



Pam Stewart, Commissioner

## 2013-2014 SCHOOL IMPROVEMENT PLAN

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### Socrum Elementary School

9400 OLD DADE CITY RD

Lakeland, FL 33810

863-853-6050

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

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## School Demographics

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<b>School Type</b> Elementary School	<b>Title I</b> Yes	<b>Free and Reduced Lunch Rate</b> 61%
<b>Alternative/ESE Center</b> No	<b>Charter School</b> No	<b>Minority Rate</b> 35%

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## School Grades History

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<b>2013-14</b> C	<b>2012-13</b> B	<b>2011-12</b> A	<b>2010-11</b> A
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## SIP Authority and Template

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Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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## Purpose and Outline of the SIP

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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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. 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: Current School Status

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Part I summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

### Part II: Expected Improvements

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Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

### Part III: Coordination and Integration

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Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

### Appendix 1: Professional Development Plan to Support Goals

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Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

### Appendix 2: Budget to Support Goals

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Appendix 2 is the budget needed to implement the strategies identified in the plan.

## Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

### DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

### DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
  - Year 1 – declined to D, or first-time graded schools receiving a D
  - Year 2 – second consecutive D, or F followed by a D
  - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
  - Year 1 – declined to F, or first-time graded schools receiving an F
  - Year 2 or more – second or more consecutive F

### DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

### 2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

  

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

## Current School Status

### School Information

#### School-Level Information

##### School

Socrum Elementary School

##### Principal

Moe Hassler

##### School Advisory Council chair

JoAnna Lewis

#### Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Moe Hassler	Principal
Amy Santangelo	Assistant Principal
Kathryn Rutledge	Title 1 Facilitator
Joette MacBlane	Reading/Math Resource
Brian Walton	School Psychologist
Kyle Murphy	Teacher
Melissa Stilwell	Teacher
Lacey Sweet	Teacher

#### District-Level Information

##### District

Polk

##### Superintendent

Dr. Kathryn Leroy

##### Date of school board approval of SIP

10/22/2013

### School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

#### Membership of the SAC

Moe Hassler-Principal  
 Amy Santangelo- Vice Principal  
 Joanne Lewis-SAC Chair/parent  
 Andrea Scarborough-Teacher  
 Angela Clark-Support Staff  
 Linda James-Support Staff  
 Jessica Andjaur- Support Staff  
 Rachel McMillan- Parent  
 Kristin Butler-Parent

Chad Pridemore-Parent  
 Erin Phillips-Parent  
 Ester Harvey- Parent  
 Hope Grimes- Parent  
 Jonathan Malanowski- Parent  
 Kristi Lampp- Parent  
 Antwan McMillan- Parent  
 Trista Sherouse- Parent  
 Viviana Lopez- Parent  
 Veronica Nunez- Parent  
 Yvonne Fountain- Parent  
 Vicky Watson- Parent

**Involvement of the SAC in the development of the SIP**

In the Spring the SAC committee is involved in surveys for evaluating school climate and school data. The SAC committee is also involved in the drafting and editing of the school improvement plan. Finally, the SAC committee will approve the SIP plan.

**Activities of the SAC for the upcoming school year**

SAC will approve and monitor the SIP, approving expenditure of School Recognition Money, and make recommendations of school policy.

**Projected use of school improvement funds, including the amount allocated to each project**

Title I is funding three personal. Title I facilitator, Resource Teacher, and a classroom Paraprofessional- 150,000  
 Title I funds are used for evaluation, professional development, and classrooms.- 31,000  
 Title I funding used for Parent involvement- 3,100

**Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC**

In Compliance

**If not in compliance, describe the measures being taken to comply with SAC requirements**

**Highly Qualified Staff**

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Administrators**

**# of administrators**

2

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Administrator Information:**

**Moe Hassler**

Principal	Years as Administrator: 9	Years at Current School: 0
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**Credentials**

**Performance Record**

<b>Amy Santangelo</b>		
Asst Principal	Years as Administrator: 5	Years at Current School: 5
<b>Credentials</b>	BS Elem. Edu.MS-Ed. Leadership Certifications: Educational Leadership K-12, Elementary Education 1-6, ESOL K-12, ESE K-12	
<b>Performance Record</b>	2012-2013: Socrum Elementary School Grade: B 2011-2012: Socrum Elementary School Grade: A 2010-2011: Socrum Elementary School Grade: A, AYP not met 2009-2010: Socrum Elementary School Grade: D, AYP not met 2008-2009: Socrum Elementary, School Grade: C, AYP not met 2007-2008: Socrum Elementary, School Grade: C, AYP not met	

**Instructional Coaches**

<b># of instructional coaches</b>	0	
<b># receiving effective rating or higher</b> (not entered because basis is < 10)		
<b>Instructional Coach Information:</b>		
Part-time / District-based	Years as Coach:	Years at Current School:
<b>Areas</b>	[none selected]	
<b>Credentials</b>		
<b>Performance Record</b>		

**Classroom Teachers**

<b># of classroom teachers</b>	35
<b># receiving effective rating or higher</b>	35, 100%
<b># Highly Qualified Teachers</b>	286%
<b># certified in-field</b>	28, 80%
<b># ESOL endorsed</b>	22, 63%
<b># reading endorsed</b>	4, 11%
<b># with advanced degrees</b>	6, 17%



**# National Board Certified**

0, 0%

**# first-year teachers**

2, 6%

**# with 1-5 years of experience**

12, 34%

**# with 6-14 years of experience**

15, 43%

**# with 15 or more years of experience**

6, 17%

**Education Paraprofessionals****# of paraprofessionals**

6

**# Highly Qualified**

6, 100%

**Other Instructional Personnel****# of instructional personnel not captured in the sections above**

4

**# receiving effective rating or higher**

(not entered because basis is &lt; 10)

**Teacher Recruitment and Retention Strategies**

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible**

The principal supports the district's teacher recruitment efforts, supports the district's new teacher program and all Teacher Induction Program Seminars (TIPS) and Facilitating Leaders in Good Habits of Teaching (FLIGHT) trainings, and new Teacher Support Meetings.

**Teacher Mentoring Program/Plan**

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities**

Teachers will meet with mentors on a weekly bases doing PLC meeting. Teachers will communicate with their mentor about any concerns that they may have on a daily bases. Sarah Blume mentor is Jamie Hartly. They work on the same grade level. Kristen Looper mentor is Joette MacBlane. Kristen interned with Joette last year.

**Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)**

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs**

- The team will meet at least monthly to problem-solve using school-wide academic and behavioral data.
- The team will focus on evaluating effectiveness of existing academic and behavioral programs, student gains by grade level, teacher implementation of scientific based strategies, and make recommendations for implementation of new programs.
- The MTSS Leadership Team will write, monitor and revise the SIP during the 2012-2013 school year.
- The SIP is a reflection of the problem-solving process: data analysis; goal setting; areas of weakness are identified; barriers are analyzed; strategies are selected, implemented and monitored during the school year.

**Function and responsibility of each school-based leadership team member as related to MTSS and the SIP**

- Moe Hassler, Principal and Amy Santangelo, Assistant Principal: Provide a common vision for the use of data-based decision-making, ensure that the school-based team is implementing Rtl, conduct assessment of Rtl skills of school staff, ensure implementation of intervention support and documentation, ensure adequate professional development to support Rtl implement and communicate with parents regarding school-based Rtl plans and activities.
- Margerita Coon, Guidance Counselor: Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. Communicates with child-serving community agencies to support the students' academic emotional, behavior and social success.
- Brian Walton, School Psychologist: Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical evaluation; assists in facilitation of data-based decision making activities.
- Gretchen Martinez and Carrie Frederick, Exceptional Student Education Teachers (ESE) Teachers: Participates in student data collection, integrates core instructional activities/materials/instruction in tiered interventions; collaborates with general education teachers.
- Missy Stilwell, Lacy Sweet, and Kyle Murphy, General Education Teacher Representatives: Provides information about core instruction; participates in student data collection; delivers Tier 1 instruction/intervention; collaborates with other staff to implement Tier2/3 intervention and integrates Tier 1 materials/instruction with Tier 2/3 activities.
- Kathryn Rutledge, PBS Team Leader: Provides information on school-wide discipline data, as well as Tier2/3 intervention plan data. Participates in the development and coordination of Tier 2 behavior intervention programs.

**Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP**

The team will meet at least monthly to problem-solve using school-wide academic and behavioral data.

**Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement**

- Baseline data is gathered through August and September. Kindergarten, First and Second grade data is gathered from the SBAR. First and second grade instructional data is gathered from the 2011-2012 SAT 10. Third through Fifth grade instructional data is gathered from the 2011-2012 FCAT scores. Grades K-5 also use Discovery Learning, BEAR Assessment, Qualitative Reading Inventory, and Fountis and Pinnell. Kindergarten teachers use FLKRS.
- Progress Monitoring data is gathered three times per year through Discovery Learning. Kindergarten, First Grade and Second Grade data is gathered from the SBAR every nine weeks. Other Tier 2/3 data is

collected as needed for classroom, group and individual student progress. This information may be obtained by probes, Quick Reads, Fluency checks, etc.

- Diagnostic Assessment data is gathered through the Harcourt Trophies, BEAR, FLKRS, QRI and Fountis and Pinnell.
- End of Year data is gathered through Discovery Learning, SAT-10, FCAT and SBAR. Data is discussed and analyzed at least monthly at the MTSS Leadership Team meetings.

**Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents**

Who:

Principal Moe Hassler; Amy Santangelo, Assistant Principal; Margerita Coon, Guidance Counselor; Brian Walton, School Psychologist; Kathryn Rutledge, PBS Team Leader; Gretchen Martinez and Carrie Frederick, ESE Inclusion Missy Stilwell, Lacy Sweet, and Kyle Murphy, General Education Teacher Representatives

What:

The MTSS team will look at school data for trends and implement new training and development for teacher support. Team meetings will cover the following topics: Problem Solving, Literacy, PBS, and other school-wide issues.

**Increased Learning Time/Extended Learning Opportunities**

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:**

**Strategy:** Before or After School Program

**Minutes added to school year:** 180

Math or Reading tutoring based on students second assessment on either FAIR scores for reading or Discovery scores for math.

**Strategy Purpose(s)**

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education
- Teacher collaboration, planning and professional development

**How is data collected and analyzed to determine the effectiveness of this strategy?**

Progress monitoring tools given weekly throughout tutoring. Pre and posttest given to each student placed in tutoring.

**Who is responsible for monitoring implementation of this strategy?**

Amy Santangelo

**Literacy Leadership Team (LLT)**

**Names and position titles of the members of the school-based LLT**

Name	Title
Mandy Cyr	Media Specialist
Joette MacBlane	Resource
Nina Wilbur	Teacher
Missy Stilwell	Teacher
Kristen Bell	Teacher
Katy Atkins	Teacher
Laura Pagan	Teacher
Moe Hassler	Principal
Amy Santangelo	Assistant Principal

### How the school-based LLT functions

- Provides a common vision for school wide literacy instruction, ensures that the school-based team is implementing literacy in a research based, effective manner, oversees assessment of literacy skills, ensures implementation of data based literacy instruction and documentation, ensures adequate professional development to support literacy instruction, assessment and evaluation, and communicates with parents regarding school-based literacy activities.
- Provides information about core literacy instruction, participates in student data collection, delivers Tier 1 instruction/intervention, collaborates with other staff to implement Tier 2/3 interventions and integrates Tier 1 materials/instruction with Tier2/3 activities, provides professional development in the area of literacy, organizes family literacy opportunities for families, and communicates information regarding literacy assessments for individual grade levels.
- The Literacy Leadership Team meets on a regular basis in order to promote literacy across the curriculum. The team carefully outlines routines, protocols, roles, responsibilities, and a statement of purpose or vision for the schools literacy practices. School literacy team members also serve as liaisons to the rest of the staff, bringing information to grade level teams, as well as to other school committees such as parent groups. They also utilize the problem solving process to investigate assessment data to establish needs, plan instruction/differentiation, monitor student progress, determine whether the school has a coherent curriculum across all grades and form study groups (PLCs) to read about the most current literacy information.

### Major initiatives of the LLT

- Provide information sessions for parents.
- Provide professional development for the staff.
- Ensure assessments are administered ongoing and data is used to plan quality differentiated instruction.
- Monitor the progress of the students in the bottom 25%.

## Every Teacher Contributes to Reading Instruction

### How the school ensures every teacher contributes to the reading improvement of every student

NA

## Preschool Transition

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

## **Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs**

To assist preschool children in transition from early childhood programs to Socrum Elementary, the following is provided:

- Early kindergarten registration, Round-Up
- Overview of Curriculum, expectations given to parents
- Teacher evaluation of the FLKRS testing, which shows students' readiness
- Pre-Kindergarten and Head Start visits to Kindergarten classrooms

Parents and incoming kindergarten students are invited to Kindergarten Round-up, curriculum overview and orientation. Each of the events was established to help parents and students make the transition to elementary school. The teachers, Title 1 Facilitator and administration are responsible for these programs. Meet-and-Greet for kindergarten parents, facilitated by the Title 1 Facilitator and administration, is scheduled for the first day of school to increase parental involvement and communication, as their children transition to the elementary school setting. Title I funds provide the resources for the parental involvement. Parent surveys are used to evaluate the quality and effectiveness of the transition programs. The effectiveness of our preschool transition is determined by the number of students who pre-register and the number of parents applying to be volunteers at the school.

## **College and Career Readiness**

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future**

**How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful**

**Strategies for improving student readiness for the public postsecondary level**

## Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### Area 1: Reading

#### Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	53%	40%	No	58%
American Indian				
Asian				
Black/African American	47%	40%	No	52%
Hispanic	40%	39%	No	46%
White	58%	41%	No	62%
English language learners	38%	31%	No	44%
Students with disabilities	37%	13%	No	43%
Economically disadvantaged	50%	34%	No	55%

#### Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	73	27%	46%
Students scoring at or above Achievement Level 4	36	13%	

#### Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		0%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		0%

#### Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		53%	58%
Students in lowest 25% making learning gains (FCAT 2.0)		67%	70%

**Comprehensive English Language Learning Assessment (CELLA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	16	62%	64%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	[data excluded for privacy reasons]		37%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	[data excluded for privacy reasons]		25%

**Postsecondary Readiness**

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.			

**Area 2: Writing**

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	16	17%	52%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	30	32%	

**Area 3: Mathematics****Elementary and Middle School Mathematics****Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA**

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	54%	53%	No	59%
American Indian				
Asian				
Black/African American	38%	58%	Yes	45%
Hispanic	43%	44%	Yes	48%
White	63%	54%	No	66%
English language learners	52%	31%	No	57%
Students with disabilities	53%	27%	No	57%
Economically disadvantaged	53%	50%	No	57%

**Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	89	33%	
Students scoring at or above Achievement Level 4	54	20%	

**Florida Alternate Assessment (FAA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	[data excluded for privacy reasons]		0%
Students scoring at or above Level 7	[data excluded for privacy reasons]		0%

**Learning Gains**

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains		60%	64%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)		62%	66%

**Middle School Acceleration**

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications			
Middle school performance on high school EOC and industry certifications			

**Algebra I End-of-Course (EOC) Assessment**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

**Geometry End-of-Course (EOC) Assessment**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

**Area 4: Science**

**Elementary School Science**



**Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	23	27%	55%
Students scoring at or above Achievement Level 4	19	22%	

**Florida Alternate Assessment (FAA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		0%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		

**Middle School Science**

**Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

**Florida Alternate Assessment (FAA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

**Area 5: Science, Technology, Engineering, and Mathematics (STEM)**

**All Levels**

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	5		6
Participation in STEM-related experiences provided for students	175	64%	70%

**Area 6: Career and Technical Education (CTE)**

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses			
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses			
Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses			
Students taking CTE industry certification exams			
Passing rate (%) for students who take CTE industry certification exams			
CTE program concentrators			
CTE teachers holding appropriate industry certifications			

**Area 8: Early Warning Systems**

**Elementary School Indicators**

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	88	16%	15%
Students retained, pursuant to s. 1008.25, F.S.	39	7%	6%
Students who are not proficient in reading by third grade	16	3%	2%
Students who receive two or more behavior referrals	21	4%	3%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	60	11%	10%

**Middle School Indicators**

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time			
Students who fail a mathematics course			
Students who fail an English Language Arts course			
Students who fail two or more courses in any subject			
Students who receive two or more behavior referrals			
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.			

**Area 9: Parent Involvement**

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Parental involvement targets for the school**

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

**Specific Parental Involvement Targets**

Target	2013 Actual #	2013 Actual %	2014 Target %
Increase parent involvement by 10% for building capacity activities and maintain above 90% participation in Parent-Teacher Conferences.	500	88%	90%

**Area 10: Additional Targets**

**Additional targets for the school**

**Specific Additional Targets**

Target	2013 Actual #	2013 Actual %	2014 Target %
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## Goals Summary

- G1.** Teachers will routinely engage students in rigorous reading comprehension, vocabulary development and writing within grade level text across content areas.

## Goals Detail

**G1.** Teachers will routinely engage students in rigorous reading comprehension, vocabulary development and writing within grade level text across content areas.

### Targets Supported

- All Areas
- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains)
- Science
- Science - Elementary School
- STEM
- STEM - All Levels
- Parental Involvement
- EWS
- EWS - Elementary School

### Resources Available to Support the Goal

- Resource staff .
- Budgeted professional development for staff
- Common planning time for grade levels
- PD days and early releases
- Administrative support
- New reading series
- Progress monitoring data
- Differentiated instruction
- Monthly Rtl Meetings with grade levels

### Targeted Barriers to Achieving the Goal

- Insufficient use of cross curricular progress monitoring data for differentiated instruction in order to increase vocabulary knowledge, comprehension and writing.

## Plan to Monitor Progress Toward the Goal

Students will routinely engage in highly effective reading comprehension and vocabulary instruction within grade level text across content areas.

### **Person or Persons Responsible**

All staff

### **Target Dates or Schedule:**

Ongoing, Spring 2014

### **Evidence of Completion:**

Increased use of content area data for differentiated instruction in order to increase vocabulary knowledge, comprehension and writing across the content areas as evidenced using ongoing Progress Monitoring data and Spring 2014 FCAT data.

## Action Plan for Improvement

### Problem Solving Key

**G** = Goal

**B** = Barrier

**S** = Strategy

**G1.** Teachers will routinely engage students in rigorous reading comprehension, vocabulary development and writing within grade level text across content areas.

**G1.B1** Insufficient use of cross curricular progress monitoring data for differentiated instruction in order to increase vocabulary knowledge, comprehension and writing.

**G1.B1.S1** Implement professional development in quality instruction, data based problem solving and data driven differentiated instruction for use across all content areas.

#### Action Step 1

Design PD in quality instruction, data based problem solving and data driven differentiated instruction

##### Person or Persons Responsible

School-based leadership team and staff

##### Target Dates or Schedule

Fall 2013

##### Evidence of Completion

Classroom walk-throughs, lesson plans, observations

#### Action Step 2

Deliver PD to staff by December 2013

##### Person or Persons Responsible

School-based leadership team and staff

##### Target Dates or Schedule

Fall 2013

##### Evidence of Completion

Agendas and sign-in sheets for attendance

##### Facilitator:

##### Participants:

School-based leadership team and staff

### Plan to Monitor Fidelity of Implementation of G1.B1.S1

Classroom observations of PD in quality instruction, data based problem solving and data driven differentiated instruction effectively used by all teachers.

#### Person or Persons Responsible

School-based leadership team and staff

#### Target Dates or Schedule

Fall 2013

#### Evidence of Completion

Classroom walk-throughs, lesson plans, observations using school-based rubrics

### Plan to Monitor Effectiveness of G1.B1.S1

Classroom observations of PD in quality instruction, data based problem solving and data driven differentiated instruction effectively used by all teachers.

#### Person or Persons Responsible

Administration and resource staff

#### Target Dates or Schedule

Fall 2013

#### Evidence of Completion

Teachers consistently scoring effective and/or exceeding expectations on all observation rubrics during classroom walk-throughs in addition to monthly lesson plan reviews.

**G1.B1.S2** Design and implement ongoing support for teachers through structured weekly PLC's and regularly scheduled data analysis with administrators.

#### Action Step 1

Design and implement ongoing support for teachers through structured weekly PLC's and regularly scheduled data analysis with administrators.

#### Person or Persons Responsible

School-based leadership team and staff

#### Target Dates or Schedule

Ongoing

#### Evidence of Completion

Completed PLC agendas and meeting notes

**Action Step 2**

The school-based leadership team will meet weekly on Wednesday afternoons to discuss and develop a weekly agenda for grade level PLC's. Agenda items for discussion will consist of data and differentiated instruction, curriculum implementation, classroom walk-through information and additional items as needed.

**Person or Persons Responsible**

School-based leadership team and staff

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Completed PLC agendas

**Action Step 3**

Each leadership team member will facilitate a grade level PLC during the following week using the leadership team agenda. Each leadership team member will provide feedback about the PLC meeting to the school-based leadership team the following week.

**Person or Persons Responsible**

School-based leadership team and staff

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Sign-in sheets and PLC agenda and minutes

### Plan to Monitor Fidelity of Implementation of G1.B1.S2

Implemented ongoing support for teachers through structured weekly PLC's and regularly scheduled data analysis with administrators.

**Person or Persons Responsible**

School-based leadership team and staff

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Completed PLC agendas and meeting notes



## Plan to Monitor Effectiveness of G1.B1.S2

Implemented ongoing support for teachers through structured weekly PLC's and regularly scheduled data analysis with administrators.

### Person or Persons Responsible

Administration and school-based leadership team

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Completed PLC agendas and meeting notes

**G1.B1.S3** Plan and implement monthly Tier 2/ Rtl meetings to analyze ongoing progress monitoring of data collection for differentiated instruction.

### Action Step 1

Plan and implement monthly Tier2/ Rtl meetings to analyze ongoing progress monitoring data collection for differentiated instruction

### Person or Persons Responsible

School-based leadership team and staff

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Monthly Progress Monitoring logs, spreadsheets and Rtl meeting agendas/notes

## **Action Step 2**

Formulate a plan for students not making learning gains in reading and math.

### **Person or Persons Responsible**

School-based leadership team and staff

### **Target Dates or Schedule**

Ongoing

### **Evidence of Completion**

Monthly Progress Monitoring logs, spreadsheets and Rtl meeting agendas/notes

### **Facilitator:**

### **Participants:**

School-based leadership team and staff

## **Plan to Monitor Fidelity of Implementation of G1.B1.S3**

Implemented monthly Tier 2/ Rtl meetings to analyze ongoing progress monitoring of data collection for differentiated instruction.

### **Person or Persons Responsible**

School-based leadership team and staff

### **Target Dates or Schedule**

Ongoing

### **Evidence of Completion**

Monthly Progress Monitoring logs, spreadsheets and Rtl meeting agendas/notes, plans for students not making learning gains.

### Plan to Monitor Effectiveness of G1.B1.S3

Implemented monthly Tier 2/ Rtl meetings to analyze ongoing progress monitoring of data collection for differentiated instruction.

#### Person or Persons Responsible

Administration and school-based leadership team

#### Target Dates or Schedule

Ongoing

#### Evidence of Completion

Monthly Progress Monitoring logs, spreadsheets and Rtl meeting agendas/notes and increased student learning gains for all students.

**G1.B1.S4** Resource staff model effective vocabulary, comprehension and writing instruction across the content areas.

#### Action Step 1

Resource staff model effective vocabulary, comprehension and writing instruction across the content areas.

#### Person or Persons Responsible

Resource staff

#### Target Dates or Schedule

Fall 2013

#### Evidence of Completion

Classroom walk-throughs, lesson plans, observations

#### Action Step 2

Priority lessons for observation and modeling will be 6-step vocabulary, whole group and small group instruction, writing across the content areas and research based comprehension strategies.

#### Person or Persons Responsible

Resource staff and teachers

#### Target Dates or Schedule

Fall 2013

#### Evidence of Completion

Classroom walk-throughs, lesson plans, observations

### **Plan to Monitor Fidelity of Implementation of G1.B1.S4**

Teachers implementing effective vocabulary, comprehension and writing instruction across the content areas as modeled by the resource staff.

#### **Person or Persons Responsible**

Resource staff

#### **Target Dates or Schedule**

Fall 2013

#### **Evidence of Completion**

Teachers consistently scoring effective and/or exceeds expectations on school-based rubrics as evidenced in classroom walk-throughs, lesson plans and observations.

### **Plan to Monitor Effectiveness of G1.B1.S4**

Resource staff model effective vocabulary, comprehension and writing instruction across the content areas.

#### **Person or Persons Responsible**

Administration and resource staff

#### **Target Dates or Schedule**

Fall 2013

#### **Evidence of Completion**

Classroom walk-throughs, lesson plans, observations using school-based rubrics

## Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### How federal, state, and local funds, services, and programs are coordinated and integrated at the school

#### Title I, Part A

Title I, Part A, funds school-wide services to Socrum Elementary. The Title I funds provide supplemental instructional resources and interventions for students with academic achievement needs. This program supports after-school and summer instructional programs, supplemental instructional materials, resource teachers, technology for students, professional development for the staff, and resources for parents. The district coordinates with Title II and Title III to ensure that staff development needs are addressed accordingly.

#### Title I, Part C- Migrant

Migrant students enrolled in Socrum Elementary will be assisted by the school and by the District Migrant Education Program (MEP). Students will be prioritized by the MEP for supplemental services based on need and migrant status. MEP Teacher Advocates, assigned to schools with high percentages of migrant students, monitor the progress of these high need students and provide or coordinate supplemental academic support. Migrant Home-School Liaisons identify and recruit migrant students and their families for the MEP. They provide support to both students and parents in locating services necessary to ensure the academic success of these students whose education has been interrupted by numerous moves.

#### Title I, Part D

Title I, Part D, provides Transition Facilitators to assist students with transition from Department of Juvenile Justice (DJJ) facilities back into their zoned school. The Transition Facilitators communicate with the Guidance Counselors at schools to facilitate the transfer of records and appropriate placement.

#### Title II

Professional development resources are available to all schools through Title II funds. In addition, School Technology Services provide technical support, technology training, and licenses for software programs and web-based access via Title II-D funds as made available. Funds available to Socrum Elementary are used to purchase tutoring for FCAT preparation.

#### Title III

Title III provides supplemental resources for English Language Learners (ELL) and their teachers in Title I schools, as well as professional learning opportunities for school staff.

#### Title X- Homeless

The Hearth program, funded through Title X, provides support for identified homeless students. Title I provides additional support for this program, and many activities implemented by the Hearth program are carried out in cooperation with the Migrant Education Program (MEP) funded through Title I, Part C.

#### Supplemental Academic Instruction (SAI)

SAI unit(s) are not provided to Socrum Elementary this year.

#### Violence Prevention Programs

Socrum Elementary provides violence and drug prevention programs in order to promote a safe school environment. Examples of violence prevention programs include anti-bullying, gang awareness, gun awareness, etc.

#### Nutrition Programs

This school is not a location for a summer feeding program for the community.

#### Housing Programs

Students with housing needs are referred to the Homeless Student Advocate.

#### Head Start

Head Start is located on our campus. Resources are provided to the program to assist in the transition of students from pre-k to kindergarten. Head Start teachers may participate in professional learning opportunities offered to school staff, and they are involved in Professional Learning Community activities

with kindergarten teachers. Parents of Head Start students are invited to participate in parent workshops and activities provided by the school.

## Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

*Professional development opportunities identified in the SIP as action steps to achieve the school's goals.*

**G1.** Teachers will routinely engage students in rigorous reading comprehension, vocabulary development and writing within grade level text across content areas.

**G1.B1** Insufficient use of cross curricular progress monitoring data for differentiated instruction in order to increase vocabulary knowledge, comprehension and writing.

**G1.B1.S1** Implement professional development in quality instruction, data based problem solving and data driven differentiated instruction for use across all content areas.

### **PD Opportunity 1**

Deliver PD to staff by December 2013

#### **Facilitator**

#### **Participants**

School-based leadership team and staff

#### **Target Dates or Schedule**

Fall 2013

#### **Evidence of Completion**

Agendas and sign-in sheets for attendance

**G1.B1.S3** Plan and implement monthly Tier 2/ Rtl meetings to analyze ongoing progress monitoring of data collection for differentiated instruction.

**PD Opportunity 1**

Formulate a plan for students not making learning gains in reading and math.

**Facilitator**

**Participants**

School-based leadership team and staff

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Monthly Progress Monitoring logs, spreadsheets and Rtl meeting agendas/notes



## Appendix 2: Budget to Support School Improvement Goals

### Budget Summary by Goal

Goal	Description	Total
G1.	Teachers will routinely engage students in rigorous reading comprehension, vocabulary development and writing within grade level text across content areas.	\$5,000
Total		\$5,000

### Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Total
Title 1	\$5,000	\$5,000
Total	\$5,000	\$5,000

### Budget Details

*Budget items identified in the SIP as necessary to achieve the school's goals.*

**G1.** Teachers will routinely engage students in rigorous reading comprehension, vocabulary development and writing within grade level text across content areas.

**G1.B1** Insufficient use of cross curricular progress monitoring data for differentiated instruction in order to increase vocabulary knowledge, comprehension and writing.

**G1.B1.S1** Implement professional development in quality instruction, data based problem solving and data driven differentiated instruction for use across all content areas.

#### Action Step 2

Deliver PD to staff by December 2013

#### Resource Type

Evidence-Based Program

#### Resource

Cross Curricular Resource Materials

#### Funding Source

Title 1

#### Amount Needed

\$5,000