

Polk County Public Schools

Socrum Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

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Socrum Elementary School

9400 OLD DADE CITY RD, Lakeland, FL 33810

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

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and

Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

I. School Information

School Mission and Vision

Provide the school's mission statement.

Pioneers Aimed on Success/All Students WILL Learn!

Provide the school's vision statement.

Develop a common language and understanding, of our school's plan, to align a supportive core value structure by:

- Building Student & Staff Supportive Relationships & Learning Environments through RtIB/MTSS/PBIS Team Protocols and Procedures.
- Administration, Leadership Team, & Peer Support with Feedback & Differentiated Professional Development for Tiered Teachers.
- Open, Honest, & Direct Communication - How School Leaders Create a Results-Focused Learning Environment - Socrum Elementary School - Protocols and Procedures for Collaboration and Dialogue.
- Effective B.E.S.T. Standards-Based Planning, using the Learning ARC Protocol, and the Gradual Release Architecture, for Socrum Elementary School's Balanced Literacy Instructional Framework, to include mini lessons and writing, as well as Guided Reading and Writing Small Group Instruction, (GRSG & GWSG) including Social Studies, and Gradual Release Architecture, Math Instructional Framework, including Math Small Group Instruction, RTD, 5th Science Instructional Framework, including Science Small Group Instruction, RTD, and school wide Foundations of Literacy Block while recording and monitoring B.E.S.T. Standards Based Data, Whole Group, using Standards Data/RtIB/MTSS/PBIS Checklist, and Small Group formative assessment data, Logs, and Foundational Benchmark Monitoring Checklist, for in the moment, instructional decisions, to differentiate and track individual student progress.

School Leadership Team, Stakeholder Involvement and SIP Monitoring

School Leadership Team

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
JOZWIAK, JOHNA	Principal	<p>Principal: Provides a common mission and vision for the use of formative and summative data based decision making, ensures the school-based team is implementing RtIB/MTSS/PBIS Team, and conducts assessment of RtIB/MTSS/PBIS Student Success skills. School staff ensures implementation of interventions, support, documentation, ensures adequate professional development to support RtIB/MTSS/PBIS Team implementation, and communicates with parents regarding school-based RtIB/MTSS/PBIS Team plan and activities. Builds leadership capacity among staff - it is the foundation of all of our work. Provide the necessary support to staff so they have the capacity to produce what we are asking for Reciprocal accountability. Monitor students achievement in a collaborative, data driven model. Focus on our kids". Keeps achievement and our work transparent and moving forward. Plans B.E.S.T Standards, using the Learning ARC Protocol, Monitors the fidelity of instruction, using the Standards Walkthrough Tool, implementation of the frameworks ; identify needed supports either individually or for the large group aligned to building trends. Lead and monitor the implementation of School Improvement Plan (SIP), keep focus on students achievement and make sure any program or instructional decisions made are aligned to SIP goals and building initiatives (formative data, Tier Teachers, Differentiated PD, PLCs, instructional programs, district needs). All team members: Analyze formative and summative student data to support teachers in planning standards based lessons, to ensure interventions are implemented as intended, and assess if they are working, in the core instructional objectives and tasks/materials into Tier III instruction, and collaborates with general education teachers through such activities as studio labs and differentiated individual professional development. Develops, leads, evaluates, revises Gradual Release Architecture for Socrum Elementary School's Balanced Literacy Instructional Framework, including Guided Reading and Writing Small Group (GRSG &GWSG) including Social Studies, and Gradual Release Architecture for Math Instructional Framework, including Guided Math Small Group Instruction (GMSG) (RTD), Science Instructional Framework, including Science Small Group Instruction, RTD, Foundations of Literacy school wide block with Foundational Benchmark Monitoring Checklist. B.E.S.T. Standards Based instruction, school core content standards programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Identifies systematic patterns of student need while working with administration and leadership team to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk"; assists in the design and implementation for progress monitoring, formative data collection, and formative data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring. Build leadership capacity among staff. Lead and monitor the implementation of School Improvement Plan (SIP) and building initiatives.</p>

Name	Position Title	Job Duties and Responsibilities
Hardee, Taryn	Assistant Principal	<p>Provides a common mission and vision for the use of formative and summative data based decision making, ensures that the school-based team is implementing RtIB/MTSS/PBIS Team conducts assessment of RtIB/MTSS/PBIS Student Success skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support RtIB/MTSS/PBIS Team implementation, and communicates with parents regarding school-based RtIB/MTSS/PBIS Team plan and activities. Builds leadership capacity among staff - it is the foundation of all of our work. Provide the necessary support to staff so they have the capacity to produce what we are asking for Reciprocal accountability. students achievement in a collaborative, data driven model. Focus on our kids". Keeps achievement and our work transparent and moving forward. Monitor B.E.S.T Standards, using the Learning ARC Protocol, Monitors the fidelity of instruction, using the Standards Walkthrough Tool, implementation of the frameworks ; identify needed supports either individually or for the large group aligned to building trends. Lead and monitor the implementation of School Improvement Plan (SIP), keep focus on students achievement and make sure any program or instructional decisions made are aligned to SIP goals and building initiatives (formative data, Tier Teachers, Differentiated PD, PLCs, instructional programs, district needs). All team members: Analyze formative and summative student data to support teachers in planning standards based lessons, to ensure interventions are implemented as intended, and assess if they are working, in the core instructional objectives and tasks/materials into Tier III instruction, and collaborates with general education teachers through such activities as studio labs and differentiated individual professional development. Develops, leads, evaluates, revises Gradual Release Architecture for Socrum Elementary School's Balanced Literacy Instructional Framework, including Guided Reading and Writing Small Group (GRSG &GWSG) including Social Studies, and Gradual Release Architecture for Math Instructional Framework, including Guided Math Small Group Instruction (GMSG) (RTD), Science Instructional Framework, including Science Small Group Instruction, RTD, Foundations of Literacy school wide block with Foundational Benchmark Monitoring Checklist. B.E.S.T. Standards Based instruction, school core content standards programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Identifies systematic patterns of student need while working with administration and leadership team to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk"; assists in the design and implementation for progress monitoring, formative data collection, and formative data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring. Build leadership capacity among staff. Lead and monitor the implementation of School Improvement Plan (SIP) and building initiatives.</p>

Name	Position Title	Job Duties and Responsibilities
Dyer, Gregory	Behavior Specialist	<p>Assists Principal in providing a common vision for the use of data-based decision-making, assists in the development of a strong infrastructure of resources for the implementation of RtIB/MTSS/PBIS Team, further assists the principal in the assessment of RtIB/ MTSS/PBIS Team student skills, implementation of intervention support and documentation, professional learning, and communication with students and parents concerning RtIB/ MTSS/PBIS Team plans and activities. Analyzes the results of formative and summative standards - based assessments and have deep discussion about the work. Implements and monitors the student data targeted worksheets and agenda data pages for all students. Provides Science Small Group interventions based on Standards Data/RtIB/ MTSS/ PBIS Checklist.</p>
Simonsen, Melissa	Behavior Specialist	<p>Assists Principal in providing a common vision for the use of data-based decision-making, assists in the development of a strong infrastructure of resources for the implementation of RtIB/MTSS/PBIS Team, further assists the principal in the assessment of RtIB/ MTSS/PBIS Team student skills, implementation of intervention support and documentation, professional learning, and communication with students and parents concerning RtIB/MTSS/PBIS Team plans and activities. Analyzes the results of formative and summative standards - based assessments and have deep discussion about the work. Implements and monitors the student data targeted worksheets and agenda data pages for all students. Provides Science Small Group interventions based on Standards Data/RtIB/MTSS/ PBIS Checklist.</p>
Hunt, Ariel	Instructional Coach	<p>Collaborate and monitor the B.E.S.T Standards, using Learning ARC Protocol, monitors the fidelity of instruction, coaching, modeling, side by side, feedback, resources, and support the implementation of the frameworks ; identify needed supports either individually or for the large group aligned to building trends. Support the implementation of School Improvement Plan (SIP), keep focus on students achievement and make sure any program or instructional decisions made are aligned to SIP goals and building initiatives (formative data, Tier Teachers, Differentiated PD, PLCs, instructional programs, district needs). All team members: Analyze formative and summative student data to support teachers in planning standards based lessons, to ensure interventions are implemented as intended, and assess if they are working, in the core instructional objectives and tasks/materials into Tier III instruction, and collaborates with general education teachers through such activities as studio labs and differentiated individual professional development. Develops, leads, evaluates, revises Gradual Release Architecture for Socrum Elementary School's Balanced Literacy Instructional Framework, including Guided Reading and Writing Small Group (GRSG &GWSG) including Social Studies, and Gradual Release Architecture for Math Instructional Framework, including Guided Math Small Group Instruction (GMSG) (RTD), Foundations of Literacy school</p>

Name	Position Title	Job Duties and Responsibilities
		<p>wide block with Foundational Benchmark Monitoring Checklist. B.E.S.T. Standards Based instruction, school core content standards programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Identifies systematic patterns of student need while working with administration and leadership team to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered “at risk”; assists in the implementation for progress monitoring, formative data collection, and formative data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring.</p>
Lovizio, Robert	Other	<p>Assists Principal in providing a common vision for the use of data-based decision-making, assists in the development of a strong infrastructure of resources for the implementation of Math Standards Data/RtIB/MTSS/PBIS Team, further assists the principal in the assessment of Math Standards Data/RtIB/ MTSS/PBIS Team student Math skills, implementation of Math intervention support and documentation, professional learning, and communication with students and parents concerning Math Standards Data/RtIB/ MTSS/PBIS Team plans and activities. Analyzes the results of formative and summative standards - based assessments, interventions, and have deep discussion about the work. Implements and monitors the student data targeted worksheets and agenda data pages for all students. Provides Math Small Group interventions based on Math Standards Data/RtIB/MTSS/PBIS Checklist.</p>
Martinez, Kirsten	School Counselor	<p>Assists Principal in providing a common vision for the use of data-based decision-making, assists in the development of a strong infrastructure of resources for the implementation of RtIB/MTSS/PBIS Team, further assists the principal in the assessment of RtIB/ MTSS/PBIS Team student skills, implementation of social, emotional, attendance, discipline, and academic, intervention support, documentation, communication with students and parents concerning RtIB/MTSS/PBIS Team support plans. Analyzes the results- of formative and summative standards - based assessments and have deep discussion about the work. Implements and monitors the student data targeted worksheets and agenda data pages for all students. Provides Social Skills Small Group interventions based on Standards Data/RtIB/ MTSS/PBIS Checklist.</p>

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

We have a school leadership team meeting monthly, School Advisory Council meeting, 4 times a year, Comprehensive Needs Assessment Team meeting, Title I Parent Nights, 4 times a year, with parent feedback surveys, 1 time a year, District Coaches monthly, Community Liason meeting 3-4 times a year, School Board Member, 1 time a year, Kathleen Baptist Church 3-4 times a year, Delta Kappa Gama Beta Chapter 4-5 times a year, PALS, Police Athletic League of Lakeland, Archery Club 20 - 25 times a year, Melissa Teston RAISE, 3-4 times a year, & State Bureau of School Improvement 7-10 times a year.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

Daily walkthroughs, using SWT, by Leadership team. Journey Observations for Classroom Walkthroughs, Informals, and Formals. Whole Group and Mini Lesson Standards Data & RtIb/MTSS/PBIS Checklist, Small Group Reading Assessment Checklist, Observational Notes, Foundational Benchmark Monitoring Checklist, STAR Reading and Math, STAR Early Lit., FAST PM1, PM2, PM3, Freckle, Smarty Ants, Corrective Reading (3-5), & Number World (3-5).

Demographic Data

Only ESSA identification and school grade history updated 3/11/2024

2023-24 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
2022-23 Title I School Status	Yes
2022-23 Minority Rate	53%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	Yes
ESSA Identification *updated as of 3/11/2024	CSI
Eligible for Unified School Improvement Grant (UniSIG)	Yes
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL) Black/African American Students (BLK)* Hispanic Students (HSP) White Students (WHT)*

	Economically Disadvantaged Students (FRL)*
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: D
	2019-20: C
	2018-19: C
	2017-18: C
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	28	41	19	28	19	0	0	0	135	
One or more suspensions	0	5	6	4	10	3	0	0	0	28	
Course failure in English Language Arts (ELA)	0	3	5	12	16	0	0	0	0	36	
Course failure in Math	0	3	5	12	16	0	0	0	0	36	
Level 1 on statewide ELA assessment	0	0	0	16	32	15	0	0	0	63	
Level 1 on statewide Math assessment	0	0	0	16	29	19	0	0	0	64	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	4	12	21	21	32	15	0	0	0	105	
	0	0	0	0	0	0	0	0	0		

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	3	9	2	19	12	0	0	0	45

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	4	0	1	16	0	0	0	0	0	21
Students retained two or more times	0	0	0	0	0	0	0	0	0	

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	40	25	26	32	25	0	0	0	148	
One or more suspensions	0	3	5	4	4	9	0	0	0	25	
Course failure in ELA	0	0	0	0	0	0	0	0	0		
Course failure in Math	0	0	0	0	0	0	0	0	0		
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0		
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0		
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	32	31	53	28	34	0	0	0	178	

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	18	12	12	14	41	0	0	0	97

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	2	2	8	15	0	0	0	0	0	27
Students retained two or more times	0	0	0	0	0	0	0	0	0	

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	40	25	26	32	25	0	0	0	148	
One or more suspensions	0	3	5	4	4	9	0	0	0	25	
Course failure in ELA	0	0	0	0	0	0	0	0	0		
Course failure in Math	0	0	0	0	0	0	0	0	0		
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0		
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0		
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	32	31	53	28	34	0	0	0	178	

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	18	12	12	14	41	0	0	0	97

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	2	2	8	15	0	0	0	0	0	27
Students retained two or more times	0	0	0	0	0	0	0	0	0	

II. Needs Assessment/Data Review**ESSA School, District and State Comparison (pre-populated)**

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	37	45	53	36	47	56	34		
ELA Learning Gains				51			37		
ELA Lowest 25th Percentile				35			35		
Math Achievement*	42	49	59	36	42	50	46		
Math Learning Gains				41			39		
Math Lowest 25th Percentile				47			25		
Science Achievement*	38	41	54	26	49	59	44		
Social Studies Achievement*					56	64			
Middle School Acceleration					45	52			
Graduation Rate					39	50			
College and Career Acceleration						80			
ELP Progress	48	54	59	69			22		

* In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index

ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL Federal Index – All Students	40
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	5
Total Points Earned for the Federal Index	198
Total Components for the Federal Index	5
Percent Tested	99
Graduation Rate	

2021-22 ESSA Federal Index

ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL Federal Index – All Students	43
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	4
Total Points Earned for the Federal Index	341
Total Components for the Federal Index	8
Percent Tested	99
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)**2022-23 ESSA SUBGROUP DATA SUMMARY**

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	18	Yes	4	2
ELL	34	Yes	1	
AMI				
ASN				
BLK	28	Yes	4	1
HSP	38	Yes	1	
MUL				
PAC				
WHT	42			

2022-23 ESSA SUBGROUP DATA SUMMARY

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
FRL	36	Yes	2	

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	28	Yes	3	1
ELL	42			
AMI				
ASN				
BLK	33	Yes	3	
HSP	46			
MUL				
PAC				
WHT	39	Yes	1	
FRL	40	Yes	1	

Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	37			42			38					48
SWD	20			17			23				4	
ELL	14			41							3	48
AMI												
ASN												
BLK	27			35			24				4	
HSP	35			42			38				5	44
MUL												

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
PAC												
WHT	42			44			44				4	
FRL	34			38			32				5	48

2021-22 ACCOUNTABILITY 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 2020-21	C & C Accel 2020-21	ELP Progress
All Students	36	51	35	36	41	47	26					69
SWD	11	36	29	15	47	55	6					
ELL	31	60		31	44		18					69
AMI												
ASN												
BLK	21	37		25	45	54	16					
HSP	35	57	55	36	43	46	21					74
MUL												
PAC												
WHT	41	54	35	36	34	40	33					
FRL	27	47	37	30	38	48	21					69

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	34	37	35	46	39	25	44					22
SWD	7	28		22	33		31					
ELL	21			34								22
AMI												
ASN												
BLK	24	21		26	21		45					
HSP	28	47		40	53		50					18
MUL												
PAC												
WHT	41	39	40	55	41		39					
FRL	30	35	27	40	29	9	38					21

Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	37%	43%	-6%	54%	-17%
04	2023 - Spring	50%	53%	-3%	58%	-8%
03	2023 - Spring	33%	42%	-9%	50%	-17%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	42%	51%	-9%	59%	-17%
04	2023 - Spring	55%	56%	-1%	61%	-6%
05	2023 - Spring	45%	44%	1%	55%	-10%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	35%	39%	-4%	51%	-16%

III. Planning for Improvement

Data Analysis/Reflection

Answer the following reflection prompts after examining any/all relevant school data sources.

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

Below proficiency in all subject areas.

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

Science. 5th grade had a long term substitute and a teacher who did not implement the district Science curriculum with fidelity.

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.

Waiting for school grade data.

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

ELA was 36, in 2022, and went up to a 39.2 in 2023. Math was 36, in 2022, and went up to 47, in 2023. Science was 26, in 2022, and went up to 37, in 2023.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Student attendance less than 90%. We decreased that number from the previous year 148 down to 135 however there is still room for improvement. Decreased the number of 2 or more early warning students from 97 to 45.

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

1. Strengthening the Core, Standards Based, Academic Instruction. 2. Strengthening Gradual Release within the Whole Group and Mini Lesson Architecture Framework using Standards Data & RtIB/MTSS/PBIS Checklist. If students and teachers understand the purpose of how to use formative and summative student data, within Architectural Framework, to include aligning, integrating, recording, and monitoring, existing and new, climate, social, emotional, academic, attendance, behavior, and interventions, then students will receive differentiated instruction to improve student achievement and the learning environment. 3. Foundations of Literacy school wide with Foundational Benchmark Monitoring Checklist.

Area of Focus

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Instructional Practice specifically relating to Benchmark-aligned Instruction**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Strengthening Core Academic Instruction. If teachers plan with the Learning Arc protocol while consistently & effectively delivering standards-based instruction, in core academic areas, then Socrum students will make a years worth of learning gains or proficiency.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

State assessment results, progress monitoring assessments, STAR reading & math assessments. Set school, teacher, and student targeted goals, based on measurable outcomes for the STAR beginning of the year, PM1, PM2, & PM3 ELA defined as proficient for 3rd grade, 300-314, 4th grade, 311-324, & 5th grade 321-335, 320-333.35 and PM1, PM2, & PM3 Math defined as proficient for 3rd grade, 297-310, 4th grade, 310-324, & 5th grade. Summative End of Unit Standards Benchmark Assessments 70%. Teachers will understand or know how to create a culture of learners, readers, and writers which will result in students achieving a culture of learning, thinking, reading, and writing. SWT will identify 13 areas of best teaching practices the school focuses on. Targeted feedback will be given, weekly, to monitor progress. Goal is 100%.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Daily walkthroughs, using SWT, by Leadership team. Journey Observations for Classroom Walkthroughs, Informals, and Formals.

State assessment results, progress monitoring assessments, STAR reading & math assessments. Set school, teacher, and student targeted goals, based on measurable outcomes for the STAR beginning of the year, PM1, PM2, & PM3 ELA defined as proficient for 3rd grade, 300-314, 4th grade, 311-324, & 5th grade 321-335, 320-333.35 and PM1, PM2, & PM3 Math defined as proficient for 3rd grade, 297-310, 4th grade, 310-324, & 5th grade. Summative End of Unit Standards Benchmark Assessments 70%.

Person responsible for monitoring outcome:

JOHNA JOZWIAK (johna.jozwiak@polk-fl.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

1. Monitor students engaging in equal experiences aligned to state expectations using Standards Walkthrough Tool (SWT).
2. Engage teachers in standards-based planning protocol using the Learning Arc Framework.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Student learning will not improve until the quality of teaching improves, and the quality of teaching will not improve until leaders understand what constitutes high quality instruction along with the role they play in improving teacher practice using the Learning Arc protocol, standards-based instruction, and aligned tasks.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Create an instructional calendar for the year so administration and leadership team can calibrate walks.

Person Responsible: JOHNA JOZWIAK (johna.jozwiak@polk-fl.net)

By When: July 3, 2023.

Train the leadership team on SWT in the first 2 weeks of school using calibration walks and Studio Lab PD.

Person Responsible: JOHNA JOZWIAK (johna.jozwiak@polk-fl.net)

By When: August 18, 2023.

Conduct walks until 90% - 100% calibrated consistently with rational.

Person Responsible: JOHNA JOZWIAK (johna.jozwiak@polk-fl.net)

By When: By September 15, 2023.

Add SWT data review to every Leadership Team meeting agenda with rational.

Person Responsible: Taryn Hardee (taryn.hardee@polk-fl.net)

By When: The end of every month August 2023 - May 2024.

Establish protocol to review data including the evidence in SWT.

Person Responsible: Taryn Hardee (taryn.hardee@polk-fl.net)

By When: By the end of each month August 2023 - May 2024.

Monitor impact between data review from SWT and plan, using the Learning Arc, per content/course/grade level.

Person Responsible: Taryn Hardee (taryn.hardee@polk-fl.net)

By When: Once a month, at collaborative planning, starting August 2023 and ending May 2024.

Provide targeted feedback to teachers.

Person Responsible: JOHNA JOZWIAK (johna.jozwiak@polk-fl.net)

By When: August 2023 - May 2024.

Tier teachers and provide differentiated professional development.

Person Responsible: JOHNA JOZWIAK (johna.jozwiak@polk-fl.net)

By When: Tiered teachers by July 2023 and Differentiated PD, Studio Labs, August 15 & 28, September 13 & 28, October 6 & 18, and in the moment, as needed.

Set school, teacher, and student targeted goals, based on measurable outcomes for the STAR beginning of the year, PM1, PM2, & PM3 ELA defined as proficient for 3rd grade, 300-314, 4th grade, 311-324, & 5th grade 321-335, 320-333.35 and PM1, PM2, & PM3 Math defined as proficient for 3rd grade, 297-310, 4th grade, 310-324, & 5th grade.

Person Responsible: Taryn Hardee (taryn.hardee@polk-fl.net)

By When: Before the PM1, PM2, and PM3 tests.

Summative End of Unit Standards Benchmark Assessments 70%.

Person Responsible: Taryn Hardee (taryn.hardee@polk-fl.net)

By When: August 2023 , Monthly Data Chats, May 2024.

#2. Positive Culture and Environment specifically relating to Early Warning System**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed.

One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Gradual Release within the Whole Group and Mini Lesson Architecture Framework using Standards Data & RtIB/MTSS/PBIS Checklist and Foundational Benchmark Monitoring Checklist. If students and teachers understand the purpose of how to use formative and summative student data, within Architectural Framework, to include aligning, integrating, recording, and monitoring, existing and new, climate, social, motional, academic, attendance, behavior, and interventions, then students will receive differentiated instruction to improve student achievement and the learning environment.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

State assessment results, progress monitoring assessments, STAR reading & math assessments. Set school, teacher, and student targeted goals, based on measurable outcomes for the STAR beginning of the year, PM1, PM2, & PM3 ELA defined as proficient for 3rd grade, 300-314, 4th grade, 311-324, & 5th grade 321-335, 320-333.35 and PM1, PM2, & PM3 Math defined as proficient for 3rd grade, 297-310, 4th grade, 310-324, & 5th grade. Teachers will understand or know how to create a culture of learners, readers, and writers which will result in students achieving a culture of learning, thinking, reading, and writing.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Whole Group and Mini Lesson Standards Data & RtIB/MTSS/PBIS Checklist , Small Group Reding Assessment Checklist, Foundational Benchmark Monitoring Checklist, Observational Notes, STAR Reading and Math, STAR Early Lit., FAST PM1, PM2, PM3, Corrective Reading (3-5) , & Number World as well a, through the student's data page, in their school Agenda. Administration, teachers, students, and parents/guardians will hold data chats, set academic goals, social goals, behavioral goals, and celebrate those gains.The instructional planning and parent report will be sent home with students, STAR Reading and Math Test Results/PM1, PM2, & PM3, as well as suggested skills parents/guardians can work on for improvement.

Person responsible for monitoring outcome:

Taryn Hardee (taryn.hardee@polk-fl.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

1. Monitor teachers Standards Data/RtIB/MTSS/PBIS Checklist, Reading Assessment Checklist, and Foundational Benchmark Monitoring Checklist. 2. Engage teachers in PLC's to train and implement formative, observational data.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Provide a common mission and vision for the use of formative and summative data decision-making, ensures the school-based team is implementing research-based best practices, strategies, and interventions, Whole Group & Mini Lesson Standards Data/RtIB/MTSS/PBIS Checklist, Reading Assessment Checklist, and Foundational Benchmark Monitoring Checklist. Reading and Math Interventionists will administer student interventions based on data. Instructional Coach, with support from Senior Coordinators of Instruction, will provide staff interventions as well as model, provide feedback, side-by-side teaching, and coaching to strengthen best teaching practices. Inform students and parents of

student progress and school-wide information in a timely manner. This will be done through the student's data page, in their school agenda. The instructional planning and parent report will be sent home with students, STAR Reading and Math Test Results/PM1, PM2, & PM3, as well as suggested skills parents/guardians can work on for improvement. Also sending home Guided Reading A-Z, just right leveled text, as a support for students and parents, to practice reading skills learned at school, at home.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Create a master schedule that includes collaborative planning, student differentiation, and data chats.

Person Responsible: JOHNA JOZWIAK (johna.jozwiak@polk-fl.net)

By When: July 2023.

Plan for teachers to look at data, monthly, share the data, and to differentiate instruction.

Person Responsible: Taryn Hardee (taryn.hardee@polk-fl.net)

By When: August 29, 2023 - May 21, 2024.

Train teachers on how to use school wide procedures and routines, through Studio Lab PDs.

Person Responsible: JOHNA JOZWIAK (johna.jozwiak@polk-fl.net)

By When: August 14 & 28, 2023.

Plan for teachers to look at data, monthly, share the data, and to differentiate instruction.

Person Responsible: Taryn Hardee (taryn.hardee@polk-fl.net)

By When: August 29, 2023 - May 21, 2024.

Train teachers on how to use school wide procedures and routines, through Studio Lab PDs.

Person Responsible: JOHNA JOZWIAK (johna.jozwiak@polk-fl.net)

By When: August 14 & 28, 2023.

Train teachers on how to use the Gradual Release Architectural Framework and the Standards Data/RtIB/MTSS/PBIS Checklist, through PLCs and Studio Lab PDs.

Person Responsible: JOHNA JOZWIAK (johna.jozwiak@polk-fl.net)

By When: September 13 & 28, 2023 & October 6 & 18, 2023.

Add planning results to Leadership Team meeting agenda.

Person Responsible: Taryn Hardee (taryn.hardee@polk-fl.net)

By When: August 2023 - May 2024 monthly.

Conduct planning protocol on a weekly basis.

Person Responsible: JOHNA JOZWIAK (johna.jozwiak@polk-fl.net)

By When: August 15, 2023.

Review SWT findings during Leadership Team meeting and provide Targeted Feedback to teachers.

Person Responsible: JOHNA JOZWIAK (johna.jozwiak@polk-fl.net)

By When: August 14, 2023 - May 30, 2024.

Conduct correlation findings between RtIB, MTSS, PBIS.

Person Responsible: Melissa Simonsen (melissa.simonsen@polk-fl.net)

By When: Monthly at the PBIS meetings.

Train teachers on Instructional Routines for Foundational Skills with Melissa Teston , RAISE.

Person Responsible: JOHNA JOZWIAK (johna.jozwiak@polk-fl.net)

By When: July 24 & 25, 2023.

Create a Professional Development Calendar.

Person Responsible: JOHNA JOZWIAK (johna.jozwiak@polk-fl.net)

By When: July 3, 2023.

the B.E.S.T Standards, using Learning ARC Protocol, monitors the fidelity of instruction, coaching, modeling, side by side, feedback, resources, and support the implementation of the frameworks ; identify needed supports either individually or for the large group aligned to building trends. Support the implementation of School Improvement Plan (SIP), keep focus on students achievement and make sure any program or instructional decisions made are aligned to SIP goals and building initiatives (formative data, Tier Teachers, Differentiated PD, PLCs, instructional programs, district needs). All team members: Analyze formative and summative student data to support teachers in planning standards based lessons, to ensure interventions are implemented as intended, and assess if they are working, in the core instructional objectives and tasks/materials into Tier III instruction, and collaborates with general education teachers through such activities as studio labs and differentiated individual professional development. Develops, leads, evaluates, revises Gradual Release Architecture for Socrum Elementary School's Balanced Literacy Instructional Framework, including Guided Reading and Writing Small Group (GRSG &GWSG) including Social Studies, and Gradual Release Architecture for Math Instructional Framework, including Guided Math Small Group Instruction (GMSG) (RTD), Foundations of Literacy school wide block with Foundational Benchmark Monitoring Checklist.

B.E.S.T. Standards Based instruction, school core content standards programs; identifies and analyzes existing

literature on scientifically based curriculum/behavior assessment and intervention approaches. Identifies systematic patterns of student need while working with administration and leadership team to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk"; assists in the implementation for progress monitoring, formative data collection, and formative data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring.

Person Responsible: Ariel Hunt (ariel.hunt@polk-fl.net)

By When: Daily.

Assists Principal in providing a common vision for the use of data-based decision-making, assists in the development of a strong infrastructure of resources for the implementation of Math Standards Data/RtIB/ MTSS/PBIS Team, further assists the principal in the assessment of Math Standards Data/RtIB/ MTSS/ PBIS Team student Math skills, implementation of Math intervention support and documentation, professional learning, and communication with students and parents concerning Math Standards Data/ RtIB/

MTSS/PBIS Team plans and activities. Analyzes the results of formative and summative standards - based assessments, interventions, and have deep discussion about the work. Implements and monitors the student data targeted worksheets and agenda data pages for all students. Provides Math Small Group interventions based on Math Standards Data/RtIB/MTSS/PBIS Checklist.

Person Responsible: Robert Lovizio (robert.lovizio@polk-fl.net)

By When: Daily.

CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

- Title I/UniSIG Comprehensive Needs Assessment (CNA)
- Data Com
- Summer Leadership Academy/Retreat
- School Improvement Plan Meetings/Trainings
- PURE Process

Regional and Office of School Transformation review SIP plans

Reading Achievement Initiative for Scholastic Excellence (RAISE)

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

Strengthening Core Academic Instruction. If teachers plan with the Learning Arc protocol while consistently & effectively delivering standards-based instruction, in core academic areas, then Socrum will place at or above 50% Reading, Math, Science proficiency, or 100% learning gains in 2023-2024. Gradual Release within the Whole Group and Mini Lesson Architecture Framework using Standards Data & RtIB/MTSS/PBIS Checklist. If students and teachers understand the purpose of how to use formative and summative student data, within Architectural Framework, to include aligning, integrating, recording, and monitoring, existing and new, climate, social, emotional, academic, attendance, behavior, and interventions, then students will receive differentiated instruction to improve student achievement and the learning. Added school wide Foundational Skills KG-5 with a Foundational Skills Checklist.

Grades 3-5: Instructional Practice specifically related to Reading/ELA

4th grade Level 1 & 2 68% for ELA, 5th grade Level 1 & 2 is 47%.

Strengthening Core Academic Instruction. If teachers plan with the Learning Arc protocol while consistently & effectively delivering standards-based instruction, in core academic areas, then Socrum will place at or above 50% Reading, Math, Science proficiency or 100% learning gains in 2023-2024. Gradual Release within the Whole Group and Mini Lesson Architecture Framework using Standards Data & RtIB/MTSS/PBIS Checklist. If students and teachers understand the purpose of how to use formative and summative student data, within Architectural Framework, to include aligning, integrating, recording, and monitoring, existing and new, climate, social, emotional, academic, attendance, behavior, and interventions, then students will receive differentiated instruction to improve student achievement and the learning environment. Added school wide Foundational Skills KG-5 with a Foundational Skills Checklist.

Measurable Outcomes

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data-based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K -3, using the coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment;
- Each grade 3-5 where 50 percent or more of its students scored below a Level 3 on the most recent statewide, standardized ELA assessment; and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2 Measurable Outcomes

State assessment results, progress monitoring assessments, STAR reading & math assessments, and Freckle.

Grades 3-5 Measurable Outcomes

State assessment results, progress monitoring assessments, STAR reading & math assessments, Corrective Reading (3-5), & Number World (3-5).

Monitoring

Monitoring

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will impact student achievement outcomes.

Daily walkthroughs, using SWT, by Leadership team. Journey Observations for Classroom Walkthroughs, Informals, and Formals. Whole Group and Mini Lesson Standards Data & RtIB/MTSS/PBIS Checklist, Small Group Reading Assessment Checklist, Foundational Skills Checklist, Observational Notes, STAR Reading and Math, STAR Early Lit., FAST PM1, PM2, PM3, Freckle, Corrective Reading (3-5), & Number World (3-5)

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

JOZWIAK, JOHNA, johna.jozwiak@polk-fl.net

Evidence-based Practices/Programs

Description:

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term “evidence-based” means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. §7801(21)(A)(i). Florida’s definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida’s definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district’s K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

1. Monitor students engaging in equal experiences aligned to state expectations using Standards Walkthrough Tool (SWT).

2. Engage teachers in standards-based planning protocol using the Learning Arc Framework.

1. Monitor teachers Standards Data/RtIB/MTSS/PBIS Checklist.

2. Engage teachers in PLC's to train and implement formative, observational data.

Rationale:

Explain the rationale for selecting practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified evidence-based practices/programs show proven record of effectiveness for the target population?

Student learning will not improve until the quality of teaching improves, and the quality of teaching will not improve until leaders understand what constitutes high-quality instruction along with the role they play in improving teacher practice using the Learning Arc protocol, standards-based

instruction, the gradual release architectural framework, and aligned tasks. Provide a common mission and vision for the use of formative and summative data decision-making, ensures that the school-based team is

implementing research based best practices strategies Whole Group & Mini Lesson Standards Data & RtIB/

MTSS/PBIS Checklist. Inform students and parents of student progress and school-wide information in a timely manner. This will be done through the student’s data page, in their school Agenda. Administration, teachers, students, and parents/guardians will hold data chats, set academic goals, social goals, behavioral goals, and celebrate those goals.

Action Steps to Implement

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
<p>Create calendar, leadership team, calibrate walks. Train leadership team SWT, first 2 calibration walks.</p> <p>Conduct walks (90%-100%) calibrated consistently, rationale. SWT data review at Leadership Team meeting.</p> <p>Establish protocol reviewing data including evidence in SWT. Monitor impact between data from SWT and plan per content/grade level. Create master schedule including collaborative planning, differentiation, and data chats.</p> <p>Plan for teachers to look at data, share the data, and differentiate instruction. Train teachers to use school wide procedures and routines, through Studio Lab PDs. Train teacher to use Gradual Release Architectural Framework and Standards Data/RtIB/ MTSS/PBIS Checklist.</p> <p>Add planning results to Leadership Team agenda.</p> <p>Conduct planning protocol weekly, Tuesdays. Review planning findings during Leadership Team and provide Targeted Feedback to teachers. Conduct correlation findings RtIB, MTSS, & PBIS. Training, from District, on Corrective Reading, Reading Mastery, Number World (3-5), & Melissa Teston, RAISE, on Foundational Skills Instructional Practices.</p>	<p>JOZWIAK, JOHNA, johna.jozwiak@polk-fl.net</p>

Title I Requirements**Schoolwide Program Plan (SWP) Requirements**

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))

List the school's webpage* where the SIP is made publicly available.

The school completes a Parental Involvement Plan (PFEP), which is available at the school site in full details on how we plan to build positive relationships with parents, families, and other community stakeholders to fulfill

the school's mission and support the needs of students. We have a school leadership team meeting monthly, School Advisory Council meeting, 4 times a year, Comprehensive Needs Assessment Team meeting, Title I Parent Nights, 3 times a year, with parent feedback surveys, 1 time a year, District Coaches monthly, Community Liasson meeting 3-4 times a year, School Board Member , 1 time a year,

Kathleen Baptist Church 3-4 times a year, Delta Kappa Gama Beta Chapter 4-5 times a year, PALS, Police Athletic League of Lakeland, Archery Club 20 - 25 times a year, Melissa Teston RAISE, 3-4 times a year, & State Bureau of School Improvement 7-10 times a year. The school holds 3 Title I parent nights. Inform students and parents of student progress and school-wide information in a timely manner. This will be done through the student's data page, in their school Agenda. Administration, teachers, students, and parents/guardians will hold data chats, set academic goals, social goals, behavioral goals, and celebrate those goals. The instructional planning and parent report will be sent home with students, STAR Reading and Math Test Results/PM1, PM2, & PM3, as well as suggested skills parents/guardians can work on for improvement. Also sending home Guided Reading A-Z, just right leveled text, as a support for students and parents, to practice reading skills learned at school, at home.

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

List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

The school completes a Parental Involvement Plan (PFEP), which is available at the school site in full details on how we plan to build positive relationships with parents, families, and other community stakeholders to fulfill

the school's mission and support the needs of students. The school holds 3 Title I parent nights. Inform students and parents of student progress and school-wide information in a timely manner. This will be done through

the student's data page, in their school Agenda. Administration, teachers, students, and parents/guardians will hold data chats, set academic goals, social goals, behavioral goals, and celebrate those goals. The instructional planning and parent report will be sent home with students, STAR Reading and Math Test Results/PM1, PM2, & PM3, as well as suggested skills parents/guardians can work on for improvement. Also sending home Guided Reading A-Z, just right leveled text, as a support for students and parents, to practice reading skills learned at school, a

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii)

Strengthening Core Academic Instruction. If teachers plan with the Learning Arc protocol while consistently & effectively delivering standards-based instruction, in core academic areas, then Socrum students will make a years worth of learning gains or proficiency.

Gradual Release within the Whole Group and Mini Lesson Architecture Framework using Standards Data & RtIB/MTSS/PBIS Checklist and Foundational Benchmark Monitoring Checklist. If students and teachers understand the purpose of how to use formative and summative student data, within Architectural Framework, to include aligning, integrating, recording, and monitoring, existing and new, climate, social, motional, academic, attendance, behavior, and interventions, then students will receive differentiated instruction to improve student achievement and the learning environment.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

The school completes a Parental Involvement Plan (PFEP), which is available at the school site in full details on how we plan to build positive relationships with parents, families, and other community stakeholders to fulfill

the school's mission and support the needs of students. We have a school Leadership Team meeting monthly, School Advisory Council meeting, 4 times a year, Comprehensive Needs Assessment Team meeting, Title I Parent Nights, 3 times a year, with parent feedback surveys, 1 time a year, District Coaches monthly, Community Liasson meeting 3-4 times a year, School Board Member , 1 time a year, Kathleen Baptist Church 3-4 times a year, Delta Kappa Gama Beta Chapter 4-5 times a year, PALS, Police Athletic League of Lakeland, Archery Club 20 - 25 times a year, Melissa Teston RAISE, 3-4 times a year, & State Bureau of School Improvement 7-10 times a year. The school holds 3 Title I parent nights.

Optional Component(s) of the Schoolwide Program Plan

Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

Gradual Release within the Whole Group and Mini Lesson Architecture Framework using Standards Data & RtIB/MTSS/PBIS Checklist and Foundational Benchmark Monitoring Checklist. If students and teachers understand the purpose of how to use formative and summative student data, within Architectural Framework, to include aligning, integrating, recording, and monitoring, existing and new, climate, social, motional, academic, attendance, behavior, and interventions, then students will receive differentiated instruction to improve student achievement and the learning environment. Two behavior interventionists build relationships with students and staff to ensure one other adult is mentoring.

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

Allow high school/college students to volunteer and shadow. Participated in Bring Your Student to Work Day. Participate with PALS Police Athletic League of Lakeland for Archery Club.

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

Gradual Release within the Whole Group and Mini Lesson Architecture Framework using Standards Data & RtIB/MTSS/PBIS Checklist and Foundational Benchmark Monitoring Checklist. If students and teachers understand the purpose of how to use formative and summative student data, within Architectural Framework, to include aligning, integrating, recording, and monitoring, existing and new, climate, social, motional, academic, attendance, behavior, and interventions, then students will receive differentiated instruction to improve student achievement and the learning environment.

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

July 24 & 25, 2023 Melissa Teston RAISE professional development on Instructional Routines for Foundational Skills. Six Studio Lab PDs, with Highly Effective Teachers, modeling Domain 1: Instructional Design, Domain 2 : Instructional Delivery and Facilitation, Domain 3: The Learning Environment, and Domain 4: Professional Responsibilities and Ethical Conduct, relating to teacher evaluation and best practices.

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

Kindergarten Round UP for parents, Head Start/Pre K ESE students toured the Kindergarten classrooms.

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

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

1	III.B.	Area of Focus: Instructional Practice: Benchmark-aligned Instruction				\$0.00
2	III.B.	Area of Focus: Positive Culture and Environment: Early Warning System				\$240,786.32
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5100	130	1901 - Socrum Elementary School	UniSIG	2.0	\$99,625.00
			Notes: Other Certified Instructional Personnel - School based Reading & Math Interventionists who work with small groups of students in need of remediation			
	5100	210	1901 - Socrum Elementary School	UniSIG		\$13,519.11
			Notes: Retirement - 13.57% - Instructional Personnel -			
	5100	220	1901 - Socrum Elementary School	UniSIG		\$7,621.31
			Notes: Social Security y -7.65% -Instructional personnel			
	5100	231	1901 - Socrum Elementary School	UniSIG		\$22,056.00
			Notes: Health and Hospitalization - Instructional Personnel			
	5100	232	1901 - Socrum Elementary School	UniSIG		\$43.20
			Notes: Life Insurance - Instructional personnel			
	5100	240	1901 - Socrum Elementary School	UniSIG		\$557.90
			Notes: Workers Compensation - .56% - Instructional Personnel			
	6400	130	1901 - Socrum Elementary School	UniSIG	1.0	\$50,348.94
			Notes: Other Certified Instructional Personnel - School based Coach - Literacy who co-teach, coach, and assist with the instruction of students in classrooms			
	6400	160	1901 - Socrum Elementary School	UniSIG	0.26	\$18,150.83
			Notes: Cost sharing- Senior Coordinator of Instruction - individual will support multiple schools focusing on student learning by providing support and assistance to teachers and school-based administration. Provides extensive support and coaching services related to content-area instruction.			

	6400	210	1901 - Socrum Elementary School	UniSIG		\$9,309.30
			<i>Notes: Retirement - 13.57%</i>			
	6400	220	1901 - Socrum Elementary School	UniSIG		\$5,248.06
			<i>Notes: Social Security - 7.65% staff development activities for instructional staff at the school</i>			
	6400	231	1901 - Socrum Elementary School	UniSIG		\$13,895.28
			<i>Notes: Health and Hospitalization</i>			
	6400	232	1901 - Socrum Elementary School	UniSIG		\$27.22
			<i>Notes: Life Insurance</i>			
	6400	240	1901 - Socrum Elementary School	UniSIG		\$384.17
			<i>Notes: Workers Compensation .56%</i>			
					Total:	\$240,786.32

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

No