

Polk County Public Schools

Socrum Elementary School



2020-21 Schoolwide Improvement Plan

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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: 8/1/2016

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
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 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%)
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.

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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)	2019-20 Title I School	2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	45%

School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	C	C	C	C

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SIP Authority

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<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, 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, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Title	Job Duties and Responsibilities
Feacher, Kenyetta	Principal	This position exists to provide the vision and leadership necessary to develop and administer educational programs that optimize the human and material resources available. These programs will ensure implementation of learning processes for all students leading to enhanced student achievement within the context of providing a safe and successful school for students, staff, parents, and community in support of enhanced student learning.
MacBlane, Joette	Instructional Media	Monitor, support, and provide training for accelerated reading program Creates and maintains a library media center that is organized Plans, prepares, and provides instruction in the skills necessary to access, evaluate, analyze, and organize information to ensure optimal student achievement Provide lessons of support for students reading non-fiction text to promote a love of reading and lifelong learning for students Ensure school textbook inventory through the use of Destiny Keep updated and diverse literature available for students ITV news to communicate with teachers and students.
Anderson, Amanda	Instructional Coach	The School-based Math Coach is responsible for teacher-to-teacher coaching, modeling, mentoring and collaborating to promote a better articulated instructional curriculum for students. This position will also be responsible for coaching teachers about: data collection, analysis, interpretation and usage; research-based instructional strategies and programs; school improvement, and for building a shared knowledge base for teaching and learning throughout schools. Provide support for school-based professional development to build the school's training capacity. - Develop and deliver school-based professional development in content area and instructional strategies for the assigned grades or content area based on targeted school needs and identified teacher needs.
Dobson, Jessica	Assistant Principal	Master and Bell Schedule Paraprofessional evaluations Mentors Math Coach ESE Department Guidance and student Services Professional Development Management (NetConnect) Math Professional Development PBIS Manages Technology equipment and implementation This position exists to assist the school principal in providing the vision and leadership necessary to develop and administer educational programs that optimize the human and material

Name	Title	Job Duties and Responsibilities
		<p>resources available. These programs will ensure implementation of learning processes for all students leading to enhanced student achievement within the context of providing a safe and successful school for students, staff, parents, and community in support of enhanced student learning.</p>
Simpson, Ashley	Instructional Coach	<p>The School-based Math Coach is responsible for teacher-to-teacher coaching, modeling, mentoring and collaborating to promote a better articulated instructional curriculum for students. This position will also be responsible for coaching teachers about: data collection, analysis, interpretation and usage; research-based instructional strategies and programs; school improvement, and for building a shared knowledge base for teaching and learning throughout schools. Provide support for school-based professional development to build the school's training capacity.</p> <ul style="list-style-type: none"> - Develop and deliver school-based professional development in content area and instructional strategies for the assigned grades or content area based on targeted school needs and identified teacher needs.
Simmons, Heather	Psychologist	<p>Consults and counsels with parents, students, outside agencies, and school personnel to include consultation with guidance committees in Child Study Team activities. Provides inservice education to school-based personnel, district office staff, and parent and community groups. Attends staffings and case conferences for discussion of results with referred students, parents, teachers, other school personnel, and related agencies.</p> <p>Performs professional duties in accordance with the ethics set forth by the National Association of School Psychologists and the Florida Association of School Psychologists. Carries out other necessary assignments as directed by the Superintendent of Schools or Assistant Superintendent for Instructional Services, and Director of Prevention Programs & Services. Serves as cooperative member of the Prevention Programs & Services staff in activities that are related to the total program in individual schools, the areas, and the district. Serves on Crisis Intervention Team as needed.</p>
Alfano, Susan	Other	<p>Serve as the primary contact for mental health services between the school and district level. Coordinate the referral process for students demonstrating a need for mental health services beyond the school level. Provide individual student case management oversight for those in need of Tier III services. Provide all tiers of mental health and behavior</p>

Name	Title	Job Duties and Responsibilities
		supports, coaching and training to schools in the region. Participate in the implementation and monitoring of intervention plans for students determined in need through the threat & risk assessment process. Direct training/coaching in classroom management for new teachers and others as requested or recommended by principal. Provide direct service mental health counseling/therapy on an as needed basis. Maintain and report data as required in the Marjory Stoneman Douglas Act.
Hamblen, Kayla	Teacher, K-12	Classroom Teacher and Teacher Ambassador .These ambassadors are classroom teachers who would work creatively on campus to support new teachers, boost teacher retention, and develop a positive school culture. Take a look at the attached agreement so you can get a better idea of what this role entails.

Demographic Information

Principal start date

Monday 8/1/2016, Johna Jozwiak

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

1

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

4

Total number of teacher positions allocated to the school

37

Demographic Data

2020-21 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
2019-20 Title I School	Yes

2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 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%)
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 .	

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	89	73	81	94	75	79	0	0	0	0	0	0	0	491
Attendance below 90 percent	26	18	19	30	19	24	0	0	0	0	0	0	0	136
One or more suspensions	2	3	6	7	2	4	0	0	0	0	0	0	0	24
Course failure in ELA	2	1	0	0	0	2	0	0	0	0	0	0	0	5
Course failure in Math	0	0	1	1	0	1	0	0	0	0	0	0	0	3
Level 1 on 2019 statewide ELA assessment	0	0	6	26	19	19	0	0	0	0	0	0	0	70
Level 1 on 2019 statewide Math assessment	0	0	13	14	8	8	0	0	0	0	0	0	0	43
Dec. 2019 Star Reading Level 1	0	0	6	26	19	15	0	0	0	0	0	0	0	66
Dec. 2019 Star Mathematics Level 1	0	0	13	14	8	13	0	0	0	0	0	0	0	48
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	1	2	8	12	4	11	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	3	3	2	6	0	0	0	0	0	0	0	0	0	14
Students retained two or more times	0	0	0	1	0	3	0	0	0	0	0	0	0	4

Date this data was collected or last updated

Thursday 6/4/2020

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	
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	0	
Course failure in ELA or Math	0	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

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	
Number of students enrolled	66	66	75	101	75	82	0	0	0	0	0	0	0	465
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	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

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	
	(0)	(0)	(0)	(0)	(0)	(0)	0 (0)

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	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%
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%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	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

ESSA Federal Index	
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%	0
English Language Learners	
Federal Index - English Language Learners	43
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
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%	0
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%	0
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%	1
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%	0

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%	0
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%	0
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%	0
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%	0

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?

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
4. Closing the gap between Black Subgroup performance
5. Closing the gap between the SWD subgroup performance

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:	Strengthen Core Instruction in ELA. Students are performing below the state in proficiency of ELA
Measurable Outcome:	ELA in 3rd grade cohort 45 of 81 (56%) students; in 4th grade cohort 44 of 88 (50%); in 5th grade cohort 42 of 75 (56%) will score Level 3 or above. Learning gains Focus: in 4th grade cohort 6 of 11 (55%); in 5th cohort 40 of 67 (60%) will make learning gains. Bottom 25% students will improve by (5%).
Person responsible for monitoring outcome:	Amanda Anderson (amanda.anderson01@polk-fl.net)
Evidence-based Strategy:	Action Research Professional Learning using the 7 Step process: 1. Select the standard/Learning Target of focus; 2. Plan the lesson with a intentional instructional approach, 3. Research Questions (What must students need to Know, Understand and do), do I have the appropriate resources and lesson flow to make this happen? 4. Collect Data/Student performance formative/summative assessments (weekly), Step 5. Analyze the data- Got it, Almost there, Moving Forward, Getting Started-subgroups and overall class performance, Step 6- Report and share the Results; Step 7: Take Informed Action (refinement and support).
Rationale for Evidence-based Strategy:	Teachers will have more days of self-selected planning, all students will need to make a year's worth of growth in literacy, and teachers and coaches will need to be highly intentional on who is making the growth and performance trends. Using action research, teachers and coaches can align the appropriate resources and common criteria to plan "gap" lessons, support students through tiered lessons/scaffolds, and improve student performance in Core instruction.

Action Steps to Implement

1. Select the standard/Learning Target of focus; 2. Plan the lesson with a intentional instructional approach, 3. Research Questions (What must students need to Know, Understand and do), do I have the appropriate resources and lesson flow to make this happen? 4. Collect Data/Student performance formative/summative assessments (weekly), Step 5. Analyze the data- Got it, Almost there, Moving Forward, Getting Started-subgroups and overall class performance, Step 6- Report and share the Results; Step 7: Take Informed Action (refinement and support). This will happen with each unit of study.

Person Responsible Amanda Anderson (amanda.anderson01@polk-fl.net)

1. Incorporating Notice and Notes strategies for fiction reading and providing professional support and lesson studies to incorporate these strategies.
2. Teaching students to close read text and become life long readers.
3. Incorporating using novels for extra our of literacy in grades 2nd -5th to stretch students' reading complex text.
4. Allowing students opportunities to read at their independent level during core and foundational block
5. Foster the love of reading and support students in Social Emotional Learning.

Person Responsible Amanda Anderson (amanda.anderson01@polk-fl.net)

Reading Coach will provide coaching cycles and professional development based on teacher classroom needs

Reading Coach will provide support and resources during PLC in the Take Action steps and collect progress monitoring data to ensure the support provided to students improved learning evidenced by formative and summative assessments.

Coach will facilitate implementation of high yield strategies using Notices and Notes: Contrast and Aha, predictions and summarizing. As result of the implementation, teachers will increase student achievement by meeting school-wide targets, and the number of highly effective teachers will increase, and number of teachers Needs Improvement will decrease measured by end of the year VAM.

Person Responsible Amanda Anderson (amanda.anderson01@polk-fl.net)

Paraprofessional will push into Foundations of Literacy block to support students in Tier 1, so no learning is lost and to engage students with meaningful tasks for review, practice, and re-teach. Paraprofessionals will work with a target group of students that will be progressed monitored in grades Kindergarten to 5th grade.

Person Responsible Kenyetta Feacher (kenyetta.feacher@polk-fl.net)

Substitutes will be secured to allow teachers additional time to plan standards-aligned, rigorous lessons one time per semester.

Person Responsible Kenyetta Feacher (kenyetta.feacher@polk-fl.net)

#2. Culture & Environment specifically relating to Positive Behavior Intervention and Supports

Area of Focus Description and Rationale: Provide Social Emotional Learning, Trauma Informed Care, and positive behavior systems. Students will need support to re-acclimate to school after losing 4 weeks of instruction and social distancing.

Measurable Outcome: Decrease office referrals by 15% (100 ODRs)
Increase average daily student attendance by 5% (95%)

Person responsible for monitoring outcome: Jessica Dobson (jessica.dobson@polk-fl.net)

Evidence-based Strategy: There will be a school-wide training on the next steps of PBIS for Tier 1 behavior supports based on data collected from end of year measurement tool. Teachers will participate in a refresher training 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 and Tier 3 supports through the MTSS process for behavior.

Rationale for Evidence-based Strategy: These strategies are aligned with the State of Florida's initiatives

Action Steps to Implement

1. Review Plans 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

Person Responsible: Jessica Dobson (jessica.dobson@polk-fl.net)

Incorporate literature studies in grade levels 3rd-5th to improve student communication skills, psychological needs, and social interaction. According to Beers and Probst, students who engage in reading fiction help improve students' social skills and react positively to each other (Keith Oatley, 2011).

Person Responsible: Amanda Anderson (amanda.anderson01@polk-fl.net)

#3. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups

Area of Focus Description and Rationale:	Provide Tiered Interventions for ELA, Math, and Science Rationale Student learning gains in ELA and Math for the bottom quartile and overall are significantly lower than the state average.
Measurable Outcome:	Increase the number of Black students scoring mastery in ELA, Science, and Math from 31% to 41% of percentage points on ESSA. Black students 32 of 61 will score on and above level on formative and summative assessments in ELA, Math, and Science. Students with Disabilities 32 of 61 will show learning gains in ELA using SGP of 40 or more; Science Quarterly of 70% or higher; and Math STAR increases of 100 points or more on scale score.
Person responsible for monitoring outcome:	Kenyetta Feacher (kenyetta.feacher@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:	Small group remediation will be based on STAR progress monitoring as well as core instruction summative assessments.

Action Steps to Implement

1. Training on SIPPS for grades (KG - 3rd) for specific interventions closing the gap.
2. Training on effective usage/data analysis
3. Data Chats with students
4. MTSS/Data review to examine (baseline, core performance, fluency, and improvements)
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 September 2020-March 2021
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 teachers to provide SIPPS to students performing below grade level in English Language Arts.
12. Classroom supplies for differentiation such as manipulative or other resources will be purchased to support tiered tasks/math iii support provided
13. Scheduling ESE/VE teachers to work in their instructional expertise.

Person Responsible Kenyetta Feacher (kenyetta.feacher@polk-fl.net)

Math Coach will provide coaching cycles and professional development based on teacher classroom needs

Math Coach will provide support and resources during PLC and collect progress monitoring data to ensure the support provided to students was effective evidenced by formative and summative assessments.

Coach will facilitate implementation of Math interventions and gap lessons to improve students' understanding of math concepts. As result of interventions and gap lessons, students will meet learning targets in Math and the number of highly effective teachers will increase and number of teachers Needs Improvement will decrease measured by end of the year VAM.

Person Responsible Ashley Simpson (ashley.simpson01@polk-fl.net)

Paraprofessional will push into Foundations of Math block to support students in Tier 1, so no learning is lost and to engage students with meaningful tasks for review, practice, and re-teach. Paraprofessionals will work with a target group of students that will be progressed monitored in grades Kindergarten to 5th grade.

Person Responsible Jessica Dobson (jessica.dobson@polk-fl.net)

Substitutes will be secured to allow teachers additional time to plan standards-aligned, rigorous lessons one time per semester.

Person Responsible Kenyetta Feacher (kenyetta.feacher@polk-fl.net)

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

The school will constantly use information regarding classroom support, student performance, and available resources to improve practices. These remaining areas will be prioritized based on correlations to three main areas of focus.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

1. Inviting teachers, parents, and staff to help plan our focus for the year through school-based leadership retreats at the beginning of the year, middle of the year, and throughout the year.
2. New teachers will have consistent support from coaches and administration through Trailblazer program.
3. Teacher Ambassador will provide a layer of support to all teachers and staff members through planned professional learning and staff social events.
4. Creating a school-wide calendar of events that involves celebrating diversity and inviting our staff and community members to take part in these events.

5. Celebrating students based on our core values and beliefs.
6. Hosting monthly School Advisory Council meetings where we share school information related to our School Improvement Areas of Focus
7. Continue Monthly Parent Teacher Association Meetings so that parents can have a voice within the school.
8. Administrators will be pleasant and present on campus.
9. Providing timely responses and communication
10. Hosting monthly grade chair meetings to ensure concerns and questions are addressed.

Parent Family and Engagement Plan (PFEP) Link

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

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: ELA				\$70,854.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	2110	130-Other Certified Instructional Personnel	1901 - Socrum Elementary School	Title, I Part A	1.0	\$61,957.00
			<i>Notes: Literary Instructional Coach funded for classroom and student support.</i>			
	6300	140-Substitute Teachers	1901 - Socrum Elementary School	Title, I Part A	1.0	\$6,092.00
			<i>Notes: Provide Substitute for October 2020 and January 2021 so classroom teachers may participate in extended curriculum planning</i>			
	5100	590-Other Materials and Supplies	1901 - Socrum Elementary School	Title, I Part A	1.0	\$2,805.00
			<i>Notes: Supplies will be purchased to assist staff in providing appropriate instruction in ELA, Math, and Science.</i>			
2	III.A.	Areas of Focus: Culture & Environment: Positive Behavior Intervention and Supports				\$5,100.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	6400	120-Classroom Teachers	1901 - Socrum Elementary School	Title, I Part A	2.0	\$1,000.00
			<i>Notes: Teachers would attend AccuTrain Conference for best practices in strategies for social emotional learning.</i>			
	6150	239-Other	1901 - Socrum Elementary School	Title, I Part A	2.0	\$1,100.00
			<i>Notes: Funds will be used to support Parent Involvement events to include food and non-food items.</i>			
	6150	239-Other	1901 - Socrum Elementary School	Title, I Part A		\$3,000.00
			<i>Notes: Parent agendas/folders for daily communication tools for parents and handbook for students KG - 5th.</i>			
3	III.A.	Areas of Focus: ESSA Subgroup: Outcomes for Multiple Subgroups				\$134,536.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21

	5900	130-Other Certified Instructional Personnel	1901 - Socrum Elementary School	Title, I Part A	2.0	\$3,000.00
			<i>Notes: Provide extended learning to 3rd-5th graders for enrichment and remediation as determined by the student performance results.</i>			
	6400	100-Salaries	1901 - Socrum Elementary School	Title, I Part A	2.0	\$59,408.00
			<i>Notes: Instructional Math coach will continue to assist in classroom support for teachers and students.</i>			
	5100	150-Aides	1901 - Socrum Elementary School	Title, I Part A	2.0	\$72,128.00
			<i>Notes: Provide additional student instructional support in grades KG-5th: Paraprofessional for KG & 1st, Paraprofessional 2nd & 3rd, and Paraprofessional for 4th and 5th grades.</i>			
Total:						\$210,490.00