will analyze grade level data to make informed decisions of instructional strategies.	Miller , Christopher	8/31/2016	walk through to see the implementation of instructional strategies	5/31/2017 weekly
G2.B5.S1.A1 🔑 A308946	Coach will model lessons and support teachers with best practices.	Dobson, Jessica	8/17/2016	Coaching model cycles documentation	5/31/2017 one-time
G3.B3.S1.A1 🔑 A308949	Teachers will collect data and analyze the data to see students not meeting the target of 75%	Feacher, Kenyetta	9/2/2016	Accountability sheets, FAIR reports, and Reading Wonders weekly/unit assessments	5/31/2017 one-time
G3.B7.S1.MA1 🔑 M315636	Administrators will sit in on planning times consistently and conduct walkthroughs.	Feacher, Kenyetta	8/16/2016	Team planning minutes and lesson plan checks.	5/31/2017 one-time
G3.B1.S1.MA1 🔑 M315628	Student work samples, lesson plans, observations	Rutledge, Kathryn	8/18/2016	Observations and weekly sign in sheets for ELA	6/1/2017 weekly
G3.B7.S2.A1 🔑 A308952	Teachers will use effective strategies to check for understanding during whole and small group...	Feacher, Kenyetta	9/19/2016	lesson plans and observations	6/1/2017 monthly
G2.MA1 🔑 M315624	IBTP Math Module Performance and formative assessment data.	Dobson, Jessica	9/5/2016	Student Performance Reports from IBTP (student performing proficient - 75 percent and higher)	6/2/2017 monthly
G2.MA2 🔑 M315625	Accountability Sheets will be used to monitor student and teacher performance on Florida Standards...	Dobson, Jessica	8/31/2016	Teachers will submit Accountability Sheets monthly. Monitoring for student proficiency- 75 percent and higher	6/2/2017 one-time
G1.B1.S1.MA1 🔑 M315609	Provide coaching and continuous professional development	Miller , Christopher	8/15/2016	Student discipline reports and behavior tracking sheets	6/2/2017 weekly
G3.B1.S1.A1 🔑 A308947	Weekly collaborative planning deconstructing the standards and developing lessons that meet the...	Rutledge, Kathryn	8/16/2016	Student work samples, lesson plans, observations	6/2/2017 weekly
G3.B3.S2.MA1 🔑 M315633	Extended Reading walkthroughs and student/teacher data chats.	Miller , Christopher	9/12/2016	Achieve 3000 usage reports, student proficiency reports, walkthroughs, and data chats	6/2/2017 weekly
G3.B3.S2.MA1 🔑 M315634	Administration will conduct walkthroughs during extended reading to monitor student/teacher usage.	Miller , Christopher	8/15/2016	Student and teacher usage reports on Achieve 3000.	6/2/2017 daily
G1.B2.S1.MA1 🔑 M315611	PBS teacher trackers and dojo points	Miller , Christopher	8/15/2016	Targeted classroom walkthroughs, discipline records, and PBS tracking sheets	6/8/2017 daily
G1.B2.S1.MA1 🔑 M315612	Classroom walkthrough and coaching	Miller , Christopher	8/15/2016	Targeted classroom walk throughs	6/8/2017 one-time
G3.B7.S1.A1 🔑 A308951	To decompose standards so that teachers understand what students should know, understand, and be...	Rutledge, Kathryn	8/18/2016	Student tasks are aligned to the full intent of the standard.	6/8/2017 one-time

V. Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. Decrease student disciple among all students; Pre-K through 5th grades by implementing common language and school wide discipline plan.

G1.B1 Students did not have a sense of community and security.

G1.B1.S1 Implement school-wide CHAMPS

PD Opportunity 1

Provide CHAMPS professional development.

Facilitator

Christopher Miller

Participants

PreK-5 teachers and Support Staff

Schedule

Monthly, from 8/16/2016 to 5/19/2017

G2. Increase student proficiency, learning gains, and lowest 25 percent in Mathematics by implementing best practices to meet the full intent/complexity of each standard.

G2.B1 Lack of full implementation of Florida Standards

G2.B1.S1 Teachers are planning collaboratively with school-based and district coaches to deliver instruction to meet the full intent of the standard.

PD Opportunity 1

Plan weekly with teachers

Facilitator

Jessica DiMarco

Participants

All grade levels K-5

Schedule

Weekly, from 8/16/2016 to 5/30/2017

G2.B2 Lack of differentiated instruction

G2.B2.S1 Focus on small group instruction using formative and summative assessments

PD Opportunity 1

Teacher will have professional development on implementing formative assessments in math and how to pull small groups using information from the formative.

Facilitator

Tracie Upton

Participants

Teachers K-5

Schedule

Weekly, from 8/16/2016 to 5/30/2017

G2.B4 Lack of teacher collaboration for grade level planning

G2.B4.S1 Teachers collaborate on best practices and Florida Standards during common planning time.

PD Opportunity 1

Teachers will analyze grade level data to make informed decisions of instructional strategies.

Facilitator

Christopher Miller

Participants

All K-5 Teachers

Schedule

Weekly, from 8/31/2016 to 5/31/2017

G2.B5 Teacher turnover

G2.B5.S1 Providing teacher support in math planning and using coaching cycles to address instructional deficits with teachers.

PD Opportunity 1

Coach will model lessons and support teachers with best practices.

Facilitator

Jessica DiMarco

Participants

Targeted Teachers

Schedule

On 5/31/2017

G3. Increase student proficiency, learning gains, and lowest 25 percent in ELA by implementing best practices to meet the full intent/complexity of each standard.

G3.B3 Lack of data driven instruction

G3.B3.S1 Teachers will use student data (FAIR, Early Literacy, and Reading Wonders assessments) to make informed decisions on instructional strategies.

PD Opportunity 1

Teachers will collect data and analyze the data to see students not meeting the target of 75%

Facilitator

Kenyetta Feacher

Participants

All teachers and leadership team

Schedule

On 5/31/2017

G3.B7 Lack of effective instructional delivery

G3.B7.S1 Planning collaboratively with school-based and district coaches.

PD Opportunity 1

To decompose standards so that teachers understand what students should know, understand, and be able to do within each standard.

Facilitator

Kathryn Rutledge

Participants

Teachers in K-5

Schedule

On 6/8/2017

G3.B7.S2 Teachers will check for understanding using the information to re-teach, probe and address misconceptions of Florida Standards.

PD Opportunity 1

Teachers will use effective strategies to check for understanding during whole and small group instruction.

Facilitator

Joanna Johnson

Participants

Teachers

Schedule

Monthly, from 9/19/2016 to 6/1/2017

VI. Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

VII. Budget

1	G1.B1.S1.A1	Provide CHAMPS professional development.				$53,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	1530	100-Salaries	1901 - Socrum Elementary School	Title I, Part A		$53,000.00
			Notes: The behavior interventionist will assist teachers in and out of the classroom. The behavior interventionist will work with students to optimize their success in and out of the class.			
2	G1.B2.S1.A1	Provide teacher training in PBS and school wide discipline plans				$0.00
3	G2.B1.S1.A1	Plan weekly with teachers				$0.00
4	G2.B2.S1.A1	Teacher will have professional development on implementing formative assessments in math and how to pull small groups using information from the formative.				$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
		120-Classroom Teachers	1901 - Socrum Elementary School	Title II		$0.00
			Notes: Teachers will engage in training during monthly PLC.			
5	G2.B4.S1.A1	Teachers will analyze grade level data to make informed decisions of instructional strategies.				$0.00
6	G2.B5.S1.A1	Coach will model lessons and support teachers with best practices.				$103,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	2110	160-Other Support Personnel	1901 - Socrum Elementary School	Title I, Part A		$103,000.00
			Notes: This is for reading and math coach salaries.			
7	G3.B1.S1.A1	Weekly collaborative planning deconstructing the standards and developing lessons that meet the full intent of the standards				$18,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	1530	120-Classroom Teachers	1901 - Socrum Elementary School	Title I, Part A		$18,000.00
			Notes: Teachers will participate in extended planning and professional development.			
8	G3.B3.S1.A1	Teachers will collect data and analyze the data to see students not meeting the target of 75%				$0.00
9	G3.B3.S2.A1	Teachers will be provided professional development on Achieve 3000.				$0.00

10	G3.B7.S1.A1	To decompose standards so that teachers understand what students should know, understand, and be able to do within each standard.	$0.00
11	G3.B7.S2.A1	Teachers will use effective strategies to check for understanding during whole and small group instruction.	$0.00
		Total:	$174,000.00