Socrum Elementary School

leadership
analysis
Florida
college and career
students
mission
ambitious
family and community involvement
school improvement
striving
achievement
teaching
relationships
success
areas of focus
instruction
needs assessment
strategic planning
collaboration
vision
learning
supportive environment
resources
growth

2019-20 Schoolwide Improvement Plan

Table of Contents

Socrum Elementary School

9400 OLD DADE CITY RD, Lakeland, FL 33810

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

Demographics

Principal: Johna Jozwiak

Start Date for this Principal: 8/19/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students* Hispanic Students* White Students Economically Disadvantaged Students*
School Grades History	2018-19: C (48%) 2017-18: C (51%) 2016-17: C (44%) 2015-16: F (30%) 2014-15: D (40%)
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	
Turnaround Option/Cycle	N/A
Year	N/A
Support Tier	N/A
ESSA Status	TS&I

> * As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.

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 Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at 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.

Table of Contents

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)	**2018-19 Title I School**	**2018-19 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	2018-19	2017-18	2016-17	2015-16
Grade	C	C	C	F

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	Job Duties and Responsibilities
Feacher, Kenyetta	Principal	
Hamblen, Kayla	Teacher, K-12	
MacBlane, Joette	Instructional Media	
Ramos, Robin	Instructional Coach	
Anderson, Amanda	Instructional Coach	ELA K-5
Smith, Elizabeth	Principal	
Headley, Mollie	Psychologist	
Dobson, Jessica	Assistant Principal	

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	66	66	75	101	75	82	0	0	0	0	0	0	0	465
Attendance below 90 percent	4	10	11	16	6	4	0	0	0	0	0	0	0	51
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0		
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0		
Level 1 on statewide assessment	0	0	0	4	11	18	0	0	0	0	0	0	0	33

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	1	0	14	9	14	0	0	0	0	0	0	0	38

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	4	0	11	0	0	0	0	0	0	0	0	0	15
Students retained two or more times	0	0	0	1	0	3	0	0	0	0	0	0	0	4

FTE units allocated to school (total number of teacher units)
34

Date this data was collected or last updated
Monday 8/19/2019

Prior Year - 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	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 with two or more early warning indicators:

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

Prior Year - 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	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 with two or more early warning indicators:

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

Part II: Needs Assessment/Analysis

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	2019			2018		
	School	District	State	School	District	State
ELA Achievement	48%	51%	57%	41%	51%	55%
ELA Learning Gains	50%	51%	58%	50%	53%	57%
ELA Lowest 25th Percentile	43%	49%	53%	50%	50%	52%
Math Achievement	59%	57%	63%	44%	58%	61%
Math Learning Gains	53%	56%	62%	48%	57%	61%
Math Lowest 25th Percentile	43%	47%	51%	41%	49%	51%
Science Achievement	43%	47%	53%	37%	46%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Number of students enrolled	66 (0)	66 (0)	75 (0)	101 (0)	75 (0)	82 (0)	465 (0)
Attendance below 90 percent	4 (0)	10 (17)	11 (8)	16 (15)	6 (19)	4 (13)	51 (72)
One or more suspensions	0 (0)	0 (1)	0 (10)	0 (2)	0 (2)	0 (5)	0 (20)
Course failure in ELA or Math	0 (0)	0 (9)	0 (16)	0 (7)	0 (40)	0 (19)	0 (91)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	4 (0)	11 (36)	18 (22)	33 (58)

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

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	52%	52%	0%	58%	-6%
	2018	39%	51%	-12%	57%	-18%
Same Grade Comparison		13%				
Cohort Comparison						
04	2019	48%	48%	0%	58%	-10%
	2018	47%	48%	-1%	56%	-9%

ELA

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Same Grade Comparison		1%				
Cohort Comparison		9%				
05	2019	41%	47%	-6%	56%	-15%
	2018	32%	50%	-18%	55%	-23%
Same Grade Comparison		9%				
Cohort Comparison		-6%				

MATH

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	67%	56%	11%	62%	5%
	2018	55%	56%	-1%	62%	-7%
Same Grade Comparison		12%				
Cohort Comparison						
04	2019	55%	56%	-1%	64%	-9%
	2018	69%	57%	12%	62%	7%
Same Grade Comparison		-14%				
Cohort Comparison		0%				
05	2019	49%	51%	-2%	60%	-11%
	2018	41%	56%	-15%	61%	-20%
Same Grade Comparison		8%				
Cohort Comparison		-20%				

SCIENCE

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	41%	45%	-4%	53%	-12%
	2018	41%	51%	-10%	55%	-14%
Same Grade Comparison		0%				
Cohort Comparison						

Subgroup Data

2019 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 2017-18	C & C Accel 2017-18
SWD	18	34	29	32	55	67	8				
ELL	33	44		48	56		36				
BLK	36	48	35	39	29	15	17				
HSP	50	48		65	59		29				
WHT	49	51	50	62	58	62	56				
FRL	41	46	38	54	52	50	32				

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				
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				

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	48
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	42
Total Points Earned for the Federal Index	381
Total Components for the Federal Index	8
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	35
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	43
English Language Learners Subgroup Below 41% in the Current Year?	NO

English Language Learners	
Number of Consecutive Years English Language Learners Subgroup Below 32%	

Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	

Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	

Black/African American Students	
Federal Index - Black/African American Students	31
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	

Hispanic Students	
Federal Index - Hispanic Students	49
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	

Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	

Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	

White Students	
Federal Index - White Students	55
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	42
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

The data components that performed the lowest are ELA bottom quartile learning gains, Math bottom quartile learning gains, and Science proficiency. These data points are consistently low and have presented as a trend. The factors contributing to this trend is the decline in performance on high stakes testing from 4th grade to 5th grade resulting from the need to build teacher capacity in the depth of the 5th grade standards, high office discipline referral rate, and student attendance.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

The data components that showed the greatest decline from the prior year are ELA bottom quartile learning gains and Math learning gains. The factors contributing to this trend is the decline in performance on high stakes testing from 4th grade to 5th grade resulting from the need to build teacher capacity in small group interventions, high office discipline referral rate, and student attendance.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

The data components that showed the greatest gap when compared to the state average are ELA bottom quartile and Science Proficiency. The factors contributing to this trend is the decline in performance on high stakes testing from 4th grade to 5th grade resulting from the need to build teacher capacity in small group interventions and Science content, high office discipline referral rate, and student attendance.

Which data component showed the most improvement? What new actions did your school take in this area?

The data component that showed the most improvement is ELA Proficiency. The actions taken to improve in this area were implementing a student centered learning environment through the use of student teams, target-task alignment, and research-based reading interventions.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

According to EWS data, our potential areas of concern are attendance and course failure in ELA and/ or Math.

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

1. Social Emotional Learning, Trauma Informed Care, positive behavior systems
2. Tiered Interventions for ELA and Math
3. Strengthen Core Instruction

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Strengthen Core Instruction
Rationale	Students are performing below the state in proficiency of ELA, Math, and Science.

State the measurable outcome the school plans to achieve	To increase the number of students scoring Level 3 or above by 2% (50%) in ELA, by 1% (60%) in Math, and by 5% (48%) in Science. Close the gap between school and state proficiency rates. Increase the proficiency in Black students and Students with Disabilities to 50%.
Person responsible for monitoring outcome	Amanda Anderson (amanda.anderson01@polk-fl.net)
Evidence-based Strategy	Teachers will receive support and coaching on standards-based instruction, target-task alignment, tracking to take action, student ownership through teaming for ELA, Math, and Science. The use of these strategies will be monitored by administration & academic coaches for fidelity and effectiveness. Teachers will be provided curriculum planning in July, October and January to plan instructional strategies including learning targets, success criteria, formative assessments, and teaming. ELA and Math coach will facilitate these sessions to maximize the effectiveness in whole group instruction.
Rationale for Evidence-based Strategy	These strategies are aligned with Polk County School's district-wide initiatives.

Action Step	
Description	1. Weekly collaborative planning sessions with coaches 2. Non-evaluative and evaluative observations with feedback from admin 3. Instructional coaching cycles 4. Use of Trend Tracker to monitor fidelity and effectiveness of evidence-based strategies being employed in the classrooms 5. Teacher participation in Rigor Walks to deepen understanding of standards-based instruction 6. Administrative & teaching staff will attend the annual LSI Conference to increase capacity of research-based strategies for standards-based instruction 7. Teachers will be provided with curriculum planning in October, and January to plan research-based instructional strategies for standards-based instruction 8. Provide Science teachers with STEM kits to increase rigorous,engaging science instruction 9. Provide curriculum planning time in July for teachers to complete long-term planning of core instruction based on their grade level/subject area standards.
Person Responsible	Elizabeth Smith (elizabeth.smith01@polk-fl.net)

#2	
Title	Provide Social Emotional Learning, Trauma Informed Care, and positive behavior systems
Rationale	Student time off task and out of class due to office referrals and attendance is contributing to low performance.

State the measurable outcome the school plans to achieve	Decrease office referrals by 15% (125 ODRs) Increase average daily student attendance by 5% (95%)
Person responsible for monitoring outcome	Mollie Headley (mollie.headley@polk-fl.net)
Evidence-based Strategy	There will be a school-wide relaunch of PBIS for Tier 1 behavior supports. Teachers will be trained on RTI-B documentation and effective responses to problematic behaviors. Time is designated in the master schedule for use of Sanford Harmony as an SEL curriculum to support Tier 1. The behavior team will meet to improve Tier 2 supports through the MTSS process for behavior. Staff will receive professional development on improving classroom culture as well as increasing capacity around trauma informed care for students.
Rationale for Evidence-based Strategy	These strategies are aligned with the State of Florida's initiatives.

Action Step	
Description	1. Plan for implementation of PBIS and Sanford Harmony 2. Train teachers in the implementation of PBIS and Sanford Harmony 3. Coaching support from Student Services 4. Monthly PBIS meetings 5. Quarterly refreshers on PBIS and Sanford Harmony 6. Staff will attend the AccuTrain Conference to increase capacity in creating a positive classroom culture and climate.
Person Responsible	Jessica Dobson (jessica.dobson@polk-fl.net)

#3	
Title	Provide Tiered Interventions for ELA and Math
Rationale	Student learning gains in ELA and Math for the bottom quartile and overall are significantly lower than the state average.

State the measurable outcome the school plans to achieve	Increase overall ELA learning gains by 6% (56%) Increase overall Math learning gains by 16% (69%) Increase bottom quartile ELA learning gains by 13% (56%)
Person responsible for monitoring outcome	Amanda Anderson (amanda.anderson01@polk-fl.net)
Evidence-based Strategy	Trained staff will be providing interventions for targeted groups. The target groups are retained students, students who were promoted with a good cause, 1st - 5th grade students reading significantly below grade level, students falling in the bottom quartile on FSA ELA & Math, students struggling with numeracy, Black students and Students with Disabilities. Strategies include SIPPS, small group remediation in ELA & Math, Smarty Ants Early Literacy intervention, and extended learning.
Rationale for Evidence-based Strategy	SIPPS is a researched-based program approved by Polk County Schools that addresses literacy deficiencies. Small group remediation will be based on STAR progress monitoring as well as previous year's FSA scores for 3rd-5th grade students.

Action Step	
Description	1. Training on SIPPS 2. Training on effective usage/data analysis of Smarty Ants 3. Data Chats with students 4. Monthly MTSS/Data review 5. Weekly review of formative data 6. Development of reteach plans 7. Observations with feedback on small group instruction by admin 8. Provide additional tutoring for students from January 2020-March 2020 9. Purchase tutoring supplies for tutoring groups 10. Utilize Classroom Paraprofessionals to provide small group basic skills instruction for our Bottom Quartile, Black students, and Students with Disabilities. 11. Utilize Classroom Paraprofessionals and the Media Specialist to provide SIPPS to students performing below grade level in English Language Arts. 12. Classroom supplies for differentiation such as manipulatives or other resources will be purchased to support tiered tasks.
Person Responsible	Jessica Dobson (jessica.dobson@polk-fl.net)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

n/a

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 Schoolwide Improvement Plan 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.

Please see attached Parent and Family Engagement Plan for full details on how we plan to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

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 a school-wide Positive Behavior Intervention and Support Model, SEL Curriculum (Harmony), bimonthly MTSS Professional Learning Communities, In the PLCs, student academic and behavior interventions will be developed and monitored with fidelity. The PBIS framework ensures the students will be taught and retaught the school wide expectations quarterly and as needed. Students continuously not exhibiting the school-wide expectations will be recommended for Tier 2 interventions. These interventions may include participating in the student mentoring program, additional services provided by student services. Goals will be developed for all interventions and progress monitored 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.

To assist 5th graders in transition from Socrum Elementary to middle school:
Scheduled visits with feeder middle 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 research-based strategies, and make recommendations for implementation of new programs.
The Leadership Team will write, monitor and revise the SIP during the school year.
The PBIS Team will monitor and revise implementation of initiatives.

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 the Great American Teach-In. Socrum develops community partnerships with companies to support the school's emphasis on careers in agricultural studies.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Strengthen Core Instruction	$14,017.60

	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	6300		1901 - Socrum Elementary School	Title, I Part A		$5,657.60
			Notes: Provide Substitute Teachers so classroom teachers may participate in extended curriculum planning in October 2019 and January 2020			
	6400		1901 - Socrum Elementary School	Title, I Part A		$4,000.00
			Notes: Instructional staff will attend the annual LSI summer conference in order to increase capacity around research-based strategies for standards-based instruction.			
	7300		1901 - Socrum Elementary School	Title, I Part A		$2,000.00
			Notes: Administrative staff will attend the annual LSI summer conference in order to increase capacity around supporting school-wide implementation of research-based strategies for standards-based instruction			
	5100		1901 - Socrum Elementary School	Title, I Part A		$1,000.00
			Notes: Supplies will be purchased to assist staff in providing appropriate instruction in ELA, Math, and Science.			
	5100		1901 - Socrum Elementary School	Title, I Part A		$1,000.00
			Notes: STEM kits will be purchased to assist teachers in planning rigorous and engaging Science lessons.			
	6400		1901 - Socrum Elementary School	Title, I Part A		$360.00
			Notes: Instructional staff will be provided with an opportunity to attend additional LSI training in July 2020			
2	III.A.	**Areas of Focus: Provide Social Emotional Learning, Trauma Informed Care, and positive behavior systems**				**$1,000.00**
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	6400		1901 - Socrum Elementary School	Title, I Part A		$1,000.00
			Notes: AccuTrain Conference: conference for best practices in strategies in social emotional learning.			
3	III.A.	**Areas of Focus: Provide Tiered Interventions for ELA and Math**				**$8,588.00**
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5000		1901 - Socrum Elementary School	Title, I Part A		$2,484.00
			Notes: SIPPS Beginner & Challenge materials: SIPPS is a reading intervention program focusing on phonics. These materials will be used in small group intervention instruction.			
	5900		1901 - Socrum Elementary School	Title, I Part A		$5,104.00
			Notes: Extended Learning: Teachers will provide after-school tutoring for students based on academic needs form January 2020-March 2020.			
	5900		1901 - Socrum Elementary School	Title, I Part A		$1,000.00
			Notes: Supplies will be purchased for use in tutoring sessions from January 2020-March 2020			

	Total:	$23,605.60