Socrum Elementary School

2018-19 Schoolwide Improvement Plan

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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)	**2017-18 Title I School**	**2017-18 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	Yes	99%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	43%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	C	C	F	D*

School Board Approval

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

SIP Authority

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.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The 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: School Information

School Mission and Vision

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.

Provide the school's vision statement.

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

School Leadership Team

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
MacBlane, Joette	Instructional Media
Ramos, Robin	Instructional Coach

Duties

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 50% for reading and 60% for math. The principal first role is to serve as an instructional leader. 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.

Jessica DiMarco, Assistant Principal: Is an instructional leader. She drives the principal's mission and vision is implemented throughout the school. The assistant principal monitors the learning environment by addressing discipline, scheduling and 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.

School Counselor: Monitors and Intervene for student services using MTSS process, student-welfare, and 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.

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.

Robin Ramos, 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

•The team meets weekly to with an organizational and instructional focus.

Student Success Team meet monthly to problem-solve using school-wide early warning systems.

•The team 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.

•School-based team to adjust, monitor and revise the SIP during the school year stay on track for meeting school-wide goals.

Early Warning Systems

Year 2017-18

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

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Attendance below 90 percent	0	17	8	15	19	13	0	0	0	0	0	0	0	72
One or more suspensions	0	1	10	2	2	5	0	0	0	0	0	0	0	20
Course failure in ELA or Math	0	9	16	7	40	19	0	0	0	0	0	0	0	91
Level 1 on statewide assessment	0	0	0	0	36	22	0	0	0	0	0	0	0	58

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

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Students exhibiting two or more indicators	0	5	6	4	31	16	0	0	0	0	0	0	0	62

The number of students identified as retainees:

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Retained Students: Current Year	0	1	2	0	19	0	0	0	0	0	0	0	0	22
Retained Students: Previous Year(s)	0	2	7	4	24	16	0	0	0	0	0	0	0	53

Date this data was collected

Wednesday 7/25/2018

Year 2016-17 - As Reported

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

Year 2016-17 - Updated

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

Part II: Needs Assessment/Analysis

Assessment & Analysis
Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

Data performance that performed the lowest was ELA Proficiency and Math Bottom Quartile. This is a consistent trend for ELA of not being 50% or above in this area. Math Bottom Quartile cannot be identified as a trend this year. 3rd grade students in ELA going to 4th grade dropped 10% in proficiency; In addition grade 4 bottom quartile had the biggest gap in performance scoring 46% below the other two grade levels; Math Bottom Quartile was the lowest in 4th grade (30%) and lowest in 5th grade (28%).

Which data component showed the greatest decline from prior year?

Math bottom quartile showed the biggest decline from the prior year. This component declined 17% from prior year.

Which data component had the biggest gap when compared to the state average?

ELA proficiency had the biggest gap when compared to the state average. It is over a 20% gap in the number of students scoring Level 3 and above.

Which data component showed the most improvement? Is this a trend?

The most improved was math proficiency. The trend shows each year math proficiency improved 11%. ELA bottom quartile gains show a steady increase using trend data.

Describe the actions or changes that led to the improvement in this area.

The actions that led to improvement was the implementation of Tiered tasks, departmentalizing/teaming, the coaches consistently planning and feedback with teachers through formative assessments.

School Data
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	41%	50%	56%	32%	48%	52%
ELA Learning Gains	51%	51%	55%	35%	49%	52%
ELA Lowest 25th Percentile	59%	45%	48%	29%	42%	46%
Math Achievement	55%	58%	62%	33%	54%	58%
Math Learning Gains	69%	56%	59%	26%	52%	58%
Math Lowest 25th Percentile	38%	44%	47%	26%	41%	46%
Science Achievement	42%	53%	55%	28%	46%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Attendance below 90 percent	0 (17)	17 (16)	8 (13)	15 (11)	19 (9)	13 (15)	72 (81)
One or more suspensions	0 (9)	1 (13)	10 (8)	2 (9)	2 (49)	5 (24)	20 (112)
Course failure in ELA or Math	0 (5)	9 (4)	16 (0)	7 (12)	40 (0)	19 (0)	91 (21)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	0 (15)	36 (30)	22 (44)	58 (89)

Grade Level Data
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	39%	51%	-12%	57%	-18%

ELA							
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**	
	2017	59%	53%	6%	58%	1%	
Same Grade Comparison	-20%						
Cohort Comparison							
04	2018	47%	48%	-1%	56%	-9%	
	2017	28%	51%	-23%	56%	-28%	
Same Grade Comparison	19%						
Cohort Comparison	-12%						
05	2018	32%	50%	-18%	55%	-23%	
	2017	32%	44%	-12%	53%	-21%	
Same Grade Comparison	0%						
Cohort Comparison	4%						

MATH							
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**	
03	2018	55%	56%	-1%	62%	-7%	
	2017	58%	58%	0%	62%	-4%	
Same Grade Comparison	-3%						
Cohort Comparison							
04	2018	69%	57%	12%	62%	7%	
	2017	35%	60%	-25%	64%	-29%	
Same Grade Comparison	34%						
Cohort Comparison	11%						
05	2018	41%	56%	-15%	61%	-20%	
	2017	34%	47%	-13%	57%	-23%	
Same Grade Comparison	7%						
Cohort Comparison	6%						

SCIENCE							
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**	
05	2018	41%	51%	-10%	55%	-14%	
	2017						
Cohort Comparison							

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	**ELA Ach.**	**ELA LG**	**ELA LG L25%**	**Math Ach.**	**Math LG**	**Math LG L25%**	**Sci Ach.**	**SS Ach.**	**MS Accel.**	**Grad Rate 2016-17**	**C & C Accel 2016-17**
SWD	13	39	50	22	45	32					
ELL	21	47		46	63						
BLK	29	46	44	35	62	44	21				

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
HSP	35	48		44	64		36				
WHT	45	54	71	64	72	36	53				
FRL	38	53	67	51	68	39	37				
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	16	41	33	20	46	38	7				
ELL	30	69		37	40						
BLK	32	37	44	25	33	28	30				
HSP	36	52		42	47		20				
WHT	45	53	45	52	54	52	44				
FRL	35	50	53	38	43	39	32				

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1	
Title	ELA Proficiency in grades 3rd- 5th
Rationale	Students are performing significantly (10-20%) below the district and state in proficiency.
Intended Outcome	To increase the number of students scoring Level 3 or above by 5% (46%). Decreasing the significant gap of the number of students performing below the state and district percent of Level 3 or above. Socrum ELA scores will improve and will not be on the lowest 300 performing list.
Point Person	Kathryn Rutledge (kathryn.rutledge@polk-fl.net)

Action Step	
Description	Teachers will use core curriculum and revised planning with standard-based instruction paired with Marzano's instructional strategies for monitoring for learning and shifting to student ownership will be implemented with fidelity. Training for teachers to support the shift will be provided by Learning Sciences Institute (LSI) to include monitoring for student ownership.

To address K-2 proficiency, the lead teacher will attend Kagan Training to share best practices to engage students in the learning process using collaborative strategies.

Teachers will be provided curriculum planning in July, first and second semester to plan embedding instructional strategies with (learning targets, success criteria and formative assessments) reading and visiting coach to maximize core curriculum and supplements.

Media Specialist will provide weekly interventions for students with gaps in literacy. The target groups are retained students, students who were promoted with a good cause, grade students, and students reading severely below grade level.

Students in Tier 3 will participate in SIPPS remediation. Title I paraprofessionals, media specialists, and ESOL paraprofessional will receive training on implementing SIPPS. |
| **Person Responsible** | Kathryn Rutledge (kathryn.rutledge@polk-fl.net) |

Plan to Monitor Effectiveness	
Description	Review formative assessments to take action
Review student samples to monitor comprehension and analytical writing as well as align high expectations for learning.
Learning walks will be conducted weekly with administrators (AP and Principal) in ELA and Math classrooms.
Learning walks will be conducted bi-weekly with leadership teams in ELA and Math classrooms with a teacher leaders included each time.
Targeted look for (learning target, success criteria, monitoring for learning, student ownership will be the focus throughout the year)
Review Weekly assessments to monitor proficiency, subgroup performance, and students in Tiered groups.
Use I-Station to see effectiveness of foundation remediation.
Person Responsible	Kenyetta Feacher (kenyetta.feacher@polk-fl.net)

Activity #2	
Title	Math Bottom Quartile in grades 4th & 5th
Rationale	This component was one of the lowest performing quartile in all the areas scoring. Only 28-30% of the students made gains in math compared to 72 - 90% gains of Tier 1 students.
Intended Outcome	To increase the bottom quartile making learning gains by 5 - 10%. As a result, this component will increase by 5% (43%)
Point Person	Robin Ramos (robin.ramos@polk-fl.net)

Action Step	
Description	During math power hour day 4 and 5, teachers will spend at least 15-20 minutes with these students teaching targeted deficits for this group in grades 4-5. In addition, students will take on demand assessments in I-Station bi-weekly to measure effectiveness of instruction. Inclusion teachers will assist with this. Students not making steady progress will be pulled for intensive interventions during specials block 2 to 3 times a week with the math coach or inclusion teacher, or paraprofessional. Teachers will be provided curriculum planning in July, first and second semester to plan embedding instructional strategies with (learning targets, success criteria with Tiered tasks and formative assessments) math and visiting coach to maximize core curriculum and supplements. Media specialist will assist students with providing assistance during math power hour.
Person Responsible	Robin Ramos (robin.ramos@polk-fl.net)

Plan to Monitor Effectiveness	
Description	Monitor formative assessments to take action in small groups Using Math Power Hour to address students in Bottom Quartile Learning walks during math small group and power hour will take place every week with specific feedback. Math Coach and teacher will analyze student performance on FSA components along with I-Station and STAR to formulate the scope and sequence for these students and will plan and implement lessons to strengthen these areas in 4th and 5th grade. Students' performance will be monitored bi-weekly. Inclusion teaches pull small groups to address student needs who have an identified IEP and 504.
Person Responsible	Jessica Dobson (jessica.dobson@polk-fl.net)

Activity #3	
Title	Science Proficiency
Rationale	This is another area of low performance of all components in our cell. Socrum performed 11% below the district and state average in this area. The trend shows that since 2012 less than half of fifth grade students are proficient in science standards.
Intended Outcome	To increase the number of students scoring level 3 or above in science to 47% increasing this 5% from prior year. This will also decrease the gap of proficiency when compared to state and district performance.
Point Person	Kenyetta Feacher (kenyetta.feacher@polk-fl.net)

Action Step	
Description	Teachers will plan with the district science coach for the first nine weeks and second nine weeks to continue good science instruction. Teachers will administer a pre-test based on the standard/learning target and adjust instruction based on the results. Post-tests will be administer at the end to see if remediation is needed. Teachers will teach science no less than 40 minutes a day. Teachers will have no less than 2 full day planning sessions with district science coach. Teachers will be provided curriculum planning first and second semester to plan with district coach with emphasis on using the core curriculum and supplements to ensure instruction address learning targets/standards and monitoring for learning.
Person Responsible	Kenyetta Feacher (kenyetta.feacher@polk-fl.net)

Plan to Monitor Effectiveness	
Description	Learning walks will be conducted with 5th grade science at least bi-weekly to ensure targeted instruction is taking place: Student centered, learning targets, monitoring for learning and success criteria is apparent in classes. Data for this content will be monitored with unit assessments using the results in Unify. Students showing significant gaps will be included in re-teach. Quarterly assessments proficiency and subgroup performance will be monitored to take action. Inclusion teachers will provide accommodations for students with an IEP and 504 related to science instruction to ensure equitable access to content.
Person Responsible	Kenyetta Feacher (kenyetta.feacher@polk-fl.net)

Activity #4	
Title	ELA Writing
Rationale	No students scored 9 out of 10 on text-based writing prompt 1 student scoring 8/10, 2 scoring 7 out 10 There were significant drops in student scores from 4th to 5th grade. Decreasing the number of proficient students in English Language Arts
Intended Outcome	Increase the number of students scoring 7/10 and 8/10; decreasing the number students scoring 0/10 from 7 to 0. As a result increasing the number of students scoring proficiency in ELA.
Point Person	Kathryn Rutledge (kathryn.rutledge@polk-fl.net)
Action Step	
Description	Teachers will plan for targeted writing instruction/writing workshop related to text daily and weekly during no less than 20 minutes a day. A score team including 4th and 5th grade ELA teachers will be formed to score and provide feedback to students during Writing labs. Writing labs will take place the first hour in ELA of early release days (once a month). Writing labs will include students writing on early release days to prompt, scoring teams will score writing using state rubric, teacher conferences will be held to provide feedback. Students progress will be tracked using scoring guide to provide targeted feedback for improvement. The scoring team will be responsible for their groups and ensuring each group is making adequate progress. Teachers and support staff will receive training from district writing coach first and second semester. The district coach will provide training to include scoring student writing and calibrating with teachers to align ratings using the writing rubric. Media specialist, inclusion teachers and support staff will provide assistance in writing with targeted student groups.
Person Responsible	Kathryn Rutledge (kathryn.rutledge@polk-fl.net)
Plan to Monitor Effectiveness	
Description	Learning Walks during ELA will take place for writing instruction weekly by the reading coach and admin team. Writing lab days will be highly organized and lead to student portfolio tracking monthly. Effectiveness will be measured each month to see if students are improving in Purpose, Focus, and Organization as well as elaboration and evidence. Teachers scoring practices will align and provide an effective focus for instruction and re-teach.
Person Responsible	Kathryn Rutledge (kathryn.rutledge@polk-fl.net)

Part IV: Title I Requirements

Additional Title I Requirements
This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

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

PFEP Link

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

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 continously 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.

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
W3Expo
• 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.

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 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 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.

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

To promote college and career awareness, the school participates in college week with embedded career focus. Socrum business partners include Tractor Trailer Supply and K&K Nursery. These companies support the school's emphasis on careers in agricultural studies.

Part V: Budget	
Total:	**$18,000.00**