

Polk County Public Schools

Socrum Elementary School



2021-22 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: 7/20/2020

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
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 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%)
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	
* 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

<p>School Type and Grades Served (per MSID File)</p> <p>Elementary School PK-5</p>	<p>2020-21 Title I School</p> <p>Yes</p>	<p>2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p>100%</p>
<p>Primary Service Type (per MSID File)</p> <p>K-12 General Education</p>	<p>Charter School</p> <p>No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p>50%</p>

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		C	C	C

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SIP Authority

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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, 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	Position Title	Job Duties and Responsibilities
Williams, Leon	Principal	School Instructional Leader
Dobson, Jessica	Assistant Principal	Assistant Instructional School Leader
McGinnis, Suzanne	School Counselor	Responsible for M.T.S.S. and Social/Emotional Learning of Students.
Anderson, Amanda	Instructional Coach	Responsible for coaching teachers in reading and writing instruction and working as an reading/writing interventionist to remediate students who are not proficient in reading/writing.
Simpson, Ashley	Math Coach	Responsible for coaching teachers in math instruction and working as a math interventionist to remediate students who are not proficient in math.
Alfano, Susan	Other	Mental Health Counselor - Works closes with the Guidance Counselor on behavior support and social/emotional learning. She served on our MTSS-B Team/Tier 2/3 Behavior Team. Supports teachers and students with Harmony Lessons, Trauma Informed Care, and Calm Corners.
Hamblen, Kayla	Instructional Coach	Responsible for coaching teachers in reading and writing instruction and working as an reading/writing interventionist to remediate students who are not proficient in reading/writing.
Simmons, Heather	Psychologist	Based on data and feedback from instructional staff, determine placement for ESE services. Works closely with the school counselor, instructional coaches, and administration on MTSS-A and MTSS-B.
Scarborough, Andrea	Teacher, K-12	3rd grade chair and the Teacher Engagement Coordinator.
Dawson, Teno	Teacher, ESE	ESE Inclusion Teacher, ensures that decisions by the Leadership Team benefits our ESE student population.

Demographic Information

Principal start date

Monday 7/20/2020, 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.*

5

Total number of teacher positions allocated to the school

31

Total number of students enrolled at the school

443

Identify the number of instructional staff who left the school during the 2020-21 school year.

4

Identify the number of instructional staff who joined the school during the 2021-22 school year.

5

Demographic Data

Early Warning Systems

2021-22

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	0	83	68	67	87	67	0	0	0	0	0	0	0	372
Attendance below 90 percent	0	26	20	8	22	19	0	0	0	0	0	0	0	95
One or more suspensions	0	5	7	7	16	6	0	0	0	0	0	0	0	41
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	18	0	0	0	0	0	0	0	0	0	18
Level 1 on 2019 statewide FSA Math assessment	0	0	0	17	21	23	0	0	0	0	0	0	0	61
Number of students with a substantial reading deficiency	0	24	32	35	44	27	0	0	0	0	0	0	0	162

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	16	15	11	30	28	0	0	0	0	0	0	0	100

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	3	0	0	0	0	0	0	0	0	0	0	9
Students retained two or more times	0	0	0	0	1	0	0	0	0	0	0	0	0	1

Date this data was collected or last updated

Wednesday 7/14/2021

2020-21 - 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	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

2020-21 - 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	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

Part II: Needs Assessment/Analysis

School Data Review

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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				48%	51%	57%	41%	50%	56%
ELA Learning Gains				50%	51%	58%	51%	51%	55%
ELA Lowest 25th Percentile				43%	49%	53%	59%	45%	48%
Math Achievement				59%	57%	63%	55%	58%	62%
Math Learning Gains				53%	56%	62%	69%	56%	59%
Math Lowest 25th Percentile				43%	47%	51%	38%	44%	47%
Science Achievement				43%	47%	53%	42%	53%	55%

Grade Level Data Review - State Assessments

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	2021					
	2019	52%	52%	0%	58%	-6%
Cohort Comparison						
04	2021					
	2019	48%	48%	0%	58%	-10%
Cohort Comparison		-52%				
05	2021					
	2019	41%	47%	-6%	56%	-15%
Cohort Comparison		-48%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	67%	56%	11%	62%	5%
Cohort Comparison						
04	2021					
	2019	55%	56%	-1%	64%	-9%
Cohort Comparison		-67%				
05	2021					
	2019	49%	51%	-2%	60%	-11%
Cohort Comparison		-55%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	41%	45%	-4%	53%	-12%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

Star Early Literacy for 1st and 2nd Grade, Star Reading for 2nd through 5th grade, Star Math for 2nd through 5th grade, and District Science Quarterly for 5th Grade.

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	40	56	49
	Economically Disadvantaged	44	49	51
	Students With Disabilities	21	46	38
	English Language Learners	33	44	44
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	67	69	48
	Economically Disadvantaged	66	68	48
	Students With Disabilities	43	69	17
	English Language Learners	56	67	44

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	79	74	67
	Economically Disadvantaged	75	64	61
	Students With Disabilities	0	0	0
	English Language Learners	33	50	50
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	55	60	57
	Economically Disadvantaged	55	59	51
	Students With Disabilities	14	13	0
	English Language Learners	50	50	57

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	38	38	28
	Economically Disadvantaged	28	30	24
	Students With Disabilities	14	17	21
	English Language Learners	33	56	11
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	33	46	38
	Economically Disadvantaged	21	38	35
	Students With Disabilities	18	30	25
	English Language Learners	33	44	38

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	35	38	30
	Economically Disadvantaged	29	37	35
	Students With Disabilities	0	0	0
	English Language Learners	19	17	12
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	38	48	34
	Economically Disadvantaged	32	44	28
	Students With Disabilities	14	36	19
	English Language Learners	25	35	18

Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	39	33	32
	Economically Disadvantaged	35	30	30
	Students With Disabilities	0	15	0
	English Language Learners	29	0	29
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	36	31	36
	Economically Disadvantaged	34	29	35
	Students With Disabilities	18	8	31
	English Language Learners	29	43	29
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	52	36	61
	Economically Disadvantaged	45	27	55
	Students With Disabilities	10	27	31
	English Language Learners	54	39	63

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD	7	28		22	33		31				
ELL	21			34							
BLK	24	21		26	21		45				
HSP	28	47		40	53		50				
WHT	41	39	40	55	41		39				
FRL	30	35	27	40	29	9	38				
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				

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
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				

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	35
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	5
Progress of English Language Learners in Achieving English Language Proficiency	22
Total Points Earned for the Federal Index	282
Total Components for the Federal Index	8
Percent Tested	97%

Subgroup Data

Students With Disabilities	
Federal Index - Students With Disabilities	24
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	26
English Language Learners Subgroup Below 41% in the Current Year?	YES
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	27
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	39
Hispanic Students Subgroup Below 41% in the Current Year?	YES
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	43
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	29
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

In looking at progress monitoring data, there is a trend that scores drop between the Winter Star and Spring Star Assessment. ELA scores tend to be lower than the math scores across grades levels. Is this due to a motivation issue in the Spring compared to the Winter, or is it due to an instructional difference between the teaching of the standards before the Winter Administration and the Spring Administration or both issues? Two subgroups that are performing below the ESSA Federal Index of 41% are African Americans and Students with Disabilities. Another trend is a drop in scores/ performance between 2nd and 3rd grade, and then another drop from 4th to 5th grade. Another subgroup of concern is ELL performance in 3rd & 4th grade in Reading.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

Based on the 2019 state assessments, the greatest need for improvement is the ELA bottom quartile learning gains, the Math bottom quartile learning gains, and Science Proficiency. Also, ESSA data showed that Student with Disabilities and African Americans were two subgroups who were below the Federal Index of 41%. Based on 2020-2021 progress monitoring data, reading proficiency rates in 3rd, 4th, and 5th grade showed the greatest need for improvement. Also, reading proficiency for Students with Disabilities demonstrated the greatest need for improvement.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Based on the 2019 state assessments, 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. Based on the 2020-2021 progress monitoring data, the factors contributing to the trend to the high absentee rate, lack of consistency and purposeful small group interventions in reading across grade levels, use of interventions for struggling readers, and inconsistent use of high effect strategies in core instruction. The new actions needed to address this need for improvement are the use of SIPPs (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words and LLI (Leveled Literacy Intervention System) across grade levels. Increase the amount of effective reading instruction and opportunities for students to read during Power Hour. Professional development on how to Tier Tasks. Intentional and consistent small group instruction in reading across grade levels. Monitoring small group interventions for fidelity. Identifying struggling readers and individualized instructions to meet their needs. Strengthen core instruction and model best practices. Use model classrooms and have teachers observe other teachers who model best practices. Train our coaches on the coaching cycle. Open communication with parents and families regarding student absenteeism. Meet weekly with the attendance team and address attendance issues through district protocols and use incentives to encourage students to attend schools. Continue, but improve the mentoring program for our African American students. Improve our M.T.S.S. process.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

Based on the 2019 state assessment, the data component that showed the most improvement is ELA Proficiency. Based on the 2021 progress monitoring, the data component that show the greatest improvement was the science progress monitoring scores.

What were the contributing factors to this improvement? What new actions did your school take in this area?

The contributing factors that led to the improvement in science was that the teachers went through the District Gaps Analysis Training. They learned to identify the critical standards (the standards that showed most students were below proficiency). While continuing with the pacing guides (current standards), the teachers would revisit those critical standards during bell work or small group. The critical standards would be retaught, remediated, and reassessed. More reading, writing, and vocabulary instruction was incorporated into science. The concept of the flipped classroom was used in science. The students were given background knowledge the week before it was taught. The students were not just given the vocabulary, but they had to use context clues to determine meaning and then they had to use or apply the word in a science scenario. Students self-assessed their understanding of the standard/learning target before, during, and after the lesson. This was especially beneficial in labs, where sometimes the activity blurs the intent of the standard.

What strategies will need to be implemented in order to accelerate learning?

Model for teachers how to Tier Tasks, not only for those students who are below proficiency, but also for those who have met the standard and need their learning extended. Show exemplary work samples with rubrics. Students will participate in rubric development and will know what mastery of the standard or task looks like. Teachers will bring data notebooks to PLC's and together we will analyze student progress monitoring data. Share best practices in PLC's on how to accelerate or extend the learning. Use of manipulative in math and science. Incorporate critical writing across all subject areas. Students will goal set and self-assess.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Professional Learning on how to Tier Tasks and differentiate, especially focusing on extended learning for those who have met the standard. Professional development on modeling best practices and standards-based instruction. Professional development on Trauma-Informed Care and Calm Corners.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Focus on Ongoing training on Best Standards, coaching professional development and support for coaches, ongoing support and mentors for new and developing teachers, developing teacher leaders, analyze data to determine the viability of academic programs and initiatives (Is it worth the cost? Is it working?), strategies to retain staff members, monitor for fidelity (all programs), use of action planning, strong M.T.S.S. process with coaches facilitating.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Standards-aligned Instruction

Area of Focus Description and Rationale: Strengthen Core Instruction in ELA, Math, & Science, due to students performing below the state in proficiency in core subject areas.

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%). Increase the number of African American students scoring mastery in math from 31% to 41% of percentage points on ESSA. African American students 32 of 61 will score on and above level on formative and summative assessments in Math.. Students with Disabilities 32 of 61 will show learning gains in Math using SGP of 40 or more; and Math STAR increases of 100 points or more on scale score.

Monitoring: Monitoring of formative and summative assessment reading data by administration and coaches, and review during weekly PLC's. Data chats with teachers reviewing Star Reading data and Science Quarterly Assessment Data. Writing Across Content Areas - 1. Use of the 5E instructional model.
 2. Training and planning to facilitate the development of the expertise in the curriculum.
 3. Use of formative and summative assessments to drive instruction.
 4. Provide struggling learners with necessary scaffolds and supports and appropriately challenge students who are on grade level in order to accelerate every student.
 5. Focus on building knowledge and vocabulary.
 6. Use CERs.

Person responsible for monitoring outcome: Kayla Hamblen (kayla.hamblen@polk-fl.net)

ELA

Evidence-based Strategy: 1. Implement Florida Wonders' Curriculum and utilize intentional reading strategies.
 2. Appropriately complex text that align to grade level standards.
 3. Provide struggling readers with necessary scaffolds and supports and appropriately challenge students who are on grade level in order to accelerate every student.
 4. Time with teachers to engage in curriculum study during collaborative planning and professional development.
 5. Use formative and summative data to make instructional decisions.
 6. Focus on building knowledge and vocabulary.
 7. Build critical writing skills across content areas.

Math:

1. 5E instructional model.
 2. Training and planning to facilitate the development of the expertise in the curriculum.
 3. Use of formative and summative assessments to drive instruction.
 4. Provide struggling learners with necessary scaffolds and supports and appropriately challenge students who are on grade level in order to accelerate every student.
 5. Focus on building knowledge and vocabulary.
 6. Use CERs.

Writing Across Content Areas:

1. Focus instruction to enhance sentence level writing, sentence expansion and combining and note-taking in all subject areas.
2. The writing process will be promoted in all subject areas.
3. Use of CERs (evidence-based writing) in all subject areas.

Rationale for Evidence-based Strategy:

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. Math - Students become more efficient and flexible in selecting appropriate ways to solve problems when they have been regularly exposed to questions that require different strategies to answer. Learning to use visual representations is critically important. Students who learn to visually represent the mathematical information in problems prior to writing an equation are more effective at problem solving. Schools also can support students' math development outside of school by engaging families to connect math content to everyday life. Writing - "There is a robust body of research indicating that writing has the potential to boost comprehension and retention Writing about a topic is akin to preparing to teach something you have learned. And writing can serve as a gateway to student independence and agency. Reading and listening often position students as consumers, but writing and speaking position students as producers of argument, opinion, and ideas. The Institute of Education Science's Practice Guide on elementary writing cites 25 studies finding a variety of positive effects that follow from paying close attention to the writing process. Most existing approaches to writing instruction fail to take full advantage of these potential benefits. Instead, they ask students to write about their own experiences or about random topics, without providing much background information." (The Acceleration Imperative, Thomas Fordham Institute".

Action Steps to Implement

- *Give all students appropriately complex texts that align to grade-level standards, by providing struggling readers with the necessary scaffolding and supports.
- Invest staff in the adaptation and roll out of new curricula, including any modifications needed to address learning loss.
- Build in regular time for teachers to engage in curriculum study as part of collaborative planning and professional learning.

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). 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 Kayla Hamblen (kayla.hamblen@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 Kayla Hamblen (kayla.hamblen@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 reteach. Paraprofessionals will work with a target group of students that will be progressed monitored in grades Kindergarten to 5th grade.

Person Responsible Leon Williams (leon.williams@polk-fl.net)

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

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

1. Use of the 5E instructional model.
2. Training and planning to facilitate the development of the expertise in the curriculum.
3. Use of formative and summative assessments to drive instruction.
4. Provide struggling learners with necessary scaffolds and supports and appropriately challenge students who are on grade level in order to accelerate every student.
5. Focus on building knowledge and vocabulary.
6. Use CERs.

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

Select a writing curriculum and activities that feature explicit, carefully focused instruction and connect to content across the curriculum, including by building writing time into all subjects.

- Writing activities should start at the sentence level. Tasking young students with longer assignments will overtax them and short-circuit learning. Sentences are the building blocks for all writing.
- Expand teachers' awareness and enthusiasm for the role that frequent sentence-level writing, sentence expansion and combining, and even note-taking activities can play in enhancing any kind of instruction. A school-wide study of The Writing Revolution can serve as a sound starting point.

Invest in ongoing curriculum-based professional learning for leaders, instructional coaches, and teachers to build expertise and fully leverage the power of high-quality writing instruction.

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

#2. Instructional Practice specifically relating to Differentiation

Area of Focus Description and Rationale: Provide Tiered Interventions for ELA, Math, and Science due to some of our subgroups performing below the ESSA Federal Index and needing interventions to meet individual academic needs.

Measurable Outcome: Increase the number of African American students scoring mastery in ELA, Science, and Math from 31% to 41% of percentage points on ESSA. African American 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.

Monitoring: Administration will observe and record data on use and quality of Tier tasks by teachers. Lesson planning data by instructional coaches on Tiered Tasks in whole group and small group lessons. Coaches will review the data with administration.

Person responsible for monitoring outcome: Leon Williams (leon.williams@polk-fl.net)

1. Use data to determine areas of focus
2. Focus on foundational skills during intervention time.
3. Focus on grade level standards during core instruction.
4. Monitor student progress.
5. Provide professional development of Tiered Tasks for acceleration.

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, African American students and Students with Disabilities. Strategies include SIPPS, LLI, small group remediation in ELA & Math, Smarty Ants Early Literacy intervention, and extended learning.

Rationale for Evidence-based Strategy: Rationale Student learning gains in ELA and Math for the bottom quartile and overall are significantly lower than the state average. Students who have met proficiency often have to wait for the teacher to complete tasks with students who are below proficiency. There opportunities for extended learning are delayed. Also, interventions for student below proficiency are not often differentiated than for students at or above proficiency. 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) and training on LLI for (1st through 5th) 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 2021-March 2022

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

Person Responsible Leon Williams (leon.williams@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 Literacy block to support students in Tier 1, so no learning is lost and to engage students with meaningful tasks for review, practice, and reteach. 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 additional hour per month or four times per semester.

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

#3. Culture & Environment specifically relating to Social Emotional Learning

Area of Focus
Description and Rationale: Provide Social Emotional Learning, Trauma Informed Care, Calming Corners, and positive behavior systems, due to high discipline referrals rates and Covid and family related trauma.

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

Monitoring: Teachers enter minor and major behaviors into RTIB. Weekly meeting between administration and counselor to review RTIB data. Monthly meeting with Tier 2/3 (RTIB/ MTSS-B) committee to review data and interventions for students with Tier 2/3 behavior interventions. Follow-up meeting with teacher bi-weekly to review interventions and adjust interventions for students. Administration will review Class Dojo points given by teachers for Positive Behaviors.

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. Staff will receive training on Trauma-Informed Care and Calming Corners.

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)

Training on Trauma-Informed Care for Staff

Person Responsible: Susan Alfano (susan.scheidt-alfano@polk-fl.net)

Training on Calming Corners for staff and working students to understand the Calming Corners and their purpose.

Person Responsible Suzanne McGinnis (suzanne.mcginnis@polk-fl.net)

#4. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:

Increase our Kindergarten through 5th grade reading proficiency through a focus on phonics/fluency and comprehension.

Measurable Outcome:

Increase Reading Proficiency by 5% in Kindergarten through 5th grade.

Monitoring:

Monitoring formative and summative assessment reading data by administration and coaches, and review during weekly PLC's. Data chats with teachers reviewing reading data, including SIPPS (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words) and LLI (Level Literacy Interventions). Teachers will bring data to PLC's for review.

Person responsible for monitoring outcome:

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

Evidence-based Strategy:

Based on data, provide struggling learners with necessary scaffolds and supports and appropriately challenge students who are on grade level in order to accelerate every student. Teachers and Para-Educators will work with students during Literacy Power Hour using the SIPPS program (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words) and the Instructional Coaches will pull student during Literacy Power Hour to work with student on comprehension skills using LLI (Leveled Literacy Interventions). Use intentional reading strategies and resource through the Florida Wonders' Curriculum. Focus on building knowledge and vocabulary. Use formative and summative data to make instructional decisions. Time with teachers to engage in reading based strategies during collaborative planning and professional development.

Rationale for Evidence-based Strategy:

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. The students who fall below the 25th percentile in reading will receive intensive instruction in SIPPS (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words). Students between the 25th and 60th percentile will receive intensive instruction in LLI (Level Literacy Interventions)

Action Steps to Implement

All teachers and Para-Professional will receive training in SIPPS (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words). SIPPS assessments will be given each month to monitor students' progress. Students level of instruction will be adjusted based on assessment data.

Person Responsible

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

The literacy coaches will instruct students in comprehension skills used the LLI (Level Literacy Intervention) Program. LLI assessments will be given each month to monitor students' progress. Students level of instruction will be adjusted based on assessment data.

Person Responsible

Kayla Hamblen (kayla.hamblen@polk-fl.net)

Administration and coaches will review reading data will teachers during PLC's and determine student placement in Tiered groups based on reading data.

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

Celebrate teachers who have classes or students who increase in reading proficiency. Celebrate and reward students who increase in reading proficiency.

Person Responsible Leon Williams (leon.williams@polk-fl.net)

Celebrate teachers who have classes or students who increase in reading proficiency. Celebrate and reward students who increase in reading proficiency.

Person Responsible Leon Williams (leon.williams@polk-fl.net)

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

Based on the 2019-2020 data from the state, Socrum Elementary had 1.1 incidents per 100 students, which places the school into the high category when compared to other elementary schools. The school had an average of 8.7 suspensions per 100 students, compared to 3.9 per student as a state average, which places Socrum Elementary in the high category for suspensions. Socrum Elementary ranked 1,010 out of 1,395 schools in the state and 47 out of 58 schools in the county for discipline incidents. Property incidents and Drug/Order Incidents were low (zero out of 100 students for both), but violent incidents were in the high category with 1.09 incidents per 100 students. Based on the 2019-2020 data, the school will monitor violent incidents and develop a PBIS plan around being proactive in preventing fights and other violent incidents, teaching coping strategies for students, and better monitoring by adults. The 2020-2021 data showed vast improvements in discipline data, Socrum Elementary has seen a 40% decrease in school-based discipline referrals from the 2019/2020 school year to the 2020/2021 school year. When bus referrals are factored in there is a 34.5% decrease in referrals. Socrum Elementary is a nominee for a PBIS Honor School this year. We collect data on discipline through RTIB (Response to Intervention for Behavior). Teachers report both minor and major incidents in the RTIB program. Teachers report their management steps and Administration enters the follow-up information. Administration meets with the School Counselor weekly to develop and monitor interventions for students based on the data in RTIB. Administration and counselor follow-up with both the students and teacher to monitor for fidelity. The School Psychologist and School Counselor monitor discipline data in RTIB and Focus to determine students who need Tier 2 or Tier 3 behavior interventions. They gather and chart data, and monitor data to determine if interventions are working. Besides the weekly meeting with the Administration and Counselor, there are also monthly Tier 2/3 meetings (RTIB/MTSS-B) involving administration, school counselor, school psychologist, school social worker, and teacher leader to review Tier 2/3 data, monitor interventions, and make recommendations. There is a follow-up meeting with the teachers of the students who need Tier 2/3 interventions and to adjust interventions as needed based on the data and recommendations. Students and staff will receive surveys on school culture and environment. The information will be used to make improvements in school discipline, culture and the school environment. Training on Trauma-Informed Care, Calming Corners, and Restorative Practices for Staff. Students are taught the meaning of Calming Corners and how to use them to "calm" down to prepare for the school day and instruction.

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.

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. This summer we had a PBIS retreat with representation from each grade level to plan out our Positive Interventions & Supports.
2. Use of Class Dojo for teacher to recognize positive behavior and give points.
3. PBIS celebrations for students based on positive behavior.
4. Student of the Week recognitions for students.
5. Shout-outs on the intercom about student accomplishments, also add to website and newsletter.
6. School Counselor meeting with small groups of student or individuals who have experienced trauma and developing positive behaviors and relationships.
7. Staff members are trained on Trauma-Informed Care and how to incorporate Calming Corners in the classroom.
8. Staff will do a book study on "Restorative practices for Positive Classroom Management".
9. New teachers will have consistent support from coaches and administration through Trailblazer program and Campus Induction Program.
10. Teacher Ambassador will provide a layer of support to all teachers and staff members through planned professional learning and staff social events.
11. Creating a school-wide calendar of events that involves celebrating diversity and inviting our staff and community members to take part in these events.
12. Celebrating students based on our core values and beliefs.
13. Administrators will be pleasant and present on campus.
14. Providing timely responses and communication
15. Hosting monthly grade chair meetings to ensure concerns and questions are addressed.
16. Establish a staff relaxation room where they can take a break and practice calming techniques.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

1. Hosting monthly School Advisory Council meetings where we share school information related to our School Improvement Areas of Focus. This give the opportunity for community members to get involved in academic initiative and social/emotional initiatives to support students.
2. Continue Monthly Parent Teacher Association Meetings so that parents can have a voice within the school.

3. Community members and volunteers can participate in our after-school clubs like 4-H or art club, and share positives experiences and communication skills with students.
4. Mentoring program for our African American students. Some of our African American staff members brought to the PBIS committee that determined that many of our African American students were taking a long bus ride to Socrum Elementary and did not have a sense of community. The PBIS committee decided to develop a mentoring program to help develop a sense of community at Socrum Elementary School.
5. Teachers sending positive comments about students through Class Dojo
6. Open communication between parents and teachers through Class Dojo.
7. Family Nights
8. Parent Education Nights
9. Great American Teach-In: Give students an ideas about future career opportunities and how a quality education and setting goals relates to their career in the future. 1010.. Partner with the Kiwanis Club to
10. provide literacy materials to the school.
11. Partner with the Rotary Club to provide belts, clothing, and dictionaries to students.
12. Partner with Kathleen Baptist and Bethel Baptist to provide food boxes to families in need.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Standards-aligned Instruction				\$7,728.00
Function	Object	Budget Focus	Funding Source	FTE	2021-22	
5000	140-Substitute Teachers	1901 - Socrum Elementary School	Title, I Part A		\$3,264.00	
<i>Notes: Curriculum Planning - October, Substitutes for Teachers</i>						
5000	140-Substitute Teachers	1901 - Socrum Elementary School	Title, I Part A		\$3,264.00	
<i>Notes: Curriculum Planning - January, Substitutes for Teachers</i>						
6400	510-Supplies	1901 - Socrum Elementary School	Title, I Part A		\$1,200.00	
<i>Notes: Book Study - Professional Development</i>						
2	III.A.	Areas of Focus: Instructional Practice: Differentiation				\$2,105.19
Function	Object	Budget Focus	Funding Source	FTE	2021-22	
6400	510-Supplies	1901 - Socrum Elementary School	Title, I Part A		\$1,105.19	
<i>Notes: Professional Development Supplies</i>						
5100	510-Supplies	1901 - Socrum Elementary School	Title, I Part A		\$1,000.00	
<i>Notes: LLI - Leveled Language Literacy Resources</i>						
3	III.A.	Areas of Focus: Culture & Environment: Social Emotional Learning				\$1,500.00
Function	Object	Budget Focus	Funding Source	FTE	2021-22	

	6150	510-Supplies	1901 - Socrum Elementary School	Title, I Part A		\$900.00
			<i>Notes: Take Home Folders for Students-Parents</i>			
	6150	510-Supplies	1901 - Socrum Elementary School	Title, I Part A		\$300.00
			<i>Notes: Supplies for Math Night with Parents/Students</i>			
	6150	500-Materials and Supplies	1901 - Socrum Elementary School	Title, I Part A		\$300.00
			<i>Notes: Pastries for Parents - Parent Involvement</i>			
4	III.A.	Areas of Focus: Instructional Practice: ELA				\$0.00
					Total:	\$13,007.25