

Samoset Elementary School



2017-18 Schoolwide Improvement Plan

Samoset Elementary School

3300 19TH ST E, Bradenton, FL 34208

<https://www.manateeschools.net/samoset>

School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	87%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	C	C	D*	D

**Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan is pending approval by the Manatee County School Board.

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

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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. 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

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in two categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2017-18 DA Category and Statuses for Samoset Elementary School

DA Region and RED	DA Category and Turnaround Status
Central - Lucinda Thompson	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

Samoset Elementary School will meet the needs of children and their families.

b. Provide the school's vision statement.

At Samoset Elementary School every child will be happy and successful.

2. School Environment

a. Describe the process by which the school learns about students' cultures and builds relationships between teachers and students.

Samoset Elementary School has a diverse culture composed of 63% Hispanic, 23% African-American, and 10% Caucasian, and 3% Haitian students. We spend time learning each others' cultures by talking to our parents and students and encouraging them to share their cultures and customs. Relationships are built by treating each other with kindness and respect and showing students and parents that we value them. We have hired bilingual staff to make our families who do not speak English feel welcome. Teachers also take ESOL courses to enhance cultural knowledge and sensitivity. Our school is in the process of implementing a SIOP program in all grade levels. SIOP is Sheltered Instruction Observation Protocol. This program is meant to scaffold the learning of our second language students in a structured way throughout their school days.

b. Describe how the school creates an environment where students feel safe and respected before, during and after school.

Our school is a PBS school. This means that the students and staff share the same rules- and discipline is enacted in a positive manner. We have school-wide rules that all students are expected to follow. Staff treat students and their families with kindness and respect. We have a zero-tolerance policy for bullying and violence. All staff are trained in child-abuse reporting.

We have also implemented daily Morning Meetings and weekly life skills. Morning Meetings, a researched based practice, provides our students and teacher a time to reflect on the prior day, teach and review expected school life skills, problem solve, communicate and compliment one another. Many of our students arrive at school already in pre-crisis mode-morning meetings allow our students to deescalate so they can have a productive and successful day.

We communicate with parents about students' behavior and encourage parents to bring any concerns to us, so problems can be solved. Students are allowed to schedule time to speak with administrators if they feel unsafe on the bus, on the way to and from school, or wish to discuss problems they may have with other students. Our guidance counselor, social worker and student support specialist are available to help meet the emotional and safety needs of students and their families.

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced.

We have school-wide expectations and posted rules for each area of the school. These include hallway rules, playground rules, bus and car rider line rules, cafeteria rules and classroom rules. Teachers are trained in active learning techniques to keep students focused and cognitively engaged during lessons.

There is an established protocol school-wide for dealing with disciplinary incidents. Tracking forms are used for minor incidents. Once three incidents on the tracking forms have been documented then it's sent home, which includes parental contact. A referral to the office is written and the child conferences with an administrator who then provides consequences for behaviors.

In addition, we have a student support specialist who is available to conference with students, and provide support such as small groups for teaching correct behaviors. Our counselor provides small groups for students who need to deal with a variety of behavioral or home issues.

We also have our GET; Graduation Enhancement Technician, who works to motivate students and connect with families in order to keep students in class, reduce absences and tardies and promote parent interaction and involvement with the school.

Teachers are trained yearly on the behavioral system and how to deal with student discipline in a positive manner, so that the system is fairly and consistently enforced.

d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

Our counselor provides individual and small group counseling services for students in need. Our social worker and psychologist help provide families with services such as project Heart for the Homeless. We have a business partner who provides dry and canned goods for a pantry that families are able to access when they need additional food for their families. We have a volunteer program which matches volunteers with a teacher who directs them to work with students in a one on one or small group setting in reading and math. Success helps stimulate good self-concept for our students.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

a. Describe the school's early warning system and provide a list of the early warning indicators used in the system.

Samoset Elementary School's response to the Early Warning System (EWS) includes a team of professionals who meet regularly to collect and review student data. The team is comprised of administrators, a school counselor, social worker, SSS, GET, and coaches. Students deemed at-risk are identified and supported through the MTSS and behavior data teams. Data that is systematically collected and reviewed includes:

1. Attendance and tardies
2. ODR's
3. OSS
4. ISS
5. Time out room with SSS
6. Behavior tracking forms
7. Tier 2 and Tier 3 academic and behavior interventions
8. FBA/BIP's
9. iReady scores
10. Report cards and progress reports
11. Retention history

In addition, we also utilize BrightBytes a program available through our district that calculates a variety of data components and pin points students that need immediate interventions (academic, behavior, attendance).

b. Provide the following data related to the school's early warning system

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	9	16	14	14	4	7	0	0	0	0	0	0	0	64
One or more suspensions	2	0	2	3	3	0	0	0	0	0	0	0	0	10
Course failure in ELA or Math	0	15	6	25	20	20	0	0	0	0	0	0	0	86
Level 1 on statewide assessment	0	0	0	21	36	51	0	0	0	0	0	0	0	108

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	8	6	11	20	14	0	0	0	0	0	0	0	59

c. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system.

The BrightBytes system was used to measure the students early warning category. Students who exhibit two or more indicators of attendance, referrals, course failures, and statewide testing information.

Differentiated interventions are delivered dependent on specific student needs in order to improve behaviors, attendance, and academic performance. Students who have 3 or more ODR's, ISS, OSS, behavior trackers, time out with SSS, excused or unexcused absences, and tardies are deemed at-risk and not responsive to the universal, tier 1 system in place and require more intense accommodations.

Interventions for behaviorally and emotionally challenged students include tier 2 interventions such as: Check-In/Check-Out with or without a behavior point sheet, FBA/BIP, individual counseling, or small group counseling with embedded social skills lessons, anger management strategies, bullying prevention, self-esteem improvement, or anxiety reduction. Parental consent is obtained prior to delivery of tier 2 counseling and mentoring support. The interventions are progress monitored and determined successful if there is a reduction of ODR's, OSS, ISS, time out room with SSS, and behavior trackers. If there is limited to no improvement, the student is considered for a more intensive, tier 3 intervention.

Interventions for students who have unexcused absences and tardies receive tier 2 attendance support. The intervention is progress monitored and determined successful if there is a reduction of unexcused absences and tardies. If there is no improvement, the student is considered for a more intensive, tier 3 intervention.

Students who have failed ELA and/or Math are considered at-risk. Data such as report cards, progress reports, standardized assessments, iReady, DRA level, and ORF are progress monitored to determine level of risk. Also included are students who have been retained. Review of data is typically addressed during IST meetings that include the IST team, teachers, district specialists, and parents. Level of support and specific, differentiated, evidence-based interventions are selected for each student and progress monitored. Students who do not progress despite tier 2 interventions are considered for tier 3 support. Students who do not progress despite tier 3 support may be formally evaluated to rule out a disorder that may be contributing to the student's lack of progress.

Tier 2 and Tier 3 academic interventions are progress monitored through grade specific real-time spreadsheets available for staff through OneDrive.

Tier 2 and Tier 3 behavior and attendance data and interventions are progress monitored through grade specific real-time spreadsheets available for staff through OneDrive.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

Yes

1. PFEP Link

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

2. Description

Parents will attend English classes and other parent classes offered by Samoset Elementary School

Parents will attend Family Nights and School Programs

Parents will attend Pastries and Parents (functions as a PTO)

Parents will attend Sac Meetings to be involved with the decision-making at the school

Parents will attend report card conferences at least twice a year

(The following numbers for targets are estimates based on averages of attendance at events.

For SAC, if a parent attended at least one SAC meeting they are counted.)

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement.

We have business partnerships with several organizations. Our largest is Harvest United Methodist, who in prior years has raised 40,000 dollars for our school annually. This money is released year by year to our school to pay for books for students and necessities that students and teachers need. Our partners also provide volunteers who work in our schools one to several days per week under the guidance of classroom teachers to help students in academic areas. Reading Pals is another program which is community based. In this program, volunteers are matched with once class of kindergarten students and read with them two days a week for a half hour a day. We also have programs such as PAK-A-SAC which provides non-perishable food items for families over the weekend. These are given out to students in families of need on Friday afternoons. We also maintain a pantry for families in need that is stocked with non-perishable items such as cereals, rice, beans, soups and other canned good which families can request in times of need. This is maintained by Harvest United Methodist and inspected by the Foodbank of Manatee County to make sure policies and procedures are followed correctly..

C. Effective Leadership

1. School Leadership Team

a. Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Mason, Maribeth	Principal
Webb, Samantha	Assistant Principal
Hankerson, Fabian	Other
Cuffaro, Maria	Instructional Coach
Hinrichsen, Patricia	School Counselor
Forrest, Livia	Instructional Coach
O'Kelly, Stephanie	Instructional Coach
Fanning, Nuris	Teacher, K-12

b. Duties

1. Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making.

In addition to members listed in the above drop-down menus, each grade level/area is represented by its team leader, on the Leadership Team-

Kindergarten: Cory Bernaert

Grade 1: Donna Stoddart

Grade 2: Rebekah Strite

Grade 3: Rebecca Potter

Grade 4: Deelah Jackson

Grade 5: Maria Martinez

Fine Arts: Lisa Hopkins

ESE: Amanda Insalaco

Reading Coach: Stephanie O'Kelly

Reading Resource: Livia Forrest

Maribeth Mason: Principal,

Samantha Webb: Assistant Principal

Administrative support for MTSS Team, fidelity checks through classrooms, walk throughs for implementation and delivery of core, resource, and intensive levels of support.

Patricia Hinrichsen: Guidance Counselor/Rtl/MTSS Facilitator/Behavioral Data Support

Facilitates weekly MTSS meetings with team and monthly data reviews with grade level teams.

Individual grade level (K-5) case manager support for development, implementation, and ongoing progress monitoring and data review of core, resource, and intensive levels of academic and behavioral support.

Fabian Hankerson, Student Support Specialist: Coordinates school-wide activities centered around PBS. Monitors discipline data and behavioral tracking information of our students who are flagged with early warning information.

Tawanda Means: GET: Graduation Enhancement Technician. Works to make sure students are in school regularly. Calls parents when students are absent. Works with parents to provide support as needed for students who are not coming to school.

Maria Cuffaro: District Instructional Specialists who support our school four days a week. They provide professional development to teachers as well as coaching for effective instructional practices.

Stephanie O'Kelly: Reading Coach who provides official academic coaching cycles for teachers on core instruction, small group instruction and conferring. Plans and facilitates strategic monthly collaborative planning sessions. Monitors our MTSS/RTI interventions, collects progress monitoring data, and works 1:1 with teachers to ensure best practices in our intervention groupings.

Livia Forrest: Reading Resource Teacher who provides official academic coaching cycles for teachers on core instruction, small group instruction and conferring. Plans and facilitates strategic monthly collaborative planning sessions. Monitors our MTSS/RTI interventions, collects progress monitoring data, and works 1:1 with teachers to ensure best practices in our intervention groupings.

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

The effectiveness of core and resource instruction, allocations, teacher support, as well as small group and individual student needs are implemented and monitored through the MTSS process. The MTSS Team is responsible for monitoring the academic and behavioral progress of students. The process includes collection of student data with a monthly review of student data during grade level's Professional Learning Community (PLC) meetings. Perusal of student data enables grade level teams to work with support staff, such as instructional coaches, administrators, and MTSS team members to devise differentiated student interventions as deemed necessary for student success. Data-based decisions in regard to Tier 1 (Core Instruction), Tier 2 (Resource), and Tier 3 (Intensive) are made collaboratively and include parent involvement and communication. Additionally, MTSS processes are aligned with the school's SIP plan.

Title 1: Part A: Teachers are provided with collaborative planning time both inside and outside of the school day to ensure that student needs are met through strategic core instruction, differentiated instruction and small group instruction. Personnel are purchased to provide a systematic series of support: Two instructional coaches for reading and an ELL teacher that works with paras to deliver small group instruction and works directly with students in a small group setting on strategic academic lessons.

Title 1: Part C :Our Home School Liaison (bilingual) provides services and support to students and parents. The liaison coordinate with Title I and other programs to ensure student needs are met.

Title 1 Part D: The district receives funds to support the Educational Outreach Program. Services are coordinated with district Dropout Prevention programs. Samoset does not have a dropout prevention class at this time.

Title II: The district professional development department coordinates with Title II and III in ensuring staff development needs are provided for the school.

Title III: Title III provides ELL specialists assigned to the schools who work collaboratively with administration to make sure our ELL program is in compliance and interventions/accommodations are correctly implemented. ELL paras receive training once a quarter to support compliance and interventions.

Title X: Homeless: District Homeless Social Worker provides resources (clothing, school supplies, social services referrals) for students identified as homeless under the McKinney-Avento Act to eliminate barriers for a free and appropriate education.

Supplemental Academic Instruction: (SAI): SAI funds will be coordinated with Title I funds to provide tutoring and materials for the instruction of at-risk students.

Violence Prevention Program: The school provides daily Morning Meetings (Responsive Classroom) for our students as well as explicit instruction of life skills. We offer an anti-bullying program called Second Step to Grades 3-5, and a conflict resolution course called Kelso to students in Grades K and 2. We are in full implementation of PBS, which is coordinated with other programs in the county.

Nutrition Program: Samoset takes part in the healthy snack program, in which fruits and vegetables are provided to students daily for snack. 100% of our students receive free breakfast and lunch. We are investigating how to engage in the free dinner program. At the moment we cannot, but we have begun the conversation for the future.

Head Start: N/A

Adult Education: Adult Education programs are provided through the PIC (Parent Information Center) These programs are provided during the day at our Parents and Pastries group which functions like a PTO. Parent Education programs include explanations of services through Title 1 and other agencies, how to help your child at home, how to communicate effectively with teachers and administrators. This year we will provide a Language Learning Lab for parents to learn English and/or other languages (partnered with Manatee Technical College).

Other: We partner with businesses in the community. One of our largest contributors is Harvest United Methodist. They have donated \$40,000 to our school, which is being released over 4 years at \$10,000 per year to help provide basic necessities for our students, incentives, field trip scholarships and other items that fill needs. They also provide the Pak-a-Sak program which is food provided for students to take home for over the weekend and Pak-A-Pantry which provides canned and dry goods for parents who are in need. In addition, they provide volunteers who read with students, do clerical work for our teachers, and act as room parents in some classrooms.

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Maria Jaimes	Parent
Fabian Hankerson	Teacher
Ken Angelo	Business/Community
Irma Brazo	Parent
Dalinda Benitez	Parent
Anabel Chavez	Parent
Ana Patricia Pucheta	Parent
Epifonio Trejo Hernandez	Parent
Carolina Tethu	Parent
Alicia Calvillo	Parent
Maribeth Mason	Principal
Beatriz Cervantes	Education Support Employee
Deelah Jackson	Teacher
Tawanda Means	Teacher
Charley Sellick	Business/Community
	Student

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

a. Evaluation of last year's school improvement plan

Parents were given the opportunity to provide input in the development of the school improvement plan. The parents felt that their children needed after school math enrichment and remediation. As a result, Samoset's school grade maintained the same grade however gained points bringing it closer to a higher grade.

b. Development of this school improvement plan

SAC writes the parent involvement goal and strategies, and approves the SIP plan. SAC reviews the Title 1 budget and approves it. SAC approves all SIP money expenditures.

c. Preparation of the school's annual budget and plan

Principal meets with SAC and discusses proposed focus areas, strategies and goals for school improvement at second meeting of the year. This will be accomplished at the September SAC meeting. We will gather parent input and answer questions. At the third SAC meeting which will be held in October, we will review the plan and budget, entertain any further suggestions, and gather input about budget. SAC will then be asked to approve the plan and budget at that meeting.

2. Describe the use of school improvement funds allocated last year, including the amount budgeted for each project.

Last year no school improvement funds were allocated. However, we used parent involvement money from SIP to fund several parent involvement projects requested by SAC. These included:

1. Rosetta Stone Classes: License was purchased for \$1,200 total
2. Home-School Liason after school hours provided by a bilingual para from 3:05-6:00 each day and

on SAC nights (for translation services) This includes supervising 2 sessions of Rosetta Stone classes: \$12, 440

3. Agendas were provided for all students so parents and teachers could communicate daily: \$1,900

3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC.

Yes

a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements.

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Mason, Maribeth	Principal
Cuffaro, Maria	Instructional Coach
Webb, Samantha	Assistant Principal
Hinrichsen, Patricia	School Counselor

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

In addition to the members listed above, there is a teacher representative from each grade level.

LLTs goals for the 2017-2018 school year are to help all teachers implement and monitor strategic instruction and proficiency of the following school-wide instructional strategies:

1. Differentiated Instructional to ALL students
2. Purposeful Questioning
3. Using SIOP strategies to increase literacy proficiency of ELL students.

This will be accomplished by planning for:

- Small and large group professional learning opportunities
- Modeling and coaching cycles
- Instructional rounds once per quarter

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction.

We believe in shared decision-making and teacher input. Teachers are believed in, appreciated and valued by the school administrators. Their voices and ideas are heard. We have high expectations of them as regards professionalism, engaging in professional development, hard work and passion for their teaching. We have the same expectations of ourselves as administrators. Our teachers in turn rise to the expectations we have of them.

We also do the following:

- Teachers are provided with one hour of NCH outside of the school day weekly to use for collaborative

team planning.

-Ask teachers to model excellence for each other and reflect on the experience in each other's classrooms.

-Meet with teams monthly to discuss data and instructional plans that will follow, examine student artifacts and set smart goals as teams. This practice leads to tight-knit teams who collaborate together to achieve success.

2. Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school.

We hire according to the County Plan, following rules and procedures. We advertise and write job descriptions carefully, outlining qualifications and desired behaviors. Administration reads and researches applications before selecting applicants. We work to recruit an appropriately diverse staff of highly qualified, hard-working, passionate and knowledgeable teachers who are life-long learners.

To retain our teachers we involve them in decision-making, provide funds and time for collaborative planning, treat them as valued professionals and colleagues, and provide feedback to help them refine their practice. Samoset provides professional development and many leadership opportunities to our teachers. Our instructional coaches and administration support the needs of new teachers, as well as providing seasoned teachers with the means to improve their practice.

3. Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities.

Our instructional coaches mentor all new teachers and teachers new to Samoset Elementary. Manatee County First Year Teacher Mentoring Program will support our new teachers. Title 1 PreService Days will support new teachers and teachers new to Title 1 schools.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards.

We follow the Manatee County Road Maps, Unit Overviews and use the materials provided by Manatee County as our core instructional programs and materials. These were all chosen to align with Florida's Standards.

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.

Our county is engaging in a procedure called Decision Making for Results, created by the Leadership and Learning Center. In this method, there is a six-step problem-solving process engaged in both as a whole school (Instructional Leadership Team) and as grade level teams (Teacher Collaboration Teams).

The six step process is as follows:

Step 1: Conduct a Treasure Hunt

Step 2: Analyze Data and Prioritize Needs

- Step 3: Establish Smart Goals
- Step 4: Select Specific Strategies
- Step 5: Determine Result Indicators
- Step 6: Monitor and Evaluate Results.

For example, administration will meet with third grade to discuss Reading Proficiency of current third grade students. To prepare for the meeting, teachers will have given and scored the first benchmark passage from our reading series Wonders. It is written to reflect the tasks students will have on the Florida assessments.

At the meeting, we will determine the students who are at a basic entry level of proficiency and those who fall into level 1 and 2 categories. These students' iReady and Independent Reading Benchmark Assessments will be looked at closely to determine what reading skills are deficient. We will determine whether core instruction needs to be strengthened in some areas such as vocabulary and fluency, which areas groups of students need small group or individual work, what resources are available to provide this, set smart goals and determine what measures we will use to monitor success and progress.

IREADY will be used in Reading and Mathematics daily which includes diagnostics and progress monitoring measures. The diagnostics will provide detailed information on students performance in reading and math. In reading the areas assessed and reported on are: phonics, high frequency words, vocabulary, comprehension literature, comprehension informational text and lexile performance. In math, the areas assessed and reported on are: number and operation, algebra and algebraic thinking, measurement and data, geometry and quartile performance. Detailed student profiles are created as well as whole class performance reports. These will be invaluable for individualizing and differentiating instruction. Each student profile includes suggestions for each area and provides materials that can be used.

Finally, student artifacts such as written responses and reflections are used to determine student strength and needs. These are used to provide feedback to students and to help teachers determine whether they need to reteach, apply more complexity and rigor to core instruction, or to work with groups or individual students on different aspects of their academics.

2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year: 9,600

All students will engage in 60 minutes of additional reading instruction before and during the regular school day. Level 5 students may opt out.

K-2: Wonderworks - From Wonders reading series and SRA Reading Mastery for students performing below grade level (based on iReady data)

2: LAFS- grade 2-5 and SRA Corrective Reading for students performing below grade level (based on iReady and FSA ELA data)

3. ALL students in grades K-5 will also engage in the use of IREADY software to provide daily reading practice at their instructional level as determined by the IREADY diagnostic testing.

Strategy Rationale

Wonderworks is a reading foundational skills program. Reading WonderWorks is a parallel intervention program developed to support Reading Wonders with flexible options for a variety of intervention needs.

WonderWorks connects intervention to the core Wonders content, reinforcing the same Essential Question, topic, skill, and strategies. Through research-based, data-driven, systematic instruction, the program rapidly accelerates students back to grade-level standards.

The Ready Florida English Language Arts program uses a proven-effective, gradual-release model that ensures students get the modeled and guided instruction they need to build confidence and mastery of the new LAFS. It also provides point-of-use professional development for teachers to help them teach the new LAFS most effectively.

IREADY software is a comprehensive individual reading practice that places students at their instructional level in phonics, phonemic awareness, vocabulary and comprehension and provides daily practice in these areas in order to help students towards grade level proficiency.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Mason, Maribeth, masonm@manateeschools.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Data is collected in the following ways:

1. Pretests and Posttests to compare student growth. These will be provided through the IREADY diagnostics for grades K-5..
2. County benchmark assessments grades 3-5
2. Walk throughs and observations by administrators and County personnel.
3. Student artifacts evaluated by rubric: "Wonders" FSA bi-weekly assessments and benchmark test data.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

1. Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

We confer with the owner and director of a local daycare (TLC) across the street from Samoset. We invite her students to summer feeding programs and to tour the school once a year to help her students become ready and comfortable with Kindergarten and Elementary School. We invite her students to play on our playground. We also welcome the Pre-K siblings of our students and their parents into our school. In this way, they become familiar with Samoset and are more ready to transition into an Elementary School setting.

Rising Fifth Graders attend assemblies with members of Middle Schools to which they are zoned. When invited, rising fifth graders go on field trips to various middle schools. Teachers provide input on student classes rising sixth graders should attend in middle school.

b. College and Career Readiness

1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.

n/a

2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs.

n/a

3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement.

n/a

4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes.

n/a

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Standards based core instruction will be provided to all students to increase proficiency in ELA, mathematics and science.
- G2.** By providing instruction using differentiated models, students will show growth from one sub category to a higher sub category in ELA and Mathematics.
- G3.** PBS systems will be implemented school-wide to increase student engagement in school.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. Standards based core instruction will be provided to all students to increase proficiency in ELA, mathematics and science. 1a

G097601

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	41.0
FSA Mathematics Achievement	51.0
FCAT 2.0 Science Proficiency	46.0

Targeted Barriers to Achieving the Goal 3

- Teacher instructional practices are not sufficiently rigorous school-wide.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Manatee County Common Core Curriculum for K-5
- Instructional Coaches: Reading
- County SIP Team, Title 1 Instructional Coaches, Instructional Specialist provided by Executive Director of Elementary Schools
- Online Guidance documents from DOE: Test blueprints, item specs, training tests
- Teachers are willing and eager to refine their craft and engage in on-going professional development.
- I-Ready for math and reading
- Extended Day for Reading
- Core Reading Program Wonders and Go Math
- Prior Learning on: Close Reading, Accountable Talk and Writing to Inform
- Collaborative Planning Outside of School Day provided with NCH for each teacher.
- Monthly Professional Learning Communities that target strategic & rigorous core instruction, differentiated small group instruction and professional development on standards implementation.

Plan to Monitor Progress Toward G1. 8

Analyze assessments and data results,
Make sure lesson plans match instructional practices
Walkthroughs
PLC discussions
Adjustment of instructional practices based on needs indicated by the data.

Person Responsible

Samantha Webb

Schedule

Monthly, from 10/2/2017 to 5/29/2018

Evidence of Completion

Results of: Reading, Writing, Math and Science: Common grade level assessments I-Ready class and school data County quarterly and mid quarterly assessments (3-5) Student artifacts assessed by rigorous rubrics.

Plan to Monitor Progress Toward G1. 8

iReady Standards Mastery assessments to show student proficiency in content standards for both ELA and Math.

Person Responsible

Maribeth Mason

Schedule

Monthly, from 9/26/2017 to 5/31/2018

Evidence of Completion

iReady Standards Mastery Assessments, iReady Diagnostic Assessments

G2. By providing instruction using differentiated models, students will show growth from one sub category to a higher sub category in ELA and Mathematics. 1a

G097602

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains	67.0
ELA/Reading Lowest 25% Gains	70.0
Math Gains	70.0
Math Lowest 25% Gains	65.0

Targeted Barriers to Achieving the Goal 3

- Structure for differentiation was not sufficient to meet the needs of the struggling students in the classroom.
- Progress monitoring is not consistent among teachers.
- Effective differentiation was not consistent among grade levels.

Resources Available to Help Reduce or Eliminate the Barriers 2

- instructional coaches, administrators
- LLI, SRA, Wonderworks,LAFS
- Professional Books
- GET, school-wide incentives, check -in check outs, Check and Connect system, Homes school liason

Plan to Monitor Progress Toward G2. 8

Iready lesson completion reports will monitor students' progression in-between diagnostic assessments

Person Responsible

Samantha Webb

Schedule

Weekly, from 9/5/2017 to 5/31/2018

Evidence of Completion

Iready reports

Plan to Monitor Progress Toward G2. 8

Assessments for reading mastery, benchmark assessments

Person Responsible

Maria Cuffaro

Schedule

Quarterly, from 9/12/2017 to 5/31/2018

Evidence of Completion

assessments from quaterly assessments, reading mastery, IReady

Plan to Monitor Progress Toward G2. 8

Iready data will show student progression forward on grade level criteria. Benchmark assessments will show grade level proficiency.

Person Responsible

Samantha Webb

Schedule

Quarterly, from 10/21/2017 to 5/31/2018

Evidence of Completion

Iready data, Benchmark data

Plan to Monitor Progress Toward G2. 8

Progress monitoring sheet are turned into the district for monitoring.

Person Responsible

Samantha Webb

Schedule

Monthly, from 9/1/2017 to 5/31/2018

Evidence of Completion

Student attendance, improved academic data.

Plan to Monitor Progress Toward G2. 8

SRA data, for students performing two or more years below grade level identified through the first iReady diagnostic, will show student forward progression on grade level criteria.

Person Responsible

Stephanie O'Kelly

Schedule

Weekly, from 10/3/2017 to 5/31/2018

Evidence of Completion

SRA's progress monitoring assessment, iReady diagnostic assessments

Plan to Monitor Progress Toward G2. 8

Fidelity of Acaletics implementation will show student progression forward on grade level criteria.

Person Responsible

Maribeth Mason

Schedule

Monthly, from 9/1/2017 to 5/31/2018

Evidence of Completion

District math quarterly and mid-quarterly assessments, iReady diagnostics

Plan to Monitor Progress Toward G2. 8

Write score assessments will show student progression forward on grade level criteria.

Person Responsible

Samantha Webb

Schedule

Monthly, from 9/1/2017 to 5/31/2018

Evidence of Completion

District Write Score assessments and school wide Write Score assessments

G3. PBS systems will be implemented school-wide to increase student engagement in school. 1a

G097603

Targets Supported 1b

Indicator	Annual Target
Attendance rate	98.0
2+ Behavior Referrals	7.0

Targeted Barriers to Achieving the Goal 3

- Students come to school with gaps in knowledge around appropriate behaviors in the classroom.
- Students do not always attend school regularly.

Resources Available to Help Reduce or Eliminate the Barriers 2

- PBIS World , Graduation Enhancement Technician, School Support Specialist, PBS team, district RTI support, MTSS team, CHAMPS, Manatee Education Foundation, Suncoast Campaign for Grade Level Reading

Plan to Monitor Progress Toward G3. 8

Monthly data will show that this activity will decrease our referral rates for classroom misconduct related to classroom disruption.

Person Responsible

Samantha Webb

Schedule

Monthly, from 8/10/2017 to 5/31/2018

Evidence of Completion

referral data

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

G1. Standards based core instruction will be provided to all students to increase proficiency in ELA, mathematics and science. 1

 G097601

G1.B1 Teacher instructional practices are not sufficiently rigorous school-wide. 2

 B262342

G1.B1.S1 Teachers will learn, implement and refine their use of text structures in the ELA block. 4

 S277860

Strategy Rationale

High Yield strategy of Text structures.

Action Step 1 5

2nd-5th grade teachers will learn the purpose and instructional routines to implement effective text structure instruction.

Person Responsible

Maribeth Mason

Schedule

Monthly, from 8/10/2017 to 5/30/2018

Evidence of Completion

PD logs, lesson plans, My PGS

Action Step 2 5

Coaching: Collaborative planning by grade-level teams with instructional coaches and administrators to establish clarity of lesson purpose and focus consistently throughout each grade level.

Person Responsible

Samantha Webb

Schedule

Weekly, from 8/10/2017 to 5/30/2018

Evidence of Completion

Lesson plans, coaching logs, My PGS

Action Step 3 5

Instructional Rounds with Teachers focused on Text Structures

Person Responsible

Samantha Webb

Schedule

Monthly, from 11/1/2017 to 5/11/2018

Evidence of Completion

Coaching logs, lesson plans, classroom walkthroughs.

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Classroom Walkthroughs
Lesson Plan review
Assessment Reviews of student work samples

Person Responsible

Maribeth Mason

Schedule

Weekly, from 9/19/2017 to 5/10/2018

Evidence of Completion

Walkthrough documents Lesson plans

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

We will see students actively engaged in reading using text structure organizers to better comprehend text.

Person Responsible

Maribeth Mason


Schedule

Monthly, from 9/19/2017 to 6/8/2018

Evidence of Completion

Data Lesson Plans Administrator Walkthroughs Collaborative Planning Sessions

G1.B1.S2 Teachers will learn, implement and refine teaching methodologies for text-based writing in response to reading (3-5) and genre writing (K-2). 4

 S277861

Strategy Rationale

ASCD: Why Teach Writing in the Content Areas? Writing is a way for students to organize their thinking and evaluate how well they understand what has been taught.

Action Step 1 5

Teachers will bring student writing artifacts to monthly collaborative planning sessions and discuss progress shown according to writing rubrics. Differentiation, remediation and extension activities will be designed based upon needs shown in data.

Person Responsible

Samantha Webb

Schedule

Monthly, from 11/1/2017 to 5/10/2018

Evidence of Completion

samples of writing artifacts, rubrics, walk throughs

Action Step 2 5

Instructional Coaches will plan writing to inform activities and rubric assessments across the curriculum with grade level teams during collaborative planning.

Person Responsible

Stephanie O'Kelly

Schedule

Monthly, from 8/10/2017 to 5/29/2018

Evidence of Completion

Writing tasks, prompts and rubric assessments

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Administrator walk-throughs and observations, review of lesson plans.

Person Responsible

Maribeth Mason

Schedule

Monthly, from 10/1/2017 to 5/29/2018

Evidence of Completion

Students will be seen engaging in writing during walkthroughs, writing in response to reading questions will be present in lesson plans.

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

Review writing data and student writing artifacts

Person Responsible

Maribeth Mason

Schedule

Monthly, from 10/1/2017 to 5/29/2018

Evidence of Completion

Students' writing proficiency will increase over time as measured by FSA, writing section.

G1.B1.S4 Teachers will engage in systematic and consistent vocabulary building across the curriculum using SIOP, 4

 S277863

Strategy Rationale

SIOP is a research-based method that systematically builds vocabulary and background knowledge for ELL students. 45% or more of our students are active LY students.

Action Step 1 5

All Teachers and paras will learn and implement the SIOP method in order to build vocabulary and background knowledge for all students with a focus on ELL.

Person Responsible

Samantha Webb

Schedule

Monthly, from 8/10/2017 to 5/29/2018

Evidence of Completion

Progress monitoring using I-Ready, Sign-in Sheets for PD, and Administrative walk-throughs.

Action Step 2 5

Teachers will engage in SIOP training and instructional rounds based on SIOP features.

Person Responsible

Samantha Webb

Schedule

On 5/11/2018

Evidence of Completion

sign in sheets, picture of teacher work samples, evaluation sheets

Action Step 3 5

Teachers will engage in coaching provided by instructional coaches and Susan Maxwell, ESOL SIOF support coach for our school.

Person Responsible

Samantha Webb

Schedule

Monthly, from 11/1/2017 to 5/30/2018

Evidence of Completion

PLC minutes, lesson plans

Plan to Monitor Fidelity of Implementation of G1.B1.S4 6

walk-throughs, observations, review documentation of instruction in lesson plans,

Person Responsible

Maribeth Mason

Schedule

Weekly, from 8/10/2017 to 5/30/2018

Evidence of Completion

Admins will see teachers engaged in vocabulary and background building using SIOF during extended day, and in building vocabulary during lessons across the curriculum. Lesson plans will contain SIOF non-negotiables documentation: Content and Language Objectives, Making instruction comprehensible.

Plan to Monitor Effectiveness of Implementation of G1.B1.S4 7

Review of IREADY data for Vocabulary subtests, review of Wonders Tests and quarterly Reading, Math, Writing and Science Tests.

Person Responsible

Maribeth Mason

Schedule

Quarterly, from 8/10/2017 to 5/30/2018

Evidence of Completion

ILT and TCT notes detailing data reviews for grade level and whole school trends

G2. By providing instruction using differentiated models, students will show growth from one sub category to a higher sub category in ELA and Mathematics. 1

 G097602

G2.B1 Structure for differentiation was not sufficient to meet the needs of the struggling students in the classroom. 2

 B262346

G2.B1.S1 LLT created a literacy block schedule that targets the needs of every student, every day during the core ELA block. In addition, 60 minutes of differentiated literacy instruction was designed to meet the individual student needs. Homogeneous math groups support the students instructional needs through Acaletics and after school tutoring. 4

 S277865

Strategy Rationale

Research based instructional practices that match the instructional need of the students.

Action Step 1 5

Through differentiation of instruction, we will target the instructional needs of every student, every day.

Person Responsible

Samantha Webb

Schedule

Daily, from 8/10/2017 to 5/30/2018

Evidence of Completion

Ongoing progress monitoring through weekly and quarterly assessments.

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Administrative and district walk-throughs during instructional blocks, lesson plan and ongoing data conversations.

Person Responsible

Maribeth Mason

Schedule

Weekly, from 8/10/2017 to 5/30/2018

Evidence of Completion

Teacher evaluation documentation (MyPGS), instructional review documentation, teacher collaborative team (TCT)

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Diagnostic assessments from iReady, ongoing progress monitoring documentation, district benchmark assessments,

Person Responsible

Maribeth Mason

Schedule

Quarterly, from 8/10/2017 to 5/30/2018

Evidence of Completion

Progress monitoring documentation will be collected for every student to monitor student progress.

G2.B2 Progress monitoring is not consistent among teachers. 2

 B262347

G2.B2.S1 Ongoing progress monitoring tools have been coordinated across all grade levels to document student progress. 4

 S277866

Strategy Rationale

Research based progress monitoring tools that consistently document student progress.

Action Step 1 5

Research based tools were determined and distributed to teachers for ongoing progress monitoring.

Person Responsible

Patricia Hinrichsen

Schedule

On 5/30/2018

Evidence of Completion

Documentation entered into electronic data base

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

Data collection

Person Responsible

Patricia Hinrichsen

Schedule

Weekly, from 8/30/2017 to 5/30/2018

Evidence of Completion

MTSS and graph documentation of pm

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

Data reviewed and compared to peer groups

Person Responsible

Patricia Hinrichsen

Schedule

Weekly, from 8/10/2017 to 5/30/2018

Evidence of Completion

Electronic data entry

G2.B3 Effective differentiation was not consistent among grade levels. 2

 B262348

G2.B3.S1 Teachers will utilize the information provided from Iready to differentiate in small groups during their core reading block as well as their extended day time. 4

 S277867

Strategy Rationale

Research based technology implementation for reading and math.

Action Step 1 5

Teachers will meet collaboratively to select students for instructional groupings based on Iready diagnostic assessments.

Person Responsible

Maribeth Mason

Schedule

Monthly, from 8/10/2017 to 5/30/2018

Evidence of Completion

Iready binders, lesson plans, student data

Plan to Monitor Fidelity of Implementation of G2.B3.S1 6

Data meetings with administration

Person Responsible

Maribeth Mason

Schedule

Monthly, from 8/10/2017 to 5/30/2018

Evidence of Completion

Data logs, Iready reports

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 7

Diagnostic assessments from Iready completed three times a year.

Person Responsible

Maribeth Mason

Schedule

Quarterly, from 8/10/2017 to 5/30/2018

Evidence of Completion

Iready reports, data collection for tiered interventions

G2.B3.S2 Extra hour (extended day) curriculum will be implemented with fidelity. 4

 S277868

Strategy Rationale

Research based instructional materials that match the instructional need of the students.

Action Step 1 5

Foundational skills of reading will be the focus of the extended hour for grades K-3

Person Responsible

Livia Forrest

Schedule

Weekly, from 8/10/2017 to 5/30/2018

Evidence of Completion

Wonderwork data collected bi-weekly

Plan to Monitor Fidelity of Implementation of G2.B3.S2 6

Student data will be collected to monitor progress

Person Responsible

Samantha Webb

Schedule

Every 6 Weeks, from 8/10/2017 to 5/30/2018

Evidence of Completion

Classroom observations, lesson plans, data collection tools

Plan to Monitor Effectiveness of Implementation of G2.B3.S2 7

Data chats with administration

Person Responsible

Maribeth Mason


Schedule

Monthly, from 8/10/2017 to 5/30/2018

Evidence of Completion

Teachers will bring data collected from extended hour reading block and report on student progress during data chat meetings

G3. PBS systems will be implemented school-wide to increase student engagement in school. 1

 G097603

G3.B1 Students come to school with gaps in knowledge around appropriate behaviors in the classroom. 2

 B262350

G3.B1.S1 Teachers will begin the day with morning meetings. 4

 S277871

Strategy Rationale

Developed as a part of the Responsive Classroom (RC) model, morning meetings have four key components: Greeting: Students and teachers greet and welcome each other. Sharing: Students share something about themselves or their lives, and the rest of their peers listen, then ask follow-up questions or offer comments.

Action Step 1 5

Daily morning meetings focusing on school-wide positive behaviors.

Person Responsible

Patricia Hinrichsen

Schedule

Daily, from 9/4/2017 to 5/30/2018

Evidence of Completion

walk-throughs, student referral data

Action Step 2 5

Teachers will teach books using the 5 character traits from our PBS system.

Person Responsible

Livia Forrest

Schedule

Weekly, from 8/10/2017 to 4/30/2018

Evidence of Completion

lesson plans, walk throughs, discipline data

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Morning meeting notes and activities

Person Responsible

Stephanie O'Kelly

Schedule

Monthly, from 8/10/2017 to 5/31/2018

Evidence of Completion

Discussion at grade level meetings, lesson plans, walk-through data

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

Classroom behaviors will be on target and students will be in class

Person Responsible

Samantha Webb

Schedule

Quarterly, from 8/10/2017 to 5/31/2018

Evidence of Completion

Data at PBS meetings will reflect a decrease in referral data as the year progresses. Tier 1 intervention reviewed and evaluated.

G3.B2 Students do not always attend school regularly. 2

 B262351

G3.B2.S1 Graduation enhancement technician will meet with students and no a check in check out with them each day. 4

 S277872

Strategy Rationale

Action Step 1 5

Check in Check out

Person Responsible

Fabian Hankerson

Schedule

On 5/31/2018



















Evidence of Completion

Logs and student attendance data

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2018					
G3.B1.S1.A2 A374369	Teachers will teach books using the 5 character traits from our PBS system.	Forrest, Livia	8/10/2017	lesson plans, walk throughs, discipline data	4/30/2018 weekly
G1.B1.S1.MA1 M403823	Classroom Walkthroughs Lesson Plan review Assessment Reviews of student work samples	Mason, Maribeth	9/19/2017	Walkthrough documents Lesson plans	5/10/2018 weekly
G1.B1.S2.A1 A374348	Teachers will bring student writing artifacts to monthly collaborative planning sessions and...	Webb, Samantha	11/1/2017	samples of writing artifacts, rubrics, walk throughs	5/10/2018 monthly
G1.B1.S1.A3 A374347	Instructional Rounds with Teachers focused on Text Structures	Webb, Samantha	11/1/2017	Coaching logs, lesson plans, classroom walkthroughs.	5/11/2018 monthly
G1.B1.S4.A2 A374354	Teachers will engage in SIOP training and instructional rounds based on SIOP features.	Webb, Samantha	11/1/2017	sign in sheets, picture of teacher work samples, evaluation sheets	5/11/2018 one-time
G1.MA1 M403832	Analyze assessments and data results, Make sure lesson plans match instructional practices...	Webb, Samantha	10/2/2017	Results of: Reading, Writing, Math and Science: Common grade level assessments I-Ready class and school data County quarterly and mid quarterly assessments (3-5) Student artifacts assessed by rigorous rubrics.	5/29/2018 monthly
G1.B1.S2.MA1 M403824	Review writing data and student writing artifacts	Mason, Maribeth	10/1/2017	Students' writing proficiency will increase over time as measured by FSA, writing section.	5/29/2018 monthly
G1.B1.S2.MA1 M403825	Administrator walk-throughs and observations, review of lesson plans.	Mason, Maribeth	10/1/2017	Students will be seen engaging in writing during walkthroughs, writing in response to reading questions will be present in lesson plans.	5/29/2018 monthly
G1.B1.S2.A2 A374349	Instructional Coaches will plan writing to inform activities and rubric assessments across the...	O'Kelly, Stephanie	8/10/2017	Writing tasks, prompts and rubric assessments	5/29/2018 monthly
G1.B1.S4.A1 A374353	All Teachers and paras will learn and implement the SIOP method in order to build vocabulary and...	Webb, Samantha	8/10/2017	Progress monitoring using I-Ready, Sign-in Sheets for PD, and Administrative walk-throughs.	5/29/2018 monthly
G1.B1.S1.A1 A374345	2nd-5th grade teachers will learn the purpose and instructional routines to implement effective...	Mason, Maribeth	8/10/2017	PD logs, lesson plans, My PGS	5/30/2018 monthly
G1.B1.S1.A2 A374346	Coaching: Collaborative planning by grade-level teams with instructional coaches and administrators...	Webb, Samantha	8/10/2017	Lesson plans, coaching logs, My PGS	5/30/2018 weekly
G2.B1.S1.MA1 M403834	Diagnostic assessments from iReady, ongoing progress monitoring documentation, district benchmark...	Mason, Maribeth	8/10/2017	Progress monitoring documentation will be collected for every student to monitor student progress.	5/30/2018 quarterly
G2.B1.S1.MA1 M403835	Administrative and district walk-throughs during instructional blocks, lesson plan and ongoing data...	Mason, Maribeth	8/10/2017	Teacher evaluation documentation (MyPGS), instructional review documentation, teacher collaborative team (TCT)	5/30/2018 weekly
G2.B1.S1.A1 A374359	Through differentiation of instruction, we will target the instructional needs of every student,...	Webb, Samantha	8/10/2017	Ongoing progress monitoring through weekly and quarterly assessments.	5/30/2018 daily
G2.B2.S1.MA1 M403836	Data reviewed and compared to peer groups	Hinrichsen, Patricia	8/10/2017	Electronic data entry	5/30/2018 weekly
G2.B2.S1.MA1 M403837	Data collection	Hinrichsen, Patricia	8/30/2017	MTSS and graph documentation of pm	5/30/2018 weekly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B2.S1.A1  A374360	Research based tools were determined and distributed to teachers for ongoing progress monitoring.	Hinrichsen, Patricia	8/10/2017	Documentation entered into electronic data base	5/30/2018 one-time
G2.B3.S1.MA1  M403838	Diagnostic assessments from Iready completed three times a year.	Mason, Maribeth	8/10/2017	Iready reports, data collection for tiered interventions	5/30/2018 quarterly
G2.B3.S1.MA1  M403839	Data meetings with administration	Mason, Maribeth	8/10/2017	Data logs, Iready reports	5/30/2018 monthly
G2.B3.S1.A1  A374361	Teachers will meet collaboratively to select students for instructional groupings based on Iready...	Mason, Maribeth	8/10/2017	Iready binders, lesson plans, student data	5/30/2018 monthly
G3.B1.S1.A1  A374368	Daily morning meetings focusing on school-wide positive behaviors.	Hinrichsen, Patricia	9/4/2017	walk-throughs, student referral data	5/30/2018 daily
G2.B3.S2.MA1  M403840	Data chats with administration	Mason, Maribeth	8/10/2017	Teachers will bring data collected from extended hour reading block and report on student progress during data chat meetings	5/30/2018 monthly
G2.B3.S2.MA1  M403841	Student data will be collected to monitor progress	Webb, Samantha	8/10/2017	Classroom observations, lesson plans, data collection tools	5/30/2018 every-6-weeks
G2.B3.S2.A1  A374362	Foundational skills of reading will be the focus of the extended hour for grades K-3	Forrest, Livia	8/10/2017	Wonderwork data collected bi-weekly	5/30/2018 weekly
G1.B1.S4.MA1  M403828	Review of IREADY data for Vocabulary subtests, review of Wonders Tests and quarterly Reading, Math,...	Mason, Maribeth	8/10/2017	ILT and TCT notes detailing data reviews for grade level and whole school trends	5/30/2018 quarterly
G1.B1.S4.MA1  M403829	walk-throughs, observations, review documentation of instruction in lesson plans,	Mason, Maribeth	8/10/2017	Admins will see teachers engaged in vocabulary and background building using SIOP during extended day, and in building vocabulary during lessons across the curriculum. Lesson plans will contain SIOP non-negotiables documentation: Content and Language Objectives, Making instruction comprehensible.	5/30/2018 weekly
G1.B1.S4.A3  A374355	Teachers will engage in coaching provided by instructional coaches and Susan Maxwell, ESOL SIOP...	Webb, Samantha	11/1/2017	PLC minutes, lesson plans	5/30/2018 monthly
G1.MA2  M403833	iReady Standards Mastery assessments to show student proficiency in content standards for both ELA...	Mason, Maribeth	9/26/2017	iReady Standards Mastery Assessments, iReady Diagnostic Assessments	5/31/2018 monthly
G2.MA1  M403846	Iready lesson completion reports will monitor students' progression in-between diagnostic...	Webb, Samantha	9/5/2017	Iready reports	5/31/2018 weekly
G2.MA2  M403847	Assessments for reading mastery, benchmark assessments	Cuffaro, Maria	9/12/2017	assessments from quarterly assessments, reading mastery, IReady	5/31/2018 quarterly
G2.MA3  M403848	Iready data will show student progression forward on grade level criteria. Benchmark assessments...	Webb, Samantha	10/21/2017	Iready data, Benchmark data	5/31/2018 quarterly
G2.MA4  M403849	Progress monitoring sheet are turned into the district for monitoring.	Webb, Samantha	9/1/2017	Student attendance, improved academic data.	5/31/2018 monthly
G2.MA5  M403850	SRA data, for students performing two or more years below grade level identified through the first...	O'Kelly, Stephanie	10/3/2017	SRA's progress monitoring assessment, iReady diagnostic assessments	5/31/2018 weekly
G2.MA6  M403851	Fidelity of Acaletics implementation will show student progression forward on grade level criteria.	Mason, Maribeth	9/1/2017	District math quarterly and mid-quarterly assessments, iReady diagnostics	5/31/2018 monthly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.MA7 M403852	Write score assessments will show student progression forward on grade level criteria.	Webb, Samantha	9/1/2017	District Write Score assessments and school wide Write Score assessments	5/31/2018 monthly
G3.MA1 M403855	Monthly data will show that this activity will decrease our referral rates for classroom misconduct...	Webb, Samantha	8/10/2017	referral data	5/31/2018 monthly
G3.B1.S1.MA1 M403853	Classroom behaviors will be on target and students will be in class	Webb, Samantha	8/10/2017	Data at PBS meetings will reflect a decrease in referral data as the year progresses. Tier 1 intervention reviewed and evaluated.	5/31/2018 quarterly
G3.B1.S1.MA1 M403854	Morning meeting notes and activities	O'Kelly, Stephanie	8/10/2017	Discussion at grade level meetings, lesson plans, walk-through data	5/31/2018 monthly
G3.B2.S1.A1 A374370	Check in Check out	Hankerson, Fabian	9/4/2017	Logs and student attendance data	5/31/2018 one-time
G1.B1.S1.MA1 M403822	We will see students actively engaged in reading using text structure organizers to better...	Mason, Maribeth	9/19/2017	Data Lesson Plans Administrator Walkthroughs Collaborative Planning Sessions	6/8/2018 monthly

V. Professional Development Opportunities

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

G1. Standards based core instruction will be provided to all students to increase proficiency in ELA, mathematics and science.

G1.B1 Teacher instructional practices are not sufficiently rigorous school-wide.

G1.B1.S1 Teachers will learn, implement and refine their use of text structures in the ELA block.

PD Opportunity 1

2nd-5th grade teachers will learn the purpose and instructional routines to implement effective text structure instruction.

Facilitator

Instructional Coaches, Mason, Webb

Participants

Teachers

Schedule

Monthly, from 8/10/2017 to 5/30/2018

PD Opportunity 2

Coaching: Collaborative planning by grade-level teams with instructional coaches and administrators to establish clarity of lesson purpose and focus consistently throughout each grade level.

Facilitator

Webb, Instructional Coaches, grade level team leaders

Participants

Grade level teachers, support teachers, administrators and instructional coaches

Schedule

Weekly, from 8/10/2017 to 5/30/2018

PD Opportunity 3

Instructional Rounds with Teachers focused on Text Structures

Facilitator

Mason, Webb, Instructional coaches

Participants

Classroom teachers, Support Teachers.

Schedule

Monthly, from 11/1/2017 to 5/11/2018

G1.B1.S2 Teachers will learn, implement and refine teaching methodologies for text-based writing in response to reading (3-5) and genre writing (K-2).

PD Opportunity 1

Teachers will bring student writing artifacts to monthly collaborative planning sessions and discuss progress shown according to writing rubrics. Differentiation, remediation and extension activities will be designed based upon needs shown in data.

Facilitator

Samantha Webb, Stephanie O'Kelly, Livia Forrest

Participants

Basic Classroom teachers, ESE teachers

Schedule

Monthly, from 11/1/2017 to 5/10/2018

PD Opportunity 2

Instructional Coaches will plan writing to inform activities and rubric assessments across the curriculum with grade level teams during collaborative planning.

Facilitator

Samantha Webb

Participants

Teachers

Schedule

Monthly, from 8/10/2017 to 5/29/2018

G1.B1.S4 Teachers will engage in systematic and consistent vocabulary building across the curriculum using SIOP,

PD Opportunity 1

All Teachers and paras will learn and implement the SIOP method in order to build vocabulary and background knowledge for all students with a focus on ELL.

Facilitator

Susan Maxwell, Nuris Fanning

Participants

Classroom Teachers, paras

Schedule

Monthly, from 8/10/2017 to 5/29/2018

PD Opportunity 2

Teachers will engage in SIOP training and instructional rounds based on SIOP features.

Facilitator

Susan Maxwell, Nurris Fanning, Stephanie O'Kelly, Livia Forrest

Participants

Teachers, Paras, Administrators, Support Staff

Schedule

On 5/11/2018

PD Opportunity 3

Teachers will engage in coaching provided by instructional coaches and Susan Maxwell, ESOL SIOP support coach for our school.

Facilitator

Susan Maxwell, Sarah Mitchell, Stephanie O'Kelly, Livia Forrest

Participants

Teachers, Paras

Schedule

Monthly, from 11/1/2017 to 5/30/2018

VI. Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

VII. Budget

1	G1.B1.S1.A1	2nd-5th grade teachers will learn the purpose and instructional routines to implement effective text structure instruction.				\$0.00
2	G1.B1.S1.A2	Coaching: Collaborative planning by grade-level teams with instructional coaches and administrators to establish clarity of lesson purpose and focus consistently throughout each grade level.				\$11,680.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0421 - Samoset Elementary School	Title I, Part A		\$10,000.00
			Notes: Collaborative planning + benefits for Close Reading by grade level teams: K-5 and ESE Team. Budget line: 421.4421.4325.4192.5100 (Planning)			
			0421 - Samoset Elementary School	Title I, Part A		\$1,680.00
			Notes: Collaborative planning NCH for coaches to facilitate grade level team planning for CLOSE Reading.3 coaches: each facilitate 2 teams.Budget line:421.4421.4325.4192.5100 (Planning)			
3	G1.B1.S1.A3	Instructional Rounds with Teachers focused on Text Structures				\$179,547.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0421 - Samoset Elementary School	Title I, Part A		\$77,524.00
			Notes: Science Coach salary and benefits. Budget line: 421.421.4325.4130.6400			
			0421 - Samoset Elementary School	Title I, Part A		\$44,308.00
			Notes: .80 Reading Coach salary + benefits Budget line: 421.421.4325.4130.6400			
			0421 - Samoset Elementary School	Title I, Part A		\$57,715.00
			Notes: Math Coach salary +benefits Budget line: 421.421.4325.4130.6400			
4	G1.B1.S2.A1	Teachers will bring student writing artifacts to monthly collaborative planning sessions and discuss progress shown according to writing rubrics. Differentiation, remediation and extension activities will be designed based upon needs shown in data.				\$0.00
5	G1.B1.S2.A2	Instructional Coaches will plan writing to inform activities and rubric assessments across the curriculum with grade level teams during collaborative planning.				\$10,640.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			District-Wide	Title I, Part A		\$8,960.00
			Notes: Teachers will plan collaboratively outside of school hours and receive NCH. Budget line:421.421.3425.4192.5000			

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			District-Wide	Title I, Part A		\$1,680.00
			<i>Notes: Each instructional coach will facilitate planning with 2 grade level teams once a month to create writing to inform prompts and accompanying rubrics. Budget line: 421.421.4325.4192.5100 (planning)</i>			
6	G1.B1.S4.A1	All Teachers and paras will learn and implement the SIOP method in order to build vocabulary and background knowledge for all students with a focus on ELL.				\$57,492.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0421 - Samoset Elementary School	Title I, Part A		\$57,492.00
			<i>Notes: Resource Teacher (including benefits) will be purchased using Title 1 funds. Budget line: 421-421.4325.4130.6400 (ESOL)</i>			
7	G1.B1.S4.A2	Teachers will engage in SIOP training and instructional rounds based on SIOP features.				\$0.00
8	G1.B1.S4.A3	Teachers will engage in coaching provided by instructional coaches and Susan Maxwell, ESOL SIOP support coach for our school.				\$0.00
9	G2.B1.S1.A1	Through differentiation of instruction, we will target the instructional needs of every student, every day.				\$0.00
10	G2.B2.S1.A1	Research based tools were determined and distributed to teachers for ongoing progress monitoring.				\$0.00
11	G2.B3.S1.A1	Teachers will meet collaboratively to select students for instructional groupings based on Iready diagnostic assessments.				\$0.00
12	G2.B3.S2.A1	Foundational skills of reading will be the focus of the extended hour for grades K-3				\$0.00
13	G3.B1.S1.A1	Daily morning meetings focusing on school-wide positive behaviors.				\$0.00
14	G3.B1.S1.A2	Teachers will teach books using the 5 character traits from our PBS system.				\$0.00
15	G3.B2.S1.A1	Check in Check out				\$0.00
					Total:	\$259,359.00