

Polk County Public Schools

Socrum Elementary School



2017-18 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)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	98%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	44%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	C	F	D*	C

**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 that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

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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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

2017-18 DA Category and Statuses for Socrum Elementary School

DA Region and RED	DA Category and Turnaround Status
Southwest -	- 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.

All students will learn and improve in literacy, numeracy, and social skills by a collaborative effort of all stakeholders having a growth-mindset and shared belief of learning for all whatever it takes.

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 cumulative record information to learn about students' cultures. All staff utilize community building activities to build relationships with all students. This school year, Socrum Elementary will continue implementation of CHAMP's (conversation, help, activity, movement, participation, and success) and the administrative team will use Growth Mindset with teachers and students.

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, will understand the expectations of model student behavior.

In addition, students have breakfast in the classroom creating a positive, family simulated atmosphere.

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.

Staff attend training through out the year and the plans are adjusted as needed.

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, Essentials 55, and Growth-Mind Set. Students continuously 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, behavior interventionist, 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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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 leadership team will meet to discuss students identified as "at-risk" and use the MTSS process to decrease and/or eliminate the at-risk factors. T

Performance Matters will be used to identify the following:

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.

These students will receive targeted interventions based on the needs identified.

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	17	16	13	11	9	15	0	0	0	0	0	0	0	81
One or more suspensions	9	13	8	9	49	24	0	0	0	0	0	0	0	112
Course failure in ELA or Math	5	4	0	12	0	0	0	0	0	0	0	0	0	21
Level 1 on statewide assessment	0	0	0	15	30	44	0	0	0	0	0	0	0	89

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	0	0	12	16	44	0	0	0	0	0	0	0	72

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.

Growth Mindset lessons will be implemented in grade 5 due to the number of students exhibiting two or more the early warning indicators.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

Yes

1. PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

2. Description

Increase parent involvement by 10% for building capacity activities and increase participation in Parent-Teacher Conferences to 90% or 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.

The principal and school-based leadership team seek opportunities throughout the community to attend events that positively promotes the school. In addition the school's website is kept current and the school utilizes FaceBook to communicate with parents and promote buisness partners.

Socrum Elementary engages 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 community business partners to promote school incentives and events.

C. Effective Leadership

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
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: 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.

Cherie Burgess, School 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.

Suggnetta Hudgins, 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. Growth Mindset lessons in grade 5 with students and support classroom with small groups in ela, math, and science.

Kathryn Rutledge, Reading Coach: 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. To continue to incorporate moving toward complexity and rigor using Marzano's strategies.

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. To continue to incorporate moving toward complexity and rigor using Marzano's strategies.

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

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 all students and ensure that students in Tier 2 and Tier 3 receive additional support.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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 and Professional Learning Community 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.

Principal and Assistant Principal serve as ambassadors on the district's recruitment committee. In addition the assistant principal has New Teacher Orientation. The coaches support new teachers using a tiered model, called trailblazers.

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.

The following data points will be used:

STAR Reading and Math

I-Station Reading and Math (On-Demand Assessments)

Core curriculum formatives and summatives

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 ISIP scores for reading or progress monitoring scores for math will be used to determine students in need of additional interventions.

Strategy Rationale

To close achievement gaps

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:

Strategy Rationale

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

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

Strategy: Extended School Day

Minutes added to school year: 420

Extended Planning Time

Strategy Rationale

Teachers will have 60 minutes of additional planning per month

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Dobson, Jessica, jessica.dobson@polk-fl.net

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

Quality of instruction in the classroom based on Journey Class visits.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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 part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

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.

Needs Assessment: ELA we are below 50% of students being proficient based on FSA, 2% of 4th and 5th graders were able to write on-grade level, in math students are 50% performing below grade level. In addition, science is below state and district average at 37%. In all subgroups the percent of students reaching proficiency is improving.

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" 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.

Text to support Big Ideas in science is not used pervasively in classrooms.

Science instruction not taught in grades K-4 consistently.

Lack of data driven instruction

Embed progression toward Rigor using Marzano's Stems

Lack of fidelity in CHAMPS implementation

Lack of full implementation of Florida Standards.

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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** If students receive inquiry, standard-based instruction paired with content text, and teachers have sufficient time to plan for instruction and delivery, then students performance in science will increase by 10%.
- G2.** If we implement CHAMPS and PBIS with fidelity, then student discipline incidents will decrease by 40% from 165 to 100.
- G3.** If we implement Marzano's Taxonomy of Educational Objectives with planning for standard-based instruction with fidelity, then student achievement will increase in mathematics.
- G4.** If we implement Marzano's Taxonomy of Educational Objectives with planning for standard-based instruction with fidelity, then student achievement will increase in ELA.

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. If students receive inquiry, standard-based instruction paired with content text, and teachers have sufficient time to plan for instruction and delivery, then students performance in science will increase by 10%. 1a

G098917

Targets Supported 1b

Indicator	Annual Target
Statewide Science Assessment Achievement	47.0

Targeted Barriers to Achieving the Goal 3

- Text to support Big Ideas in science is not used pervasively in classrooms.
- Sufficient planning time for teachers.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Science Weekly
- Science Leveled Readers
- District-created science lessons
- Teacher planning time with district instructional coach

Plan to Monitor Progress Toward G1. 8

Science On-going assessments on Accountability Sheets

Person Responsible

Kenyetta Feacher

Schedule

Weekly, from 8/14/2018 to 8/14/2018

Evidence of Completion

Students scoring 70% or better on weekly assessments

G2. If we implement CHAMPS and PBIS with fidelity, then student discipline incidents will decrease by 40% from 165 to 100. 1a

G098918

Targets Supported 1b

Indicator	Annual Target
Discipline incidents	100.0

Targeted Barriers to Achieving the Goal 3

- Lack of fidelity in CHAMPS implementation.

Resources Available to Help Reduce or Eliminate the Barriers 2

- The school will continue to implement CHAMPS and a Positive Behavior Plan.
- Professional Development for teachers through the Behavior Interventionist
- Model classrooms

Plan to Monitor Progress Toward G2. 8

Teacher submitted CHAMPS plans.

Person Responsible

Christopher Miller

Schedule

On 5/24/2018

Evidence of Completion

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


Plan to Monitor Progress Toward G2. 8

Person Responsible

Schedule

Evidence of Completion

G3. If we implement Marzano's Taxonomy of Educational Objectives with planning for standard-based instruction with fidelity, then student achievement will increase in mathematics. **1a**

 G098919

Targets Supported **1b**

Indicator	Annual Target
FSA Mathematics Achievement	54.0
Math Gains	58.0
Math Lowest 25% Gains	51.0

Targeted Barriers to Achieving the Goal **3**

- Lack of full implementation of Florida Standards
- Lack of data driven instruction
- Lack of high expectations from teacher to student

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

- CPALMS Task and Formatives
- Georgia Tasks
- Florida Ready Math Reteach
- I-Station for tiered instruction

Plan to Monitor Progress Toward G3. **8**

Star Math, Module Performance and formative assessment data.

Person Responsible

Jessica Dobson

Schedule

Monthly, from 8/10/2017 to 5/24/2018

Evidence of Completion

Student Performance Reports from STAR and ISIP (student performing proficient - 75 percent and higher)

Plan to Monitor Progress Toward G3. **8**

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

Person Responsible

Jessica Dobson

Schedule

Monthly, from 8/31/2017 to 5/24/2018

Evidence of Completion

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

Plan to Monitor Progress Toward G3. 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.

G4. If we implement Marzano's Taxonomy of Educational Objectives with planning for standard-based instruction with fidelity, then student achievement will increase in ELA. 1a

G098920

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	53.0
ELA/Reading Gains	60.0
ELA/Reading Lowest 25% Gains	58.0

Targeted Barriers to Achieving the Goal 3

- Lack of full implementation of the Florida Standards
- Lack of differentiated instruction
- Lack of high expectations

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 hour of reading instruction twice a week
- I-Station
- FL Ready K-2 ELA

Plan to Monitor Progress Toward G4. 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 8/10/2017 to 5/24/2018

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. If students receive inquiry, standard-based instruction paired with content text, and teachers have sufficient time to plan for instruction and delivery, then students performance in science will increase by 10%.

1

 G098917

G1.B1 Text to support Big Ideas in science is not used pervasively in classrooms. **2**

 B266280

G1.B1.S1 Teachers will used text to support the 5 E lesson. **4**

 S282213

Strategy Rationale

Students are only exposed to hands-on experiments and not given a chance to show comprehension of concepts through texts.

Action Step 1 **5**

Teachers will science weekly along with relevant text support weekly to support science concepts.

Person Responsible

Kenyetta Feacher

Schedule

Weekly, from 9/6/2017 to 5/24/2018

Evidence of Completion

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

To monitor the fidelity of implementation, administration and support staff will plan with teachers embedding text support and inquiry learning.

Person Responsible

Kenyetta Feacher

Schedule

On 5/24/2018

Evidence of Completion

Lesson plans, student samples, classroom visits, and student performance on weekly assessments.

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

Administration will conduct classroom walkthroughs and progress monitor with district assessments.

Person Responsible

Kenyetta Feacher

Schedule

Every 3 Weeks, from 8/10/2017 to 5/25/2018

Evidence of Completion

Student performance on unit and/or district assessments tracked on accountability sheets, and student samples to include interactive notebooks.

G1.B3 Sufficient planning time for teachers. 2

 B266282

G1.B3.S1 Extended planning time for grade 5 teachers 4

 S282214

Strategy Rationale

To dive deeper into the standard to ensure task and assignments are paired with quality instruction and text.

Action Step 1 5

Providing Planning time for grade 5 science teachers.

Person Responsible

Kenyetta Feacher

Schedule

Quarterly, from 10/10/2017 to 3/30/2018

Evidence of Completion

Lesson plans, student improvement based on accountability sheets, student engagement, and teacher engagement.


Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

Person Responsible

Schedule

Evidence of Completion


G2. If we implement CHAMPS and PBIS with fidelity, then student discipline incidents will decrease by 40% from 165 to 100. 1

 G098918

G2.B1 Lack of fidelity in CHAMPS implementation. 2

 B266283

G2.B1.S1 Teachers will post CHAMPS and use the procedures to consistently set expectations and routines. 4

 S282215

Strategy Rationale

Students referral rate was above school average in targeted grade levels.

Action Step 1 5

Provide teacher training CHAMPS school wide and ensure usage of the CHAMPS strategies.

Person Responsible

Christopher Miller

Schedule

Monthly, from 8/15/2016 to 5/24/2018

Evidence of Completion

Student discipline referrals and teacher tracking sheets

Action Step 2 5

Use Growth Mind-set Lessons with 4th & 5th grade students

Person Responsible

Suggnetta Hudgins

Schedule

Annually, from 9/5/2017 to 5/24/2018

Evidence of Completion

Students referral rate in these grade levels will decrease from prior year.

Action Step 3 5

Respond to Emergency Calls in a timely manner to ensure and safe learning environment for the diverse students and the teachers.

Person Responsible

Suggnetta Hudgins

Schedule

On 5/24/2018

Evidence of Completion

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

Classroom walkthrough and coaching

Person Responsible

Christopher Miller

Schedule

Annually, from 8/15/2016 to 5/25/2017

Evidence of Completion

Discipline reports generated through Genesis and Unify.

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

PBS teacher trackers and dojo points

Person Responsible

Christopher Miller

Schedule

Biweekly, from 9/6/2017 to 5/24/2018

Evidence of Completion

Targeted classroom walkthroughs, discipline records, and PBS tracking sheets

G2.B1.S2 Update school radio system so that appropriate staff can respond in a timely manner to increase student and staff safety. 4

 S282216

Strategy Rationale

The current radio system is outdated according to a recent inspection which delayed adequate response time for corrective support.

Action Step 1 5

Purchase a updated radio system

Person Responsible

Kenyetta Feacher

Schedule

On 5/24/2018

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G2.B1.S2 6

Track room calls and number of incidents

Person Responsible

Suggnetta Hudgins

Schedule

On 5/24/2018

Evidence of Completion

Decrease in the number of all calls and repeated radio interference that interrupts learning and planning time.

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 7

Responding to calls in a timely manner will decrease the number of student and staff incident reports.

Person Responsible

Suggnetta Hudgins

Schedule

Annually, from 9/5/2017 to 5/24/2018

Evidence of Completion

Decrease in student and staff incident reports.

G3. If we implement Marzano's Taxonomy of Educational Objectives with planning for standard-based instruction with fidelity, then student achievement will increase in mathematics. 1

G098919

G3.B1 Lack of full implementation of Florida Standards 2

B266284

G3.B1.S1 Teachers will plan collaboratively with school-based and district coaches to deliver planned instruction and assign tasks that aligned with to appropriate levels of complexity to meet the full intent of the standard and students' levels of understanding. 4

S282217

Strategy Rationale

This strategy will be the shift the teachers will continue to implement in order to increase student achievement among the different levels of learners.

Action Step 1 5

The school based leadership team will participate in the following book studies based on Marzano Learning International: Building Levels of Complexity and Organizing Students for Learning to build pedagogy. The group will target one strategy from each book.

Person Responsible

Jessica Dobson

Schedule

Weekly, from 8/10/2017 to 5/24/2018

Evidence of Completion

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

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

The use of information collected in Journey evaluation system for classroom visits and documented feedback will be reviewed for to determine needs assessments, to evaluate levels of implementation and to identify coaching needs to meet this goal.

Person Responsible

Kenyetta Feacher

Schedule

Weekly, from 8/10/2017 to 5/24/2018

Evidence of Completion

Journey reports for rubric ratings, district-based instructional reviews, informal walk throughs, and learning walks with documented feedback.

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

Administration participation in collaborative planning and targeted classroom walkthroughs.

Person Responsible

Kenyetta Feacher

Schedule

Daily, from 8/10/2017 to 5/24/2018

Evidence of Completion

Student performance on progress monitoring tools (ISIP, STAR reading and math), formal and informal classroom walk through visits, and lesson plans that address tasks appropriate levels of complexity and tasks that align to the full intent of the standard.

G3.B3 Lack of data driven instruction 2

 B266286

G3.B3.S1 Implementing formative assessments and using modular data to track the performance of all students. 4

 S282219

Strategy Rationale

To progress monitor in order provide immediate and relevant instructional support and to monitor the effectiveness of interventions.

Action Step 1 5

Tiered Task for all students in math will be monitored

Person Responsible

Jessica Dobson

Schedule

Monthly, from 8/10/2017 to 5/24/2018

Evidence of Completion

Student work samples and planning task

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

Consistent monthly data chats, implement data driven instruction in weekly planning

Person Responsible

Christopher Miller

Schedule

Monthly, from 8/30/2017 to 5/23/2018

Evidence of Completion

Accountability sheets, classroom walkthroughs, weekly planning sign in sheets

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

classroom walkthroughs, data chats with teachers

Person Responsible

Kenyetta Feacher

Schedule

Monthly, from 8/31/2017 to 5/24/2018

Evidence of Completion

Student tasks, I-Station, Modular performance, and STAR Math

G4. If we implement Marzano's Taxonomy of Educational Objectives with planning for standard-based instruction with fidelity, then student achievement will increase in ELA. 1

G098920

G4.B1 Lack of full implementation of the Florida Standards 2

B266289

G4.B1.S1 Provide weekly collaborative planning in reading to provide colleagues time to discuss and deconstructing the standard; assist teachers developing lessons and tasks that meet the full intent of the standards. 4

S282222

Strategy Rationale

Collaborative planning will allow for the grade levels to plan tiered lessons and find relevant resources to address the full intent of the standard

Action Step 1 5

Weekly collaborative planning deconstructing the standards and developing lessons that meet the full intent of the standards and planning tasks that align with the appropriate levels of complexity.

Person Responsible

Kathryn Rutledge

Schedule

Weekly, from 9/12/2017 to 5/24/2018

Evidence of Completion

Student work samples, lesson plans, observations

Action Step 2 5

Person Responsible

Schedule

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G4.B1.S1 6

Student work samples, lesson plans, observations

Person Responsible

Kathryn Rutledge

Schedule

Weekly, from 8/10/2017 to 5/24/2018

Evidence of Completion

Student samples , tiered task, and progression toward rigor

Plan to Monitor Effectiveness of Implementation of G4.B1.S1 7

Student work samples, lesson plans, observations

Person Responsible

Kenyetta Feacher

Schedule

Weekly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Student work samples, lesson plans, observations

G4.B2 Lack of differentiated instruction **2**

 B266290

G4.B2.S1 Embed progression toward Rigor using Marzano's Stems **4**

 S282223

Strategy Rationale

Engage students in more complex and standard-based task.

Action Step 1 **5**

Leadership team will continuously receive professional development on Implementing tiered task and levels of rigor.

Person Responsible

Kenyetta Feacher

Schedule

Quarterly, from 7/20/2017 to 7/21/2017

Evidence of Completion

Student working on tiered tasks, teachers using levels of complexity to engage learners.

Plan to Monitor Fidelity of Implementation of G4.B2.S1 **6**

Rigor Walks for feedback on PD Implementation

Person Responsible

Kenyetta Feacher

Schedule

Quarterly, from 9/13/2017 to 5/24/2018

Evidence of Completion

Student task and instructional delivery

Plan to Monitor Effectiveness of Implementation of G4.B2.S1 7

Administration will conduct daily walkthroughs, progress monitoring, and collaborative planning.

Person Responsible

Kenyetta Feacher

Schedule

Daily, from 8/10/2017 to 5/24/2018

Evidence of Completion

Teacher lesson plans and STAR (Reading and Math)

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2018					
G2.MA2 M413358	[no content entered]		No Start Date		No End Date one-time
G1.B3.S1.MA1 M413351	[no content entered]		No Start Date		No End Date one-time
G4.B1.S1.A2 A380846	[no content entered]		No Start Date		No End Date one-time
G3.MA3 M413367	Teacher turnover	Feacher, Kenyetta	8/15/2016	Teacher effectiveness and teacher hiring reports.	5/23/2017 daily
G2.B1.S1.MA1 M413354	Classroom walkthrough and coaching	Miller , Christopher	8/15/2016	Discipline reports generated through Genesis and Unify.	5/25/2017 annually
G4.B2.S1.A1 A380847	Leadership team will continuously receive professional development on Implementing tiered task and...	Feacher, Kenyetta	7/20/2017	Student working on tiered tasks, teachers using levels of complexity to engage learners.	7/21/2017 quarterly
G1.B3.S1.A1 A380837	Providing Planning time for grade 5 science teachers.	Feacher, Kenyetta	10/10/2017	Lesson plans, student improvement based on accountability sheets, student engagement, and teacher engagement.	3/30/2018 quarterly
G3.B3.S1.MA1 M413364	Consistent monthly data chats, implement data driven instruction in weekly planning	Miller , Christopher	8/30/2017	Accountability sheets, classroom walkthroughs, weekly planning sign in sheets	5/23/2018 monthly
G2.MA1 M413357	Teacher submitted CHAMPS plans.	Miller , Christopher	7/21/2017	Teachers and support staff will submit their CHAMPS activity and transition plans to create their behavior plans	5/24/2018 one-time
G3.MA1 M413365	Star Math, Module Performance and formative assessment data.	Dobson, Jessica	8/10/2017	Student Performance Reports from STAR and ISIP (student performing proficient - 75 percent and higher)	5/24/2018 monthly
G3.MA2 M413366	Accountability Sheets will be used to monitor student and teacher performance on Florida Standards...	Dobson, Jessica	8/31/2017	Teachers will submit Accountability Sheets monthly. Monitoring for student proficiency- 75 percent and higher	5/24/2018 monthly
G4.MA1 M413380	Data Chats with students and teachers: ELA performance on weekly ELA assessments, and Achieve 3000....	Feacher, Kenyetta	8/10/2017	Daily classroom walkthroughs by administration and coaches, data chats, accountability sheets, and weekly planning sign in sheets	5/24/2018 weekly
G1.B1.S1.MA1 M413350	To monitor the fidelity of implementation, administration and support staff will plan with teachers...	Feacher, Kenyetta	9/4/2017	Lesson plans, student samples, classroom visits, and student performance on weekly assessments.	5/24/2018 one-time
G1.B1.S1.A1 A380836	Teachers will science weekly along with relevant text support weekly to support science concepts.	Feacher, Kenyetta	9/6/2017		5/24/2018 weekly
G2.B1.S1.MA1 M413353	PBS teacher trackers and dojo points	Miller , Christopher	9/6/2017	Targeted classroom walkthroughs, discipline records, and PBS tracking sheets	5/24/2018 biweekly
G2.B1.S1.A1 A380838	Provide teacher training CHAMPS school wide and ensure usage of the CHAMPS strategies.	Miller , Christopher	8/15/2016	Student discipline referrals and teacher tracking sheets	5/24/2018 monthly
G2.B1.S1.A2 A380839	Use Growth Mind-set Lessons with 4th & 5th grade students	Hudgins, Suggetta	9/5/2017	Students referral rate in these grade levels will decrease from prior year.	5/24/2018 annually
G2.B1.S1.A3 A380840	Respond to Emergency Calls in a timely manner to ensure and safe learning environment for the...	Hudgins, Suggetta	9/5/2017		5/24/2018 one-time
G3.B1.S1.MA1 M413359	Administration participation in collaborative planning and targeted classroom walkthroughs.	Feacher, Kenyetta	8/10/2017	Student performance on progress monitoring tools (ISIP, STAR reading and math), formal and informal	5/24/2018 daily

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
				classroom walk through visits, and lesson plans that address tasks appropriate levels of complexity and tasks that align to the full intent of the standard.	
G3.B1.S1.MA1 M413360	The use of information collected in Journey evaluation system for classroom visits and documented...	Feacher, Kenyetta	8/10/2017	Journey reports for rubric ratings, district-based instructional reviews, informal walk throughs, and learning walks with documented feedback.	5/24/2018 weekly
G3.B1.S1.A1 A380842	The school based leadership team will participate in the following book studies based on Marzano...	Dobson, Jessica	8/10/2017	Minutes of meetings will be kept along with lesson plans submitted by teachers.	5/24/2018 weekly
G3.B3.S1.MA1 M413363	classroom walkthroughs, data chats with teachers	Feacher, Kenyetta	8/31/2017	Student tasks, I-Station, Modular performance, and STAR Math	5/24/2018 monthly
G3.B3.S1.A1 A380844	Tiered Task for all students in math will be monitored	Dobson, Jessica	8/10/2017	Student work samples and planning task	5/24/2018 monthly
G4.B1.S1.MA1 M413369	Student work samples, lesson plans, observations	Rutledge, Kathryn	8/10/2017	Student samples , tiered task, and progression toward rigor	5/24/2018 weekly
G4.B1.S1.A1 A380845	Weekly collaborative planning deconstructing the standards and developing lessons that meet the...	Rutledge, Kathryn	9/12/2017	Student work samples, lesson plans, observations	5/24/2018 weekly
G4.B2.S1.MA1 M413370	Administration will conduct daily walkthroughs, progress monitoring, and collaborative planning.	Feacher, Kenyetta	8/10/2017	Teacher lesson plans and STAR (Reading and Math)	5/24/2018 daily
G4.B2.S1.MA1 M413371	Rigor Walks for feedback on PD Implementation	Feacher, Kenyetta	9/13/2017	Student task and instructional delivery	5/24/2018 quarterly
G2.B1.S2.MA1 M413355	Responding to calls in a timely manner will decrease the number of student and staff incident...	Hudgins, Suggnetta	9/5/2017	Decrease in student and staff incident reports.	5/24/2018 annually
G2.B1.S2.MA1 M413356	Track room calls and number of incidents	Hudgins, Suggnetta	9/5/2017	Decrease in the number of all calls and repeated radio interference that interrupts learning and planning time.	5/24/2018 one-time
G2.B1.S2.A1 A380841	Purchase a updated radio system	Feacher, Kenyetta	9/5/2017		5/24/2018 one-time
G1.B1.S1.MA1 M413349	Administration will conduct classroom walkthroughs and progress monitor with district assessments.	Feacher, Kenyetta	8/10/2017	Student performance on unit and/or district assessments tracked on accountability sheets, and student samples to include interactive notebooks.	5/25/2018 every-3-weeks
G4.B1.S1.MA1 M413368	Student work samples, lesson plans, observations	Feacher, Kenyetta	8/10/2017	Student work samples, lesson plans, observations	5/25/2018 weekly
G1.MA1 M413352	Science On-going asesments on Accountability Sheets	Feacher, Kenyetta	8/14/2018	Students scoring 70% or better on weekly assessments	8/14/2018 weekly

V. Professional Development Opportunities

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

G1. If students receive inquiry, standard-based instruction paired with content text, and teachers have sufficient time to plan for instruction and delivery, then students performance in science will increase by 10%.

G1.B1 Text to support Big Ideas in science is not used pervasively in classrooms.

G1.B1.S1 Teachers will used text to support the 5 E lesson.

PD Opportunity 1

Teachers will science weekly along with relevant text support weekly to support science concepts.

Facilitator

District Science Coach

Participants

Science teachers

Schedule

Weekly, from 9/6/2017 to 5/24/2018

G1.B3 Sufficient planning time for teachers.

G1.B3.S1 Extended planning time for grade 5 teachers

PD Opportunity 1

Providing Planning time for grade 5 science teachers.

Facilitator

Cheryl Fogel

Participants

5th grade science teachers

Schedule

Quarterly, from 10/10/2017 to 3/30/2018

G2. If we implement CHAMPS and PBIS with fidelity, then student discipline incidents will decrease by 40% from 165 to 100.

G2.B1 Lack of fidelity in CHAMPS implementation.

G2.B1.S1 Teachers will post CHAMPS and use the procedures to consistently set expectations and routines.

PD Opportunity 1

Provide teacher training CHAMPS school wide and ensure usage of the CHAMPS strategies.

Facilitator

Suggnetta Hudgins

Participants

All staff

Schedule

Monthly, from 8/15/2016 to 5/24/2018

PD Opportunity 2

Use Growth Mind-set Lessons with 4th & 5th grade students

Facilitator

Behavior Interventionist

Participants

4th & 5th Grade Teachers

Schedule

Annually, from 9/5/2017 to 5/24/2018

G3. If we implement Marzano's Taxonomy of Educational Objectives with planning for standard-based instruction with fidelity, then student achievement will increase in mathematics.

G3.B1 Lack of full implementation of Florida Standards

G3.B1.S1 Teachers will plan collaboratively with school-based and district coaches to deliver planned instruction and assign tasks that aligned with to appropriate levels of complexity to meet the full intent of the standard and students' levels of understanding.

PD Opportunity 1

The school based leadership team will participate in the following book studies based on Marzano Learning International: Building Levels of Complexity and Organizing Students for Learning to build pedagogy. The group will target one strategy from each book.

Facilitator

Kenyetta Feacher/School Based Leadership Team

Participants

Instructional coaches and administration.

Schedule

Weekly, from 8/10/2017 to 5/24/2018

G3.B3 Lack of data driven instruction

G3.B3.S1 Implementing formative assessments and using modular data to track the performance of all students.

PD Opportunity 1

Tiered Task for all students in math will be monitored

Facilitator

Math Coach

Participants

All teachers and leadership team

Schedule

Monthly, from 8/10/2017 to 5/24/2018

G4. If we implement Marzano's Taxonomy of Educational Objectives with planning for standard-based instruction with fidelity, then student achievement will increase in ELA.

G4.B1 Lack of full implementation of the Florida Standards

G4.B1.S1 Provide weekly collaborative planning in reading to provide colleagues time to discuss and deconstructing the standard; assist teachers developing lessons and tasks that meet the full intent of the standards.

PD Opportunity 1

Weekly collaborative planning deconstructing the standards and developing lessons that meet the full intent of the standards and planning tasks that align with the appropriate levels of complexity.

Facilitator

Feacher & Rutledge

Participants

All instructional staff

Schedule

Weekly, from 9/12/2017 to 5/24/2018

G4.B2 Lack of differentiated instruction

G4.B2.S1 Embed progression toward Rigor using Marzano's Stems

PD Opportunity 1

Leadership team will continuously receive professional development on Implementing tiered task and levels of rigor.

Facilitator

Jennifer Rouse

Participants

Administration, Instructional Coaches, and Teachers

Schedule

Quarterly, from 7/20/2017 to 7/21/2017

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	Teachers will science weekly along with relevant text support weekly to support science concepts.				\$1,988.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	530-Periodicals	1901 - Socrum Elementary School	Title, I Part A	2.0	\$900.00
			Notes: Science Weekly to support science text.			
	5100	120-Classroom Teachers	1901 - Socrum Elementary School	Title, I Part A	2.0	\$1,088.00
			Notes: Planning time with district coaches			
2	G1.B3.S1.A1	Providing Planning time for grade 5 science teachers.				\$544.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	140-Substitute Teachers	1901 - Socrum Elementary School	Title, I Part A	3.0	\$544.00
			Notes: Second semester planning with district coaches.			
3	G2.B1.S1.A1	Provide teacher training CHAMPS school wide and ensure usage of the CHAMPS strategies.				\$0.00
4	G2.B1.S1.A2	Use Growth Mind-set Lessons with 4th & 5th grade students				\$500.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	100-Salaries	1901 - Socrum Elementary School	Title, I Part A	2.0	\$500.00
			Notes: Materials to support implementation of CHAMPS in all classrooms			
5	G2.B1.S1.A3	Respond to Emergency Calls in a timely manner to ensure and safe learning environment for the diverse students and the teachers.				\$3,600.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	1340	640-Furniture, Fixtures and Equipment	1901 - Socrum Elementary School	Title, I Part A	2.0	\$3,600.00
			Notes: Due to an outdated radio system, the response time is delayed and compromises providing a safe learning			
6	G2.B1.S2.A1	Purchase a updated radio system				\$0.00
7	G3.B1.S1.A1	The school based leadership team will participate in the following book studies based on Marzano Learning International: Building Levels of Complexity and Organizing Students for Learning to build pedagogy. The group will target one strategy from each book.				\$2,500.00

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	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	692-Computer Software Non-Capitalized	1901 - Socrum Elementary School	Title, I Part A	2.0	\$2,500.00
			<i>Notes: To purchase Big Brainz for fluency practice for all students.</i>			
8	G3.B3.S1.A1	Tiered Task for all students in math will be monitored				\$3,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	500-Materials and Supplies	1901 - Socrum Elementary School	Title, I Part A		\$3,000.00
			<i>Notes: FL Ready Materials</i>			
9	G4.B1.S1.A1	Weekly collaborative planning deconstructing the standards and developing lessons that meet the full intent of the standards and planning tasks that align with the appropriate levels of complexity.				\$11,828.40
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	140-Substitute Teachers	1901 - Socrum Elementary School	Title I, Part A	2.0	\$2,828.40
			<i>Notes: Teachers will participate in extended planning and professional development.</i>			
	5100	100-Salaries	1901 - Socrum Elementary School	Title, I Part A	2.0	\$4,500.00
			<i>Notes: First semester for additional pay for professional development for curriculum planning.</i>			
	5100	100-Salaries	1901 - Socrum Elementary School	Title, I Part A	3.0	\$4,500.00
			<i>Notes: Second semester additional pay for professional development and curriculum planning after school related to the goal.</i>			
10	G4.B1.S1.A2					\$32,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	643-Capitalized Hardware and Technology-Related Infrastructure	1901 - Socrum Elementary School	Title, I Part A	2.0	\$30,000.00
			<i>Notes: To purchase additional laptops, I-pad, and charging carts to support supplemental programs such as I-Station, accelerated reading, and Reading Wonders.</i>			
	5100	644-Computer Hardware Non-Capitalized	1901 - Socrum Elementary School	Title, I Part A		\$2,500.00
			<i>Notes: To supply additional technology per classroom for students.</i>			
11	G4.B2.S1.A1	Leadership team will continuously receive professional development on implementing tiered task and levels of rigor.				\$7,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	510-Supplies	1901 - Socrum Elementary School	Title, I Part A	2.0	\$3,000.00

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			<i>Notes: Supplies include Marzano books on pillars of rigor, printing paper for supplying the copies and other supplies needed to effectively implement tiered task for students and teacher instructional support libraries and periodicals.</i>			
	5100	610-Library Books	1901 - Socrum Elementary School	Title, I Part A	2.0	\$1,000.00
			<i>Notes: Support classroom libraries for different reading levels and choices.</i>			
	5000	160-Other Support Personnel	1901 - Socrum Elementary School	Title, I Part A	2.0	\$3,500.00
			<i>Notes: Extended Learning Opportunities supplied by TutorDoctor for 10 weeks.</i>			
Total:						\$63,960.40