

Manatee County Public Schools

Samoset Elementary School



2018-19 Schoolwide Improvement Plan

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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)	2017-18 Title I School	2017-18 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	86%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	D	C	C	D*

School Board Approval

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

SIP Authority

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>.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Samoset Elementary School's mission is to create an engaging, positive environment that provides high quality instruction and leadership opportunities to students so that they will strive to achieve their individual academic and personal goals.

Provide the school's vision statement.

Inspiring all students to achieve their personal best, both in the classroom and in the community.

School Leadership Team

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
Kubal, Megan	Instructional Coach

Duties

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

Principal and assistant roles are to provide support for the staff in the implementation of the SIP. They coach and support the staff through the implementation process. The principal monitors the fidelity to instructional programs that are being implemented in the school. The coaches will work with the staff on common planning and coaching in the classroom to ensure the students are being provided with the best teaching possible. Our ELL teacher will work with the ELL para -professionals to monitor our ELL population and support them in the classroom.

Early Warning Systems

Year 2017-18

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	16	14	4	6	14	0	0	0	0	0	0	0	0	54
One or more suspensions	0	2	13	10	10	15	0	0	0	0	0	0	0	50
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	1	5	7	38	31	0	0	0	0	0	0	0	82

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	14	0	0	0	0	0	0	0	0	0	14
Retained Students: Previous Year(s)	0	0	0	20	0	0	0	0	0	0	0	0	0	20

Date this data was collected

Thursday 7/19/2018

Year 2016-17 - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
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

Year 2016-17 - Updated

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
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

Part II: Needs Assessment/Analysis

Assessment & Analysis

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

The lowest component was ELA L25 learning gains. This is not a trend, last year the learning gains for our lowest quartile was 64%. Our school up until this testing cycle was improving in this area for the past three years.

Which data component showed the greatest decline from prior year?

The greatest decline was in the learning gains for ELA. Both areas of ELA gains suffered this school year. The greatest decline was in the L25 category. The L25 learning gains in 17/18 for ELA was 64% Learning gains of our L25 this current year was 32%. ELA learning gains showed a decrease from 57% to 36%.

Which data component had the biggest gap when compared to the state average?

Our largest achievement gap compared to the state average is our ELA proficiency. As a school we struggle with meeting the state comparisons. Samoset has been an L300 school for the past 4 years and prior to that our school was an L100 school. We earned a school grade of a C for school years 15/16, 16/17, however still remain in that category.

Which data component showed the most improvement? Is this a trend?

Unfortunately, we had no category that showed improvement this school year in percentages, however, when you look at the cohort in grade 3 and grade four, there was improvement by 5% and 6% in reading and 14% and 17% in math. This is not a trend, as our school has gradually showed improvement of the last last four years. Our primary grades have shown improvement in both I-ready reading and math in the number of proficient students leaving grades K and 1.

Describe the actions or changes that led to the improvement in this area.

Our primary teachers focused on foundational skills in ELA using the Reading Mastery Program. They also utilized guided reading in their core area for small group rotations.

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	28%	50%	56%	31%	47%	52%
ELA Learning Gains	36%	54%	55%	43%	51%	52%
ELA Lowest 25th Percentile	32%	47%	48%	47%	47%	46%
Math Achievement	42%	60%	62%	41%	52%	58%
Math Learning Gains	55%	61%	59%	63%	54%	58%
Math Lowest 25th Percentile	46%	47%	47%	60%	45%	46%
Science Achievement	23%	49%	55%	31%	45%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Attendance below 90 percent	16 (9)	14 (16)	4 (14)	6 (14)	14 (4)	0 (7)	54 (64)
One or more suspensions	0 (2)	2 (0)	13 (2)	10 (3)	10 (3)	15 (0)	50 (10)
Course failure in ELA or Math	0 (0)	0 (15)	0 (6)	0 (25)	0 (20)	0 (20)	0 (86)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	0 (21)	0 (36)	0 (51)	0 (108)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	25%	49%	-24%	57%	-32%
	2017	20%	50%	-30%	58%	-38%
Same Grade Comparison		5%				
Cohort Comparison						
04	2018	26%	51%	-25%	56%	-30%
	2017	33%	52%	-19%	56%	-23%
Same Grade Comparison		-7%				
Cohort Comparison		6%				
05	2018	30%	52%	-22%	55%	-25%
	2017	31%	48%	-17%	53%	-22%
Same Grade Comparison		-1%				
Cohort Comparison		-3%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	37%	56%	-19%	62%	-25%
	2017	23%	51%	-28%	62%	-39%
Same Grade Comparison		14%				
Cohort Comparison						
04	2018	40%	61%	-21%	62%	-22%
	2017	53%	59%	-6%	64%	-11%
Same Grade Comparison		-13%				
Cohort Comparison		17%				
05	2018	44%	58%	-14%	61%	-17%
	2017	60%	53%	7%	57%	3%
Same Grade Comparison		-16%				
Cohort Comparison		-9%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	23%	49%	-26%	55%	-32%
	2017					
Cohort Comparison						

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	7	23	16	17	40	38					
ELL	16	30	33	31	56	59	3				
BLK	23	30	40	37	40	8	15				
HSP	29	39	31	41	55	55	23				
WHT	33	27		59	78		33				
FRL	28	36	29	42	56	48	23				

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	12	43	56	20	47	28	6				
ELL	18	54	58	37	73	55	11				
BLK	24	56	87	35	69	72	19				
HSP	31	57	53	48	71	45	25				
WHT	30	75		39	77						
FRL	24	54	65	41	70	52	21				

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1	
Title	Differentiated Instruction to meet the needs of all sub-groups of students in reading and mathematics. Teachers will work to have conversations centered around the implications of student work and the next steps in teaching to improved student outcomes.
Rationale	Our lowest performing students aren't making learning gains-we need to adjust our instruction to meet the needs of our students. Teachers will meet with the leadership team weekly to analyze student work to determine next steps of instruction. Teachers will develop rubrics that are aligned to performance tasks that can be used to evaluate student performance. Common task and assessments will be used to measure what students know and can do. These common assessments/tasks will become the foundation for evaluating student performance and for identifying effective instructional practices.
Intended Outcome	Student learning gains will increase by 20 percentage points by Spring of 2019 across content areas (FSA, SSS, iReady Diagnostics). Student proficiency will increase by 5% in Math and ELA.
Point Person	Maribeth Mason (masonm@manateeschools.net)
Action Step	
	Purchase supplementary materials. Pay teachers to plan (standards based planning) after school with NCH funds. Hire an interventionist to work with students in grades 3-5 in small instructional groups.
Description	Data Review Process: Grade level teams will meet with administrators and coaches weekly for a rotation of data review processes. First 3 Friday's of the month are data chats focused on grade level tasks and student work and the last Friday is MTSS data chat. For data chats (3 weeks a month) we will follow a 5 step process. 1. Collect and chart data based on student work samples from a certain common formative assessment 2. Analyze data and prioritize needs by looking at student work samples 3. Set short term smart goals 4. Select common instructional strategies 5. Determine what our results indicators will be MTSS-students that are meeting the ORF benchmark from Dibels for their grade level, but not mastering standards in class will transition to being monitored through the Daze which is the comprehension assessment of Dibels. We will monitor and set instructional interventions based on data.
Person Responsible	Maribeth Mason (masonm@manateeschools.net)
Plan to Monitor Effectiveness	
Description	Monitor quarterly benchmark assessments, iReady diagnostic assessments, oral reading fluency with Dibles and comprehension with DAZE
Person Responsible	Maribeth Mason (masonm@manateeschools.net)

Activity #2

Title	Utilize technology to improve student engagement in the classroom.
Rationale	<p>Our lowest performing students aren't making learning gains-we need to adjust our instruction to meet the needs of our students by increasing student engagement and collaboration through the use of technology. Small group instruction will be enhanced through the use of technology. Students will use interactive boards to enhance the instruction and increase student engagement in the lessons. Research has demonstrated that students learn better when they are fully engaged and that multi-sensory, hands-on learning is the best way to engage them.</p> <p>Students will also access reading materials on tablets that will be matched to their reading ability as well as on grade level text. Non-fiction materials will be used to increase comprehension in that area.</p>
Intended Outcome	Student learning gains will increase by five percentage points by Spring of 2019 across content areas (FSA, SSS, iReady Diagnostics)
Point Person	Maribeth Mason (masonm@manateeschools.net)

Action Step

Description	Purchase classroom technology materials. Train teachers in the use of interactive boards, and technology that allows students to be interactive in the classroom.
Person Responsible	Maribeth Mason (masonm@manateeschools.net)

Plan to Monitor Effectiveness

Description	Monitor quarterly benchmark assessments, iReady diagnostic assessments, oral reading fluency.
Person Responsible	Maribeth Mason (masonm@manateeschools.net)

Activity #3

Title

Outside of the school day data driven tutoring sessions for our students in reading, math and science.

To increase learning gains of our students will provide after school tutoring for students in reading. Tutoring will be targeted in the areas of reading based on data that is provided through state testing, benchmark and diagnostic assessments. Data will drive the grouping of students. Specific sub groups of students will participate in the after school tutoring. Tutoring groups will be adjusted after assessments occur.

Rationale

Science enrichment will be provided for students during Saturday school. Students will participate in hands on science activities that are tied to the 3- 5th grade standards that spirally review the material.

Math tutoring will be targeted by grade level around the standards that students are not performing to expectations after benchmark testing. Students will be re-assessed after the reteaching of the standards occurs.

Math enrichment will occur in Saturday school bootcamp. Students will participate in an integrated active math activities that will spiral material students previously learned during the school year.

Intended Outcome

Students will use this time to build their skills in the areas of reading, math and science.

Point Person

Livia Forrest (forrestl@manateeschools.net)

Action Step**Description**

Invite students to after school tutoring based on their Iready performance in reading and math. Provide tutoring that is meant to close the achievement gap for our most struggling learners. Transportation will be provided for students to attend tutoring.

Person Responsible

Stephanie O'Kelly (okelly2s@manateeschools.net)

Plan to Monitor Effectiveness**Description**

Diagnostic tests will be given in reading and math to determine action steps for instruction.

Person Responsible

Maribeth Mason (masonm@manateeschools.net)

Part IV: Title I Requirements

Additional Title I Requirements

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

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

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.)

PFEP Link

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

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.

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.

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.

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.

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

This box is not required for elementary schools.

Part V: Budget

Total:	\$283,385.00
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