

Manatee County Public Schools

Samoset Elementary School



2021-22 Schoolwide Improvement Plan

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Samoset Elementary School

3300 19TH ST E, Bradenton, FL 34208

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

Demographics

Principal: Samara Hemingway Primous

Start Date for this Principal: 8/1/2016

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students* Hispanic Students* Multiracial Students White Students* Economically Disadvantaged Students*
School Grades History	2018-19: B (54%) 2017-18: D (37%) 2016-17: C (49%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

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

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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)	2020-21 Title I School	2020-21 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	84%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		B	B	D

School Board Approval

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SIP Authority

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<https://www.floridacims.org>.

Purpose and Outline of the SIP

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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, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Mason, Maribeth	Principal	Facilitate Leadership Teams Facilitate Collaborative Planning Facilitate Student Data- Academic and Behavioral
Marshall, Beth	Assistant Principal	Facilitate Leadership Teams Facilitate Collaborative Planning Facilitate Student Data- Academic and Behavioral
O'Kelly, Stephanie	Instructional Coach	Work with teachers to develop lesson plans, coaching in the classrooms, mentoring new teachers
Hankerson, Fabian	Dean	Work with students on positive behavior

Demographic Information

Principal start date

Monday 8/1/2016, Samara Hemingway Primous

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

3

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

7

Total number of teacher positions allocated to the school

10

Total number of students enrolled at the school

543

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

42

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

42

Demographic Data**Early Warning Systems****2021-22****The number of students by grade level that exhibit each early warning indicator listed:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	93	64	91	114	110	82	0	0	0	0	0	0	0	554
Attendance below 90 percent	13	43	39	40	27	33	0	0	0	0	0	0	0	195
One or more suspensions	4	2	1	3	7	10	0	0	0	0	0	0	0	27
Course failure in ELA	5	9	6	15	9	3	0	0	0	0	0	0	0	47
Course failure in Math	8	7	9	16	8	8	0	0	0	0	0	0	0	56
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	36	25	45	0	0	0	0	0	0	0	106
Level 1 on 2019 statewide FSA Math assessment	0	0	0	30	25	24	0	0	0	0	0	0	0	79
Number of students with a substantial reading deficiency	0	4	13	16	11	8	0	0	0	0	0	0	0	52

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	5	7	9	15	8	24	0	0	0	0	0	0	0	68

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	1	1	0	15	0	0	0	0	0	0	0	0	0	17
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Thursday 9/9/2021

2020-21 - As Reported**The number of students by grade level that exhibit each early warning indicator:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	66	85	104	118	83	97	0	0	0	0	0	0	0	553
Attendance below 90 percent	5	10	6	9	7	6	0	0	0	0	0	0	0	43
One or more suspensions	0	3	0	8	6	8	0	0	0	0	0	0	0	25
Course failure in ELA	2	17	20	36	20	24	0	0	0	0	0	0	0	119
Course failure in Math	2	17	20	36	20	24	0	0	0	0	0	0	0	119
Level 1 on 2019 statewide ELA assessment	0	0	0	0	13	27	0	0	0	0	0	0	0	40
Level 1 on 2019 statewide Math assessment	0	0	0	0	12	20	0	0	0	0	0	0	0	32

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	3	0	8	6	8	0	0	0	0	0	0	0	25

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	15	0	0	0	0	0	0	0	0	0	15
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

2020-21 - Updated**The number of students by grade level that exhibit each early warning indicator:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	66	85	104	118	83	97	0	0	0	0	0	0	0	553
Attendance below 90 percent	5	10	6	9	7	6	0	0	0	0	0	0	0	43
One or more suspensions	0	3	0	8	6	8	0	0	0	0	0	0	0	25
Course failure in ELA	2	17	20	36	20	24	0	0	0	0	0	0	0	119
Course failure in Math	2	17	20	36	20	24	0	0	0	0	0	0	0	119
Level 1 on 2019 statewide ELA assessment	0	0	0	0	13	27	0	0	0	0	0	0	0	40
Level 1 on 2019 statewide Math assessment	0	0	0	0	12	20	0	0	0	0	0	0	0	32

The number of students with two or more early warning indicators:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	0	3	0	8	6	8	0	0	0	0	0	0	0	25

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	15	0	0	0	0	0	0	0	0	0	15
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Part II: Needs Assessment/Analysis**School Data Review**

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

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				34%	52%	57%	28%	50%	56%
ELA Learning Gains				58%	57%	58%	36%	54%	55%
ELA Lowest 25th Percentile				66%	55%	53%	32%	47%	48%
Math Achievement				53%	63%	63%	42%	60%	62%
Math Learning Gains				75%	68%	62%	55%	61%	59%
Math Lowest 25th Percentile				70%	53%	51%	46%	47%	47%
Science Achievement				23%	48%	53%	23%	49%	55%

Grade Level Data Review - State Assessments

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	30%	51%	-21%	58%	-28%
Cohort Comparison						
04	2021					
	2019	41%	56%	-15%	58%	-17%
Cohort Comparison		-30%				
05	2021					
	2019	29%	52%	-23%	56%	-27%
Cohort Comparison		-41%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	41%	60%	-19%	62%	-21%
Cohort Comparison						
04	2021					
	2019	63%	65%	-2%	64%	-1%
Cohort Comparison		-41%				
05	2021					
	2019	55%	60%	-5%	60%	-5%
Cohort Comparison		-63%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	22%	48%	-26%	53%	-31%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

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

The progress monitoring tool is IReady Diagnostics for k-2 and Benchmarks 1 and 2 plus FSA for 3-5.

Grade 1				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	16	19	46
	Economically Disadvantaged	14	23	46
	Students With Disabilities	9	0	20
	English Language Learners	10	14	48
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	12	19	48
	Economically Disadvantaged	11	20	50
	Students With Disabilities	8	0	30
	English Language Learners	4	16	42

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	10	19	29
	Economically Disadvantaged	13	23	32
	Students With Disabilities	15	17	25
	English Language Learners	4	14	25
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	5	17	37
	Economically Disadvantaged	6	19	36
	Students With Disabilities	8	8	33
	English Language Learners	2	16	37
Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	28	32	25
	Economically Disadvantaged	32	30	24
	Students With Disabilities	35	18	20
	English Language Learners	23	16	20
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	37	45	51
	Economically Disadvantaged	34	41	50
	Students With Disabilities	40	23	30
	English Language Learners	44	54	54

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	52	41	37
	Economically Disadvantaged	50	42	35
	Students With Disabilities	23	8	25
	English Language Learners	38	44	36
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	50	50	55
	Economically Disadvantaged	51	49	52
	Students With Disabilities	17	33	26
	English Language Learners	54	56	47
Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	41	40	28
	Economically Disadvantaged	44	40	31
	Students With Disabilities	25	18	27
	English Language Learners	34	27	21
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	41	50	47
	Economically Disadvantaged	44	53	49
	Students With Disabilities	37	45	36
	English Language Learners	31	43	37
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	36	23	29
	Economically Disadvantaged	35	27	25
	Students With Disabilities	28	18	15
	English Language Learners	30	21	51

Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	22	39	50	37	59		17				
ELL	28	50	58	55	57		23				
BLK	25	55		41	73	60	19				
HSP	30	48	58	58	61	36	27				
WHT	35			56			50				
FRL	29	48	56	52	68	45	29				
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	16	70	76	29	75	70					
ELL	30	60	70	53	80	74	25				
BLK	20	59	69	31	68	58					
HSP	36	59	65	57	79	77	31				
WHT	46	57		68	62		10				
FRL	34	59	71	53	74	65	20				
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				

ESSA Data Review

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

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	47
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	52
Total Points Earned for the Federal Index	379
Total Components for the Federal Index	8
Percent Tested	98%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	40
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	46
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	47
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	46
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	

Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	45
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	47
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

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

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

Samoset is a school that works diligently to make sure students are making at least a year's worth of growth. Our population is 50 % ELL, so our students grow at a rate that is a bit behind grade level expectation. There are many students who are able to reach proficiency by 5th grade. Our third grade students struggle to meet grade level expectations. Students who leave kindergarten on grade level remain proficient in third grade.

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

Samoset proficiency levels in reading and science are the highest need areas. Reading proficiency is improving but only at a 5% rate each year. Third grade is the lowest in reading proficiency.

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

Students are coming to third grade not on grade level. Increased phonemic awareness and phonics has been added to the core curriculum to enhance students ability in the foundational skills of reading. Teacher need to be trained on multi-sensory activities that will enhance the foundational skill in reading.

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

For the 2019 assessments all quadrants show improvements with the greatest growth in learning gain for reading and math.

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

Core and extended day for reading were implemented with fidelity. Tiered intervention using research based materials were used outside of core and extended day. Tier 2 and tier 3 students received 90 minute core, 60 minute extended day, and 30 minutes intervention. Acaletics math club was used for math. Students are grouped by ability and groups are differentiated in size.

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

Science instruction has been enhanced in grade K-4. In 5th grade teachers are integrating reading and science together. Students continue to receive multiple reading interventions/acceleration throughout the day.

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

Third grade teachers are participating in a guided reading study for small group reading. All grade levels are utilizing the B.E.S.T. Standards vocabulary initiative shared at the FLDOE convention. Oral language and communication will be a focus in K-2 with the new standards.

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

Professional development in; vocabulary, oral language, multi-sensory strategies, guided reading, and math talks.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA

Area of Focus Many students at Samoset are not reading on grade level. Our 3-5 students that are on grade level are 34%. Our learning gains in ELA are 49% and our L25 learning gains are 57%.

Measurable Outcome: In grade 3-5 we would like to increase reading proficiency by 5%. Overall learning gains in ELA by 10% and L25 learning gains by 10%.

Monitoring: Common Formative assessment/tasks- this includes a focus on a power standard which is measured across a unit. Daily essential questions are used to build understanding as students move toward mastery of the standard. Assessments are bi-weekly in ELA.

Person responsible for monitoring outcome: Maribeth Mason (masonm@manateeschools.net)

Evidence-based Strategy:

1. Formative Common Assessments/tasks- This includes a focus in the power standards across a unit and daily essential questions for our common board configuration and weekly writing across the content areas.
2. Accelerated reading groups. Intervention groups Tlier 2 and Tier 3 groups.
3. Writing across the content areas.
4. ELL students will receive extra reading intervention time with a focus on academic vocabulary.

Rationale for Evidence-based Strategy:

1. Regular and timely feedback regarding student attainment of most critical standards, which allows teachers to modify instruction to better meet the diverse learning needs of all students.
2. Multiple-measure assessments that allow students to demonstrate their understanding in multiple formats.
3. On-going collaboration opportunities for grade-level , course, and department teachers.
4. Consistent expectations within a grade level, course, and department.
5. Agreed upon criteria for proficiency to be met within each individual class, grade level and school.
6. Deliberate alignment of classroom, school, district, and state assessments.

Action Steps to Implement

1. Common board configuration used to explain expectation of standard mastery.
2. Daily EQ will lead students to the culminating standard/task at the end of the week.
3. Learning progressions are used for students and teachers to assess student's learning through out the week to decide next steps in teaching.
4. Students are assessed and teachers collaborate to tabulate students' proficiency.
5. Teams look for success criteria and student struggles and adapt small group lessons to re-teach the standard.
7. Collaborative planning sessions with team, academic coaches and administrators are used to plan differentiated lessons after the data is analyzed.

Person Responsible Maribeth Mason (masonm@manateeschools.net)

As a Cambridge Magnet School we strive to accelerate student learning whenever possible. Students work in accelerated reading groups that work to increase comprehension in fiction and non-fiction. Leveled readers; novels and trade books are used to build comprehension. Writing is infused into the lessons as students write in response to reading.

Person Responsible Beth Marshall (marshallb@manateeschools.net)

ELL students will receive extra reading time (30 minutes daily) in all grade level either by an ELL resource teacher or an interventionist. Academic vocabulary will be taught in all classrooms. 3-5th grade students will participate in an after school reading tutoring session two times a week beginning in September.

Person Responsible Nuris Fanning (fanningn@manateeschools.net)

#2. Instructional Practice specifically relating to Science

Area of Focus Description and Rationale: Science scores have been historically low. Last year, our scores increased 6%. The gap needs to be closed between the reading proficiency in 5th grade and the science scores.

Measurable Outcome: The goal for science is to close the gap between on level 5th grade reading scores and science scores. Science data should correlate to reading proficiency. 5th grade science scores will increase by 6% to match ELA increase of 35 % proficient.

Monitoring: Science standards will be tracked through common assessments and written response to student learning.

Person responsible for monitoring outcome: Stephanie O'Kelly (okelly2s@manateeschools.net)

Evidence-based Strategy: Common bi-weekly assessments will monitor student understanding of the standards. Students will write in response to learning.

Rationale for Evidence-based Strategy:

1. Teachers will utilize adopted materials to reading and write in response to science standards.
2. Graphic Organizers will be used to organize information.
3. Project based learning strategies will be used to enhance student understanding as they relate it to the real world.

Action Steps to Implement

1. Vocabulary building activities to promote science academic language will be utilized across grade levels.
2. Hands on lab experiences
3. Computer based learning experiences
4. STEM class
5. Acaletics science quikpicks
6. Fine arts classes will front load science terminology

Person Responsible Maribeth Mason (masonm@manateeschools.net)

#3. Instructional Practice specifically relating to B.E.S.T. Standards

**Area of Focus
Description and
Rationale:**

K-2 Teachers will work to understand the new standards.

Measurable Outcome:

Grade level performance will increase by 10 % in each grade level as measured through IReady scores.

Monitoring:

1. Planning and professional development with classroom teachers.
2. Bi-weekly common assessments in 1st and 2nd grade.
3. 3 times a year diagnostic assessments

**Person responsible for
monitoring outcome:**

Maribeth Mason (masonm@manateeschools.net)

**Evidence-based
Strategy:**

Professional development as delivered by the state team of instructional specialists. Utilize the FLDOE power points on BEST standards.

**Rationale for Evidence-
based Strategy:**

Professional development in understanding the new standards. It is important for teachers to understand how to stack the standard appropriately for optimal student growth.

Action Steps to Implement

1. After school collaboration meetings with reading coach and grade level teams.
2. Common assessments with calibration of student work to address areas of success and concern areas.
3. Monitoring of lesson plans and classrooms through walk-throughs.

Person Responsible

Beth Marshall (marshallb@manateeschools.net)

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

Area of Focus
Description and Rationale: State of Florida Law: section 1. Social Emotional Learning: Foundations for Success is an Appropriations Project as defined in the Rules of the Florida House of Representatives and is described in the Appropriations Project Request 1591, herein incorporated by reference.

Measurable Outcome: Students in primary grades will have a 10 % lower referral rate this year.

Monitoring: Data will be review in MTSS-B monthly meetings.

Person responsible for monitoring outcome: Fabian Hankerson (hankersonf@manateeschools.net)

Evidence-based Strategy: Social emotional learning SEL is a process through which children and adults understand and manage their emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships and make responsible decisions.

Rationale for Evidence-based Strategy: Many students in our schools suffer from emotional issues that stem from trauma. As a result their ability to be successful in the classroom is hindered due to their emotional imbalance. Teaching students how to manage their emotions is a way to help them help themselves. The strategy of teaching positive behaviors is research based and effective.

Action Steps to Implement

1. SEL is taught 1 day a week to each class for 50 minutes. The school follows the state schedule for character traits to focus on.
2. Morning meetings- 15 minutes each day to set the tone of the classroom and provide time for sharing.
3. PBIS Incentives, token economy, big events, and awards for character trait of the month.

Person Responsible Sabrina Colborn (colborns@manateeschools.net)

Additional Schoolwide Improvement Priorities

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

Samoset comparison to other elementary schools falls into the high category. Samoset is ranked # 917 out of # 1395. Samoset is ranked low for property issues, middle for violent incidents and very high for drug/public order incidents.

The primary area concern in our discipline data is disrespect, defiance and disruptive behavior. These three areas are all subjective. Adults on campus need to work on Tier I core supports for students in these three areas. Our district will be implementing a new MTSS system where all student data will be looked at through an MTSS-A (Academics) and MTSS- B (Behavior) lens. The school culture and environment will be monitored through classroom walk-throughs, observations, and parent/teacher communications. Administration will meet monthly to discuss discipline data and provide strategies and support for teachers for Tier 1 implementation of PBIS.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment.

Samoset is working with a new system for MTSS behavior. The Tier 1 behavior system is PBIS and SEL instruction from two guidance counselors is given weekly through the fine arts rotation. Teachers are using SEL in the morning during morning meetings to set the stage for students in the classroom each day. A token economy is used to incentivize positive behaviors in the classroom as well as around campus on the playground and cafeteria. Samoset is a Cambridge Magnet and the focus behavior areas for the school are Responsibility, Innovation, Confidence Engagement, and Reflection. Character traits are designed to be taught monthly: cooperation, responsibility, respect, empathy, gratitude, kindness, perseverance, honesty, courage, creativity.

Tier 2 student support is given with a check-in and check-out system. Each student has a mentor they meet with twice each day. Tier 3 students receive Tier 1 and 2 as well as counseling support in small group with social worker, psychologist or counselor.

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

Administration will promote a positive learning environment by being visible and present around campus and in classrooms. As a school our focus is on 100% learning gain, which promotes individual accountability for students. The focus on a positive environment for students will increase student learning. Administrators will implement positive referrals to the office to increase positive feedback for students who are meeting classroom expectations. Positive behaviors will be awarded during award assemblies for academics.

Classroom teachers will promote a positive learning environment as they begin their days with a morning meeting to set the stage for classroom learning and student centered safe environment. PBIS will be utilized and expectations taught as part of everyday learning.

School Coordinator, Student Support Specialist, Learning Resource Specialist will provide support to students who are in need of Tier 2 and Tier 3 assistance with meeting classroom and school cultural expectations. Check-in and Check out will be utilized as they assist students with positive interactions with adults on campus.

Counselors will provide support through Tier 1 SEL one day a week sessions for 50 minutes. During this time they will work through strategies that will teach positive interactions with each other and adults on campus.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: ELA	\$0.00
2	III.A.	Areas of Focus: Instructional Practice: Science	\$0.00
3	III.A.	Areas of Focus: Instructional Practice: B.E.S.T. Standards	\$0.00
4	III.A.	Areas of Focus: Culture & Environment: Social Emotional Learning	\$0.00
Total:			\$0.00