



## Samoset Elementary School

3300 19TH ST E, Bradenton, FL 34208

www.manatee.k12.fl.us

### School Demographics

**School Type**

Elementary

**Title I**

Yes

**Free/Reduced Price Lunch**

98%

**Alternative/ESE Center**

No

**Charter School**

No

**Minority**

89%

### School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	D	F	D	C

### 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.

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 with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education'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 resources available to support the goals and barriers that could hinder achieving those goals (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 is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

### DA Regions

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

### DA Categories

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

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
  - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
  - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
  - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
  - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

### DA Turnaround and Monitoring Statuses

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

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

### 2014-15 DA Category and Statuses

DA Category	Region	RED
Focus	4	<a href="#">Jim Browder</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

##### **Provide the school's mission statement**

Samoset Elementary School will educate all students so that they are college and career ready.

##### **Provide the school's vision statement**

Samoset Elementary School will be an exemplary student-focused school that develops life-long learners to be globally competitive.

#### School Environment

##### **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 60% Hispanic, 30% African-American, and 10% Caucasian students. We have about 20 Haitian families, 2 Tongan families and 1 family of Native American descent. 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.

##### **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 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.

##### **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 tracking forms have been used and 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. 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.

**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 bilingual social-worker and bilingual 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. A local pastor who is licensed through Manatee County as a mentor provides a biweekly mentoring service for our young men who have behavioral or social issues. Reading Pals Program is being implemented this year, in which volunteers are trained and paired with Kindergarten students to help them in basic reading skills. We also 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.

**Family and Community Involvement**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

**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**

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

**Will the school use its PIP to satisfy this question?**

Yes

**PIP Link**

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/201014>.

**Description**

A PIP has been uploaded for this school or district - see the link above.

**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 raised 40,000 dollars for our school. 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 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. In addition we work to recruit business partners in the immediate community such as Samoset Grocery and Walmart.

## Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

### School Leadership Team

#### Membership

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

Name	Title
Stream, Pat	Principal
Stokes, Joseph	Assistant Principal
Chesnoff, Holly	Instructional Coach
Hankerson, Fabian	Other
Venditti, Jennifer	Other
Stowers, Julie	Guidance Counselor
Symonds, Ashley	Instructional Coach
Mitchell, Sarah	Instructional Coach

#### Duties

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

Pat Stream: Principal,

Joseph Stokes: Assistant Principal

Administrative support for MTSS Team, fidelity checks through classroom walkthroughs for implementation and delivery of core, resource, and intensive levels of support.

Julie Stowers: Guidance Counselor/Rtl/MTSS Facilitator/Behavioral Data Support

Guidance 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.

Jennifer Venditti: ELL Coach. Responsible for fidelity of implementation of core ELL strategies, as well as resource and intensive ELL levels of support.

Holly Chesnoff, Reading Coach: Literacy Coach. Responsible for fidelity of implementation of core Literacy strategies, as well as resource and intensive levels of support delivered through coaching cycles and data review.

Sarah Mitchell: Science Coach. Responsible for fidelity of implementation of core Science strategies, as well as resource and intensive levels of support delivered through coaching cycles and data review.

Fabian Hankerson, Student Support Specialist:

***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 as well as behavioral progress of

students. The process includes collection of student data with a weekly review of student data during each 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 differentiated instruction and small group instruction. Personnel are purchased to provide a systematic series of support: Instructional Coaches for Reading, Math and Science, a second guidance counselor to support and implement our PBS and provide additional guidance groups and counseling for students, an ELL teacher and part-time ELL reading teacher, and an A.L.L. teacher to help our most struggling readers in grades 1 and 2.

Title 1: Part C: Migrant liaison provides services and support to students and parents. We have the services of a part-time liaison who speaks Haitian-Creole, and one who speaks Spanish. The liaisons 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 help us make sure our ELL program is in compliance and interventions/accommodations are correctly implemented. ELL paras receive training once a month from the instructional specialists.

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 offers 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 re engaging in PBS this year 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 two sessions of Rosetta Stone Language Learning Lab for parents to learn English and/or other languages.

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 approximately 40 volunteers who read with students, do clerical work for our teachers, and act as room parents in some classrooms.

### **School Advisory Council (SAC)**

**Membership**

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

Name	Stakeholder Group
Maria Cruz	Parent
Fabian Hankerson	Teacher
Renita Williams	Education Support Employee
Ashley Pointdijhour	Education Support Employee
Pat Stream	Principal
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
Cody ann Catlin	Teacher
	Student

**Duties**

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

*Evaluation of last year's school improvement plan*

At the first meeting of the year, held on August 26, 2014, we went over the school grade, and presented the data from the STEP ZERO Academic Outcomes. Each parent received the "Academic Outcomes Percentile Rankings Performance v. Year over Year growth by Grading Formula Cell" document in color. This was thoroughly discussed. We then discussed the areas in which priority continued improvement needed to be made: Reading, Math and Science Proficiency, and Growth of the Lowest Quartile in Math. Following this, we presented the goals, strategies and focus areas we proposed writing into this years plan.

*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.

*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 first meeting of the year. This was accomplished on August 26th at our first SAC meeting. We gathered parent input and answered questions. We also reviewed the success of last year's plan and went over school grade. At the second SAC meeting which will be held on September 22, 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.

**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 were 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

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

Yes

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

### Literacy Leadership Team (LLT)

#### Membership

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Chesnoff, Holly	Instructional Coach
Stream, Pat	Principal
Rohde, Terri	Other
Symonds, Ashley	Instructional Coach

#### Duties

**Describe how the LLT promotes literacy within the school**

In addition to the members listed above, there is a teacher representative from each grade level. LLTs goals for the 2014-2015 school year are to help all teachers implement and monitor proficiency of the following school-wide instructional strategies:

1. Writing to Inform and accompanying rubrics
2. Close Reading
3. Accountable Talk

This will be accomplished by planning for:

1. vertical teaming
2. analysis of writing expectations for rubric generation
3. Small and large group professional learning opportunities
4. Modeling and coaching cycles
5. Instructional rounds

### Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

**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. We model these expectations by engaging in them ourselves. 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 weekly in PLC/TCT 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.

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

We hire 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.

### **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.

## **Ambitious Instruction and Learning**

### **Instructional Programs and Strategies**

#### **Instructional Programs**

***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.

#### **Instructional Strategies**

***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, third grade is meeting with me Tuesday after school in a TCT to discuss Reading Proficiency of incoming third grade students. To prepare for the meeting, teachers have given and scored the first benchmark passage from our new reading series Wonders. It is written to reflect the tasks students will have on the new Florida assessments. They have also have collected FAIR data from last year and current DRA levels of their students.

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' FAIR and DRA scores 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.

We will also be using a computer program called IREADY in Mathematics and Science Daily which includes diagnostics and progress monitoring measures. The diagnostics when they are taken, 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 students 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 need and success. 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.

***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 after the regular school day. Level 5 students may opt out.

K-1: Saxon phonics instruction

2: Action 100 program.

3. Corrective reading (SRA) to enhance decoding and phonics skills, and to enhance fluency and comprehension

4-5: I-Ready Common Core Lessons will be engaged in daily to enhance student reading skills and strategies at a level of rigor required by the new Florida standards and assessments.. This complements the IREADY CAI instructional component.

In addition grades 1-5 will engage in the use of Vocabulary Foundations which build word word skills. In grades 1 and 2, this focuses on work with word families. In grades 3-5, this is a concentrated study of Greek and Latin roots.

### **Strategy Rationale**

These materials were provided for us by our school district to address the deficits in reading and increase reading proficiency. For K-3, our students struggle with fluency and word work skills, which inhibit comprehension. For grades 4 and 5, our students must be able to engage in rigorous and complex reading tasks. Our students need continued support in building wide and diverse vocabularies in order to be able to comprehend the content of grade level text.

### **Strategy Purpose(s)**

- Core Academic Instruction

### **Person(s) responsible for monitoring implementation of the strategy**

Stream, Pat, streamp@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
2. Walk throughs and observations by Samoset administrators and County/DOE personnel.
3. Student artifacts evaluated by rubric: Writer's response journals: Writing in response to literature and non-fiction, "Wonders" end of unit and benchmark test data.

## **Student Transition and Readiness**

### **PreK-12 Transition**

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

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

Mrs. Brown is the owner and director of a local daycare (TLC) across the street from Samoset. We confer with her and 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.

### College and Career Readiness

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

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

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

***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***

## 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

**1** = Problem Solving Step    **S123456** = Quick Key

## Strategic Goals Summary

- G1.** If parents attend school academic events such as conferences and parent education nights, students scoring at level one on ELA and Math will decrease by 5%.
- G2.** If students engage in reading, writing, thinking and speaking across the curriculum with expected rigor, their proficiency will increase by at least 5 percentile rank points in all tested areas by the end of the 2014-2015 school year.
- G3.** By the end of the 2014-15 school year, 80% of ALL students will improve their reading skills as measured by demonstrating growth on the new Florida assessment as compared to their performance on FCAT 2.0.
- G4.** By the end of the 2014-15 school year, 75% of students in the lowest quartile in math will demonstrate learning gains as measured by performance on the IREADY assessments and/or the FSA.

## Strategic Goals Detail

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

**G1.** If parents attend school academic events such as conferences and parent education nights, students scoring at level one on ELA and Math will decrease by 5%. **1a**

G036178

**Targets Supported** **1b**

Indicator	Annual Target
Level 1 - All Grades	5.0

**Resources Available to Support the Goal** **2**

- Parents want to be involved in their children's education
- Parent Information Center (PIC) will provide materials and assistance with our parenting classes
- Parents want to have family fun nights

**Targeted Barriers to Achieving the Goal** **3**

- Parent involvement is limited because of language barriers
- Time-consuming translation causes other parents who do not need translation to not attend meetings

**Plan to Monitor Progress Toward G1.** **8**

More parents will be present at school academic events and level one performance in ELA and math will decrease.

**Person Responsible**

Jennifer Venditti

**Schedule**

On 6/8/2015

**Evidence of Completion**

The number and percent of parent attending events will be compiled and analyzed quarterly. Parent satisfaction surveys will be given at the end of each semester. Baseline of students scoring at level 1 in ELA and Math will be compared to ending results after the 2014-2015 assessments are scored and returned. Results of surveys and attendance at events., baseline level 1 data and ending level 1 data for ELA and Mathematics.

**G2.** If students engage in reading, writing, thinking and speaking across the curriculum with expected rigor, their proficiency will increase by at least 5 percentile rank points in all tested areas by the end of the 2014-2015 school year. **1a**

G036179

**Targets Supported** **1b**

Indicator	Annual Target
AMO Reading - All Students	56.0
AMO Math - All Students	57.0
FCAT 2.0 Science Proficiency	35.0
FAA Writing Proficiency	70.0

**Resources Available to Support the Goal** **2**

- Manatee County Common Core Curriculum for K-5
- Instructional Coaches: Reading, Math, Science,
- DA Team, 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
- Webb's DOK and question stems for each teacher
- Comprehension Toolkit, Units of Study, New math professional library books for each teacher K-5.
- Administration's professional library for research-based strategies: Marzano, Hattie, Schmoker, as examples.
- 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
- New core reading program Wonders
- Prior Learning on: Close Reading, Accountable Talk and Writing to Inform
- Vertical planning time provided
- Collaborative Planning Outside of School Day provided with NCH for each teacher.
- TCTs will be held weekly
- Vocabulary Roots Program
- Acaletics for math enhancement and SRA 2.0 for Reading Provided

**Targeted Barriers to Achieving the Goal** **3**

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

**Plan to Monitor Progress Toward G2. 8**

We will see students actively engaged in reading, writing to inform, accountable talk structures, and vocabulary development throughout the campus.

**Person Responsible**

Joseph Stokes

**Schedule**

Monthly, from 9/2/2014 to 5/29/2015

**Evidence of Completion**

Review and analyze results of: Reading, Writing, Math and Science: Common grade level assessments I-Ready class and school data County quarterly assessments Student artifacts assessed by rigorous rubrics. Grade level data binders

**G3.** By the end of the 2014-15 school year, 80% of ALL students will improve their reading skills as measured by demonstrating growth on the new Florida assessment as compared to their performance on FCAT 2.0. **1a**

G036182

**Targets Supported** **1b**

Indicator	Annual Target
ELA/Reading Gains	80.0

**Resources Available to Support the Goal** **2**

- LLI (Literacy Learning Intervention) Kits for Kindergarten through 3rd Grade Level
- SRA 2.0 online program purchased for Manatee County Students
- Pearson Longman Cornerstone comprehensive remediation program for ELL and Language Impaired Students.
- Voyager students and teacher kits for Kinder-5th grade comprehensive remediation program
- Comprehension Toolkit for small group instruction for grades 3-5 Teacher manuals and materials.
- Core Materials:Wonders: Grades K-5.
- Waterford Computer Assisted Instruction in Reading for Grades K-2
- Extended day reading time and resources purchased by Department of School Improvement.

**Targeted Barriers to Achieving the Goal** **3**

- Teachers do not consistently use data to adjust instruction to meet the differing needs of readers.

**Plan to Monitor Progress Toward G3.** **8**

Students will show that they are reading more proficiently by their achievement on IREADY and the FSA at the end of the 2014-2015 school year.

**Person Responsible**

**Schedule**

Monthly, from 9/29/2014 to 5/29/2015

**Evidence of Completion**

Review student progress based on running records, IREADY data, Wonders Unit Assessments, DRA levels and county benchmark formative assessments..Documentation of student progress data sheets

**G4.** By the end of the 2014-15 school year, 75% of students in the lowest quartile in math will demonstrate learning gains as measured by performance on the IREADY assessments and/or the FSA. 1a

G036183

**Targets Supported** 1b

Indicator	Annual Target
Math Lowest 25% Gains	75.0

**Resources Available to Support the Goal** 2

- 
- Manatee County Provided materials: Roadmaps, Unit Overviews, Assessments, Slideshows and other materials found on the Manatee County Curriculum Website.
- Professional Library Math Books bought for each teacher: Teaching for Understanding: The Math Workshop Model, Classroom Discourse, Show and Tell, Number Talks, Mathematics PLC at Work K-2, Mathematics PLC at Work 3-5

**Targeted Barriers to Achieving the Goal** 3

- Number sense is an area of weakness for Samoset students.
- Instruction focuses on mastery of algorithms rather than on problem-solving.

**Plan to Monitor Progress Toward G4.** 8

Based on data, there is a reduction in the lowest quartile. Students remaining have improved proficiency.

**Person Responsible**

**Schedule**

Monthly, from 10/1/2014 to 6/5/2015

**Evidence of Completion**

Review and analyze results of County Formative and benchmark assessments in math, as well as results of common grade level assessments and IREADY diagnostic and formative assessments. Data binders, lesson plans, classroom walk-throughs.

## 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

**1** = Problem Solving Step       S123456 = Quick Key

**G1.** If parents attend school academic events such as conferences and parent education nights, students scoring at level one on ELA and Math will decrease by 5%. **1**

 G036178

**G1.B2** Parent involvement is limited because of language barriers **2**

 B086617

**G1.B2.S1** Classes will be held to teach English for our Parents. **4**

 S097288

### Strategy Rationale

Report from Southwest Ed. Development Laboratory: "When school families and community groups work together to support learning, children tend to do better in school, stay in school longer, and like school more."

### Action Step 1 **5**

Parent English Classes will be held daily using Rosetta Stone. Two one hour sessions will be provided

#### Person Responsible

Joseph Stokes

#### Schedule

Daily, from 9/22/2014 to 6/8/2015

#### Evidence of Completion

Walkthroughs of Rosetta Stone Labs, Parent attendance sheets

**Plan to Monitor Fidelity of Implementation of G1.B2.S1** 6

Lab and parent classes Walkthroughs

**Person Responsible**

Joseph Stokes

**Schedule**

Weekly, from 9/22/2014 to 5/25/2015

**Evidence of Completion**

Parents are in computer lab working on Rosetta stone, Para is actively working with parents as needed.

**Plan to Monitor Effectiveness of Implementation of G1.B2.S1** 7

Talk with parents about the classes, give short satisfaction survey quarterly

**Person Responsible**

Joseph Stokes

**Schedule**

Quarterly, from 10/20/2014 to 6/8/2015

**Evidence of Completion**

Survey results

**G1.B2.S2** Opportunities will be provided for parent conferences, and parent education (math, science and reading). 4

 S097289

### Strategy Rationale

Our district requires parent conferences to report grades, attendance, and behavior to parents. From the ERIC Digest: "A growing body of research evidence suggesting that there are important benefits to be gained by elementary aged school children when their parents provide support, encouragement, and direct instruction in the home, as well as maintain good communications with the school activities (know as parent involvement)." By having academic events for parents, we are assisting parents and providing information to them to help their children.

### Action Step 1 5

Parent Liason hours for a bilingual paraprofessional will be provided daily from 3:05-6:05. The para will also teach Rosetta Stone English Classes, conduct Parents and Pastries meetings, translate for SAC and other parent meetings as well as provide support to parents with information needed translating or help pertaining to their child's education.

#### Person Responsible

Joseph Stokes

#### Schedule

Monthly, from 8/26/2014 to 6/12/2015

#### Evidence of Completion

Sign-in Sheets, Tlme sheets, Parent satisfaction indicated by results of Tittle 1 parent survey given in the Spring.

### Action Step 2 5

Family Nights such as Literacy, Math and Science nights will be offered to our parents.

#### Person Responsible

Joseph Stokes

#### Schedule

Monthly, from 8/26/2014 to 6/9/2015

#### Evidence of Completion

Flyers, attendance sheets, Photo records

**Action Step 3** 5

Student Agenda Books will be provided for all students.

**Person Responsible**

Pat Stream

**Schedule**

Weekly, from 8/18/2014 to 6/8/2015

**Evidence of Completion**

Agendas will be given to each student.

**Action Step 4** 5

Parent University Classes will be held quarterly. These be will language specific: The same course will be held in two or more languages in different locations.

**Person Responsible**

Jennifer Venditti

**Schedule**

Quarterly, from 9/26/2014 to 6/1/2015

**Evidence of Completion**

Parent sign-in sheets, dates of connect-ed messages, flyers

**Plan to Monitor Fidelity of Implementation of G1.B2.S2** 6

Administrators will attend all the parent-teacher conferences, family nights, and social opportunities provided to parents.

**Person Responsible**

Pat Stream

**Schedule**

Monthly, from 8/14/2014 to 6/8/2015

**Evidence of Completion**

Sign-in Sheets, Data showing analysis of results, Connect-Ed Logs

**Plan to Monitor Effectiveness of Implementation of G1.B2.S2 7**

Sign-In sheets will be provided at all events. Results will be compiled to see if the number of parents attending events is increasing.

**Person Responsible**

Jennifer Venditti

**Schedule**

Monthly, from 8/14/2014 to 6/8/2015

**Evidence of Completion**

Compiled data results in a graph format.

**G1.B3** Time-consuming translation causes other parents who do not need translation to not attend meetings 2

 B086670

**G1.B3.S1** Classes will be provided in multiple languages: Spanish, English and Haitian Creole for parent university nights. 4

 S112299

**Strategy Rationale**

**Action Step 1 5**

Parents will learn how to help their children increase achievement in math and ELA by attending grade-level specific, standards-based Parent University Classes.

**Person Responsible**

Pat Stream

**Schedule**

Monthly, from 10/6/2014 to 4/27/2015

**Evidence of Completion**

Sign-in sheets for classes, parent satisfaction surveys

**Plan to Monitor Fidelity of Implementation of G1.B3.S1** 6

Admin will attend and supervise all parent university nights.

**Person Responsible**

Joseph Stokes

**Schedule**

Quarterly, from 10/21/2014 to 5/26/2015

***Evidence of Completion***

Sign-in sheets, parents will be actively engaged in classes as evidenced by walk throughs of classes,

**Plan to Monitor Effectiveness of Implementation of G1.B3.S1** 7

Admins will provide parent satisfaction surveys following each Parent University Class Event.

**Person Responsible**

**Schedule**

Quarterly, from 10/21/2014 to 5/19/2015

***Evidence of Completion***

Parent surveys will be collected and results graphed following each event.

**G2.** If students engage in reading, writing, thinking and speaking across the curriculum with expected rigor, their proficiency will increase by at least 5 percentile rank points in all tested areas by the end of the 2014-2015 school year. **1**

 G036179

**G2.B2** Teacher instructional practices are not sufficiently rigorous school-wide. **2**

 B086619

**G2.B2.S1** Teachers will learn and implement methods for helping students interact with complex text across the curriculum.. **4**

 S097292

### **Strategy Rationale**

Fisher and Fry: Rigorous Reading

### **Action Step 1** **5**

Teachers will learn the theory and steps of Close Reading Instructional Strategy.

#### **Person Responsible**

Holly Chesnoff

#### **Schedule**

On 8/11/2014

#### **Evidence of Completion**

Sign-in sheets,

### **Action Step 2** **5**

Coaching: Collaborative planning by grade-level teams. instructional coaches and administrators.

#### **Person Responsible**

Pat Stream

#### **Schedule**

Weekly, from 8/31/2014 to 8/31/2014

#### **Evidence of Completion**

Lesson plans, coaching logs

### Action Step 3 5

Data-driven and targeted coaching cycles for individual teachers.

**Person Responsible**

Pat Stream

**Schedule**

Monthly, from 8/11/2014 to 8/11/2014

**Evidence of Completion**

Coaching logs, lesson plans, classroom walkthroughs.

### Action Step 4 5

PLCs/TCTs (Teacher Collaboration Teams will meet weekly to discuss student artifacts and other related data to include benchmark tests, I-Ready tests and other achievement data. Implications for core instruction, differentiation and remediation are outcomes of the TCTs.

**Person Responsible**

Joseph Stokes

**Schedule**

On 5/30/2015

**Evidence of Completion**

Grade level TCT binders and data forms, TCT notes, smart goals, data and graphs.

### Action Step 5 5

Teachers in grades 3-5 will meet 6 times a year with DA Team to discuss data provided by reading assessments and writing artifacts. Progress towards goals and instructional implications will be discussion items.

**Person Responsible**

Pat Stream

**Schedule**

Every 6 Weeks, from 9/3/2014 to 5/28/2015

**Evidence of Completion**

Meeting notes, walkthroughs, writing artifacts, assessment data from IREADY, Wonders and Benchmark Assessments.

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

Classroom Walkthroughs  
Lesson Plan review  
Assessment Reviews of student work samples

**Person Responsible**

Pat Stream

**Schedule**

Weekly, from 8/11/2014 to 6/8/2015

**Evidence of Completion**

Walkthrough documents DA Team and Grade Level Meeting Notes PLC binders with Grade level data PLC notes

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

Analyze assessments and data results,  
Make sure lesson plans match instructional practices  
Walkthroughs  
PLC discussions

**Person Responsible**

Pat Stream

**Schedule**

Weekly, from 8/18/2014 to 6/8/2015

**Evidence of Completion**

PLC grade level binders with data Lesson Plans Administrator and DA walkthrough documents PLC notes

**G2.B2.S2** Teachers will learn how to use and will implement accountable talk structures in their lessons in all curriculum areas.. 4

 S098094

### Strategy Rationale

Institute for Learning: "Talking with others about ideas and work is fundamental to learning...in order for talking to promote learning it must be accountable."

### Action Step 1 5

Formal Professional development will be provided to the entire staff as an overview of accountable talk.

#### Person Responsible

Holly Chesnoff

#### Schedule

On 8/11/2014

#### Evidence of Completion

Sign-in sheets, participant reflection.

### Action Step 2 5

Provide purposeful planning support for grade- level teams at team planning (all instructional coaches.)

#### Person Responsible

Pat Stream

#### Schedule

Weekly, from 8/18/2014 to 5/30/2015

#### Evidence of Completion

Lesson Plans, Coaching logs

**Action Step 3** 5

Provide targeted coaching opportunities for selected teachers.

**Person Responsible**

Holly Chesnoff

**Schedule**

Weekly, from 8/18/2014 to 5/29/2015

**Evidence of Completion**

Coaches log

**Action Step 4** 5

Teachers will collaboratively plan use of accountable talk structures outside of school hours

**Person Responsible**

Pat Stream

**Schedule**

Monthly, from 9/8/2014 to 5/22/2015

**Evidence of Completion**

Lesson plan review, classroom walkthroughs and observations, Teacher reflections in TCTs.

**Action Step 5** 5

DA Team and/or Samoset Coaches will meet with teachers in K-2 to begin an study of Number Talks. They will then meet in an on-going series to discuss and reflect on progress towards goals and results on student achievement

**Person Responsible**

Pat Stream

**Schedule**

Monthly, from 9/4/2014 to 9/4/2014

**Evidence of Completion**

walkthroughs by admins, team meeting notes, PD agendas, teacher reflections in TCT

**Action Step 6** 5

Teachers in K-2 will attend two sessions of professional development on Number Talks after school to reflect on and discuss implementation.

**Person Responsible**

Holly Chesnoff

**Schedule**

Daily, from 9/29/2014 to 9/30/2014

**Evidence of Completion**

Sign-in sheets, agenda, participant surveys.

**Plan to Monitor Fidelity of Implementation of G2.B2.S2** 6

Admin walk throughs, PLC/TCT reflections,

**Person Responsible**

Joseph Stokes

**Schedule**

Weekly, from 9/1/2014 to 5/29/2015

**Evidence of Completion**

Admin will see students engaging in accountable talk structures during lessons as they walk through or observe. Teachers will provide higher order prompts for accountable talk. Lesson plans will include accountable talk and some prompts.

**Plan to Monitor Effectiveness of Implementation of G2.B2.S2** 7

Monitor student writing artifacts and achievement in math, reading and science.

**Person Responsible**

Pat Stream

**Schedule**

Monthly, from 9/1/2014 to 5/29/2015

**Evidence of Completion**

Writing artifacts. Math and Reading data from IREADY, Wonders Assessments and Quarterly County Assessments.

**G2.B2.S3** Teachers will learn and implement how to teach students to engage in writing to inform across the curriculum. 4

 S098095

### **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 TCTs and discuss progress shown according to writing rubrics. Differentiation, remediation and extension activities will be designed based upon needs shown in data.

#### **Person Responsible**

Ashley Symonds

#### **Schedule**

Monthly, from 10/1/2014 to 6/2/2017

#### **Evidence of Completion**

samples of writing artifacts, rubrics, TCT notes, TCT binders.

### **Action Step 2** 5

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

#### **Person Responsible**

Ashley Symonds

#### **Schedule**

Monthly, from 10/1/2014 to 5/29/2015

#### **Evidence of Completion**

Writing tasks, prompts and rubric assessments in grade level TCT binders

**Action Step 3** 5

Every three weeks, teachers will engage in after school PD for writing to inform during which grade level teams and cross grade level teams will meet with a facilitator from the SLLT and examine student writing artifacts in relation to school developed school-wide writing to inform rubrics. Instruction will be modified and enhanced as the data indicate.

**Person Responsible**

Pat Stream

**Schedule**

Monthly, from 9/17/2014 to 5/27/2015

**Evidence of Completion**

Samples of grade level writing artifacts showing progress towards grade level and school smart goals.

**Plan to Monitor Fidelity of Implementation of G2.B2.S3** 6

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

**Person Responsible**

Pat Stream

**Schedule**

Weekly, from 9/1/2014 to 5/29/2015

**Evidence of Completion**

Students will be seen engaging in writing during walkthroughs, writing to inform prompts will be present in lesson plans.

**Plan to Monitor Effectiveness of Implementation of G2.B2.S3** 7

review writing data and student writing artifacts

**Person Responsible**

Pat Stream

**Schedule**

Monthly, from 9/1/2014 to 5/29/2015

**Evidence of Completion**

Students' writing proficiency will increase over time as measured by Florida writing to inform and opinion rubrics.

**G2.B2.S4** Teachers will learn and implement active learning techniques to ensure that students are cognitively engaged in lessons and process tasks across the curriculum. 4

 S112396

### Strategy Rationale

#### Action Step 1 5

All staff will be trained in day 1 of Kagan Cooperative Learning. Staff will each receive the book: Kagan Cooperative Learning and the course workbook binder.

#### **Person Responsible**

Holly Chesnoff

#### **Schedule**

On 10/10/2014

#### **Evidence of Completion**

Sign-in sheets, lesson plans

#### Action Step 2 5

Follow-up coaching day for grade level teams with Kagan Developer

#### **Person Responsible**

Holly Chesnoff

#### **Schedule**

#### **Evidence of Completion**

Schedule for Kagan developer to coach teachers/teams, follow-up staff survey

#### Action Step 3 5

Collaborative planning as a grade level team outside of the school day with coach

#### **Person Responsible**

Holly Chesnoff

#### **Schedule**

Monthly, from 9/30/2014 to 5/29/2015

#### **Evidence of Completion**

Lesson plans, sign in sheets for planning as a team, payroll sheets

**Plan to Monitor Fidelity of Implementation of G2.B2.S4 6**

Administrator walk-throughs and observations, lesson plan reviews

**Person Responsible**

Pat Stream

**Schedule**

Weekly, from 9/1/2014 to 5/29/2015

***Evidence of Completion***

Administrators will see students and teachers engaged in active learning during walk-throughs. Lesson plans will contain Kagan structures and active learning techniques that will be used during instruction..

**Plan to Monitor Effectiveness of Implementation of G2.B2.S4 7**

Walk-throughs and observations

**Person Responsible**

Pat Stream

**Schedule**

Weekly, from 9/1/2014 to 5/29/2015

***Evidence of Completion***

Students will be focused and actively engaged during instruction as evidenced by data collected during walk-throughs.

**G2.B2.S5** Teachers will engage in systematic and consistent vocabulary building across the curriculum.

4

 S112397

### Strategy Rationale

#### Action Step 1 5

Teachers will receive formal training on Vocabulary Foundations: Greek and Latin Roots from Company rep.

##### **Person Responsible**

##### **Schedule**

On 8/11/2014

##### **Evidence of Completion**

#### Action Step 2 5

ELL Teacher and paras will preview vocabulary for ELL students in grades 2-5 across curriculum areas using the SIOP method, and Frayer models.

##### **Person Responsible**

Jennifer Venditti

##### **Schedule**

On 5/29/2015

##### **Evidence of Completion**

Progress monitoring for vocabulary, pretest and posttests.

#### Action Step 3 5

Vocabulary Pre-Post tests and progress monitoring materials will be given to all students in grades 1-5.

##### **Person Responsible**

Jennifer Venditti

##### **Schedule**

Every 6 Weeks, from 9/1/2014 to 5/29/2015

##### **Evidence of Completion**

Data charts for grade levels and classes.

**Action Step 4 5**

Teachers will use Vocabulary Foundations as part of their extended reading day time everyday for 15-20 minutes to increase student vocabulary and background knowledge for reading.

**Person Responsible**

Pat Stream

**Schedule**

Daily, from 9/1/2014 to 6/8/2015

**Evidence of Completion**

Data charts of assessments for grades 1-5, IREADY vocabulary subtest assessment reports.

**Plan to Monitor Fidelity of Implementation of G2.B2.S5 6**

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

**Person Responsible**

Pat Stream

**Schedule**

Weekly, from 9/8/2014 to 5/29/2015

**Evidence of Completion**

Admins will see teachers engaged in vocabulary building using Vocabulary Foundations during extended day, and in building vocabulary during lessons across the curriculum. Lesson plans will contain vocabulary building documentation.

**Plan to Monitor Effectiveness of Implementation of G2.B2.S5 7**

Review of pre-post test data for vocabulary, Review of IREADY data for Vocabulary subtests

**Person Responsible**

Pat Stream

**Schedule**

Quarterly, from 10/1/2014 to 5/22/2015

**Evidence of Completion**

Grade level pre-post data from Vocabulary Foundations, IREADY data from Vocabulary Subtests by classroom, grade level and whole school.

**G3.** By the end of the 2014-15 school year, 80% of ALL students will improve their reading skills as measured by demonstrating growth on the new Florida assessment as compared to their performance on FCAT 2.0. 1

G036182

**G3.B2** Teachers do not consistently use data to adjust instruction to meet the differing needs of readers. 2

B086630

**G3.B2.S1** Teachers will meet in TCT weekly to engage in the six-step problem-solving process. Teachers will use data to set smart goals to increase the achievement of All students and struggling subgroups. 4

S112697

### Strategy Rationale

Our county is engaging in the six-step problem solving process as described in the data use section of school status. When teachers examine data and adjust instruction according to meet smart goals to increase achievement they focus on student needs clearly.

### Action Step 1 5

Each grade level will examine baseline reading data for their students and engage in a reading "needs assessment" in first TCT

#### Person Responsible

Pat Stream

#### Schedule

On 9/12/2014

#### Evidence of Completion

data sheets, TCT notes in grade level binder,

### Action Step 2 5

Teams will determine action plan and smart goals for student groups on their grade level based on reading "needs assessment" in second TCT

#### Person Responsible

Pat Stream

#### Schedule

On 9/19/2014

#### Evidence of Completion

copies of action plans and smart goals in TCT grade level binders

### Action Step 3 5

Teams will implement action plans in daily instruction, remediation and intervention for the grade level.

#### **Person Responsible**

Holly Chesnoff

#### **Schedule**

Daily, from 9/2/2014 to 5/29/2015

#### **Evidence of Completion**

copies of action plans and smart goals in TCT grade level binders

### Action Step 4 5

Teachers will give post assessment to see if instructional components of action plan are working. If not, instruction will be readjusted to meet the needs indicated.

#### **Person Responsible**

#### **Schedule**

#### **Evidence of Completion**

Data from post assessment and tct notes in grade level binders

### Plan to Monitor Fidelity of Implementation of G3.B2.S1 6

Admin walk-throughs and observations, review of weekly lesson plans

#### **Person Responsible**

Pat Stream

#### **Schedule**

Weekly, from 9/8/2014 to 5/22/2015

#### **Evidence of Completion**

Admins will collect data from walk-throughs to ensure that action plan is being implemented with fidelity: intervention groups: attendance; remediation groups are occurring as described and instruction is as described.

**Plan to Monitor Effectiveness of Implementation of G3.B2.S1 7**

Review IREADY data, benchmarks from county data and Wonders Unit assessments.

**Person Responsible**

Joseph Stokes

**Schedule**

Monthly, from 9/15/2014 to 5/29/2015

**Evidence of Completion**

Data printouts from all sources cited above.

**G4.** By the end of the 2014-15 school year, 75% of students in the lowest quartile in math will demonstrate learning gains as measured by performance on the IREADY assessments and/or the FSA. 1

 G036183

**G4.B1** Number sense is an area of weakness for Samoset students. 2

 B086632

**G4.B1.S1** Teachers will infuse number sense into all mathematical instruction, including both whole group and small flexible group instruction. 4

 S097318

**Strategy Rationale**

**Action Step 1 5**

Math Coach will work with grade level teams to ensure that number sense is taught deeply and rigorously.

**Person Responsible**

Ashley Symonds

**Schedule**

Weekly, from 9/29/2014 to 5/29/2015

**Evidence of Completion**

lesson plans, meeting notes, sign-in sheets

**Action Step 2** 5

Teachers will use data from IREADY Assessments and diagnostics to target needs for reteaching and remediation of lowest quartile students.

**Person Responsible**

Ashley Symonds

**Schedule**

Weekly, from 9/29/2014 to 5/29/2015

**Evidence of Completion**

Data from IREADY, progress-monitoring for lowest quartile student groups.

**Plan to Monitor Fidelity of Implementation of G4.B1.S1** 6

walk-throughs and observations, review of lesson plans

**Person Responsible**

Pat Stream

**Schedule**

Weekly, from 9/29/2014 to 5/29/2015

**Evidence of Completion**

Teachers will be observed teaching number sense according to parameters set forth in FL standards (MAFS) and lesson plans will document this teaching.

**Plan to Monitor Effectiveness of Implementation of G4.B1.S1** 7

Review IREADY data and county benchmark quarterly assessments

**Person Responsible**

Ashley Symonds

**Schedule**

Biweekly, from 10/1/2014 to 6/5/2015

**Evidence of Completion**

Data reports will show progress in number sense

**G4.B3** Instruction focuses on mastery of algorithms rather than on problem-solving. 2

 B086634

**G4.B3.S1** Teachers will provide remediation to students in the lowest quartile based on deficits identified by IREADY diagnostics. 4

 S097322

### Strategy Rationale

#### Action Step 1 5

Analyze the results of IREADY Formative and diagnostic assessments and identify deficits for lowest quartile students.

#### **Person Responsible**

Ashley Symonds

#### **Schedule**

Monthly, from 10/1/2014 to 6/5/2015

#### **Evidence of Completion**

IREADY data sheets by classroom and grade level.

#### Action Step 2 5

Use IREADY reteach suggestions and materials and/or Create reteach materials modeled on the demands of the formative assessments. Language and content reading tasks will be included with each questions of the reteach materials for lowest quartile students.

#### **Person Responsible**

Ashley Symonds

#### **Schedule**

Monthly, from 9/29/2014 to 6/5/2015

#### **Evidence of Completion**

Reteach materials in Grade level Binders.

### Action Step 3 5

Use Acaletics Program with all students

**Person Responsible**

Pat Stream

**Schedule**

Daily, from 10/6/2014 to 6/5/2015

**Evidence of Completion**

### Plan to Monitor Fidelity of Implementation of G4.B3.S1 6

Classroom walkthroughs and review of lesson plans

**Person Responsible**

Pat Stream

**Schedule**

Weekly, from 9/22/2014 to 5/29/2015

**Evidence of Completion**

Walkthroughs will document that lowest quartile remediation is occurring as designed.

### Plan to Monitor Effectiveness of Implementation of G4.B3.S1 7

Analyze IREADY and county benchmark data. Create plans for students who have still not mastered standards.

**Person Responsible**

Pat Stream

**Schedule**

Monthly, from 9/22/2014 to 6/5/2015

**Evidence of Completion**

IREADY data sheets ICC notes, data binders

## Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

**Manatee - 0421 - Samoset Elementary School - 2014-15 SIP**  
*Samoset Elementary School*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B2.S1.A1	Parent English Classes will be held daily using Rosetta Stone. Two one hour sessions will be provided	Stokes, Joseph	9/22/2014	Walkthroughs of Rosetta Stone Labs, Parent attendance sheets	6/8/2015 daily
G1.B2.S2.A1	Parent Liason hours for a bilingual paraprofessional will be provided daily from 3:05-6:05. The para will also teach Rosetta Stone English Classes, conduct Parents and Pastries meetings, translate for SAC and other parent meetings as well as provide support to parents with information needed translating or help pertaining to their child's education.	Stokes, Joseph	8/26/2014	Sign-in Sheets, Time sheets, Parent satisfaction indicated by results of Title 1 parent survey given in the Spring.	6/12/2015 monthly
G2.B2.S1.A1	Teachers will learn the theory and steps of Close Reading Instructional Strategy.	Chesnoff, Holly	8/11/2014	Sign-in sheets,	8/11/2014 one-time
G4.B3.S1.A1	Analyze the results of IREADY Formative and diagnostic assessments and identify deficits for lowest quartile students.	Symonds, Ashley	10/1/2014	IREADY data sheets by classroom and grade level.	6/5/2015 monthly
G2.B2.S2.A1	Formal Professional development will be provided to the entire staff as an overview of accountable talk.	Chesnoff, Holly	8/11/2014	Sign-in sheets, participant reflection.	8/11/2014 one-time
G1.B3.S1.A1	Parents will learn how to help their children increase achievement in math and ELA by attending grade-level specific, standards-based Parent University Classes.	Stream, Pat	10/6/2014	Sign-in sheets for classes, parent satisfaction surveys	4/27/2015 monthly
G2.B2.S3.A1	Teachers will bring student writing artifacts to TCTs and discuss progress shown according to writing rubrics. Differentiation, remediation and extension activities will be designed based upon needs shown in data.	Symonds, Ashley	10/1/2014	samples of writing artifacts, rubrics, TCT notes, TCT binders.	6/2/2017 monthly
G2.B2.S4.A1	All staff will be trained in day 1 of Kagan Cooperative Learning. Staff will each receive the book: Kagan Cooperative Learning and the course workbook binder.	Chesnoff, Holly	10/10/2014	Sign-in sheets, lesson plans	10/10/2014 one-time
G2.B2.S5.A1	Teachers will receive formal training on Vocabulary Foundations: Greek and Latin Roots from Company rep.		8/11/2014		8/11/2014 one-time
G3.B2.S1.A1	Each grade level will examine baseline reading data for their students and engage in a reading "needs assessment" in first TCT	Stream, Pat	9/2/2014	data sheets, TCT notes in grade level binder,	9/12/2014 one-time
G4.B1.S1.A1	Math Coach will work with grade level teams to ensure that number sense is taught deeply and rigorously.	Symonds, Ashley	9/29/2014	lesson plans, meeting notes, sign-in sheets	5/29/2015 weekly
G1.B2.S2.A2	Family Nights such as Literacy, Math and Science nights will be offered to our parents.	Stokes, Joseph	8/26/2014	Flyers, attendance sheets, Photo records	6/9/2015 monthly
G2.B2.S1.A2	Coaching: Collaborative planning by grade-level teams. instructional coaches and administrators.	Stream, Pat	8/31/2014	Lesson plans, coaching logs	8/31/2014 weekly
G4.B3.S1.A2	Use IREADY reteach suggestions and materials and/or Create reteach materials modeled on the demands of the formative assessments. Language and content reading tasks will be included with each questions of the	Symonds, Ashley	9/29/2014	Reteach materials in Grade level Binders.	6/5/2015 monthly

**Manatee - 0421 - Samoset Elementary School - 2014-15 SIP**

*Samoset Elementary School*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	reteach materials for lowest quartile students.				
G2.B2.S2.A2	Provide purposeful planning support for grade- level teams at team planning (all instructional coaches.)	Stream, Pat	8/18/2014	Lesson Plans, Coaching logs	5/30/2015 weekly
G2.B2.S3.A2	Instructional Coaches will plan writing to inform activities and rubric assessment across the curriculum with grade level teams during collaborative planning.	Symonds, Ashley	10/1/2014	Writing tasks, prompts and rubric assessments in grade level TCT binders	5/29/2015 monthly
G2.B2.S4.A2	Follow-up coaching day for grade level teams with Kagan Developer	Chesnoff, Holly	9/1/2014	Schedule for Kagan developer to coach teachers/teams, follow-up staff survey	one-time
G2.B2.S5.A2	ELL Teacher and paras will preview vocabulary for ELL students in grades 2-5 across curriculum areas using the SLOP method, and Frayer models.	Venditti, Jennifer	9/2/2014	Progress monitoring for vocabulary, pretest and posttests.	5/29/2015 one-time
G3.B2.S1.A2	Teams will determine action plan and smart goals for student groups on their grade level based on reading "needs assessment" in second TCT	Stream, Pat	9/2/2014	copies of action plans and smart goals in TCT grade level binders	9/19/2014 one-time
G4.B1.S1.A2	Teachers will use data from IREADY Assessments and diagnostics to target needs for reteaching and remediation of lowest quartile students.	Symonds, Ashley	9/29/2014	Data from IREADY, progress-monitoring for lowest quartile student groups.	5/29/2015 weekly
G1.B2.S2.A3	Student Agenda Books will be provided for all students.	Stream, Pat	8/18/2014	Agendas will be given to each student.	6/8/2015 weekly
G2.B2.S1.A3	Data-driven and targeted coaching cycles for individual teachers.	Stream, Pat	8/11/2014	Coaching logs, lesson plans, classroom walkthroughs.	8/11/2014 monthly
G2.B2.S2.A3	Provide targeted coaching opportunities for selected teachers.	Chesnoff, Holly	8/18/2014	Coaches log	5/29/2015 weekly
G2.B2.S3.A3	Every three weeks, teachers will engage in after school PD for writing to inform during which grade level teams and cross grade level teams will meet with a facilitator from the SLLT and examine student writing artifacts in relation to school developed school-wide writing to inform rubrics. Instruction will be modified and enhanced as the data indicate.	Stream, Pat	9/17/2014	Samples of grade level writing artifacts showing progress towards grade level and school smart goals.	5/27/2015 monthly
G2.B2.S5.A3	Vocabulary Pre-Post tests and progress monitoring materials will be given to all students in grades 1-5.	Venditti, Jennifer	9/1/2014	Data charts for grade levels and classes.	5/29/2015 every-6-weeks
G3.B2.S1.A3	Teams will implement action plans in daily instruction, remediation and intervention for the grade level.	Chesnoff, Holly	9/2/2014	copies of action plans and smart goals in TCT grade level binders	5/29/2015 daily
G4.B3.S1.A3	Use Acaletics Program with all students	Stream, Pat	10/6/2014		6/5/2015 daily
G2.B2.S4.A3	Collaborative planning as a grade level team outside of the school day with coach	Chesnoff, Holly	9/30/2014	Lesson plans, sign in sheets for planning as a team, payroll sheets	5/29/2015 monthly
G1.B2.S2.A4	Parent University Classes will be held quarterly. These be will language specific: The same course will be held in two or more languages in different locations.	Venditti, Jennifer	9/26/2014	Parent sign-in sheets, dates of connect-ed messages, flyers	6/1/2015 quarterly
G2.B2.S1.A4	PLCs/TCTs (Teacher Collaboration Teams will meet weekly to discuss student artifacts and other related data to include benchmark tests, I-Ready	Stokes, Joseph	9/8/2014	Grade level TCT binders and data forms, TCT notes, smart goals, data and graphs.	5/30/2015 one-time

**Manatee - 0421 - Samoset Elementary School - 2014-15 SIP**  
*Samoset Elementary School*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	tests and other achievement data. Implications for core instruction, differentiation and remediation are outcomes of the TCTs.				
G2.B2.S2.A4	Teachers will collaboratively plan use of accountable talk structures outside of school hours	Stream, Pat	9/8/2014	Lesson plan review, classroom walkthroughs and observations, Teacher reflections in TCTs.	5/22/2015 monthly
G2.B2.S5.A4	Teachers will use Vocabulary Foundations as part of their extended reading day time everyday for 15-20 minutes to increase student vocabulary and background knowledge for reading.	Stream, Pat	9/1/2014	Data charts of assessments for grades 1-5, IREADY vocabulary subtest assessment reports.	6/8/2015 daily
G3.B2.S1.A4	Teachers will give post assessment to see if instructional components of action plan are working. If not, instruction will be readjusted to meet the needs indicated.		Data from post assessment and tct notes in grade level binders	one-time	
G2.B2.S1.A5	Teachers in grades 3-5 will meet 6 times a year with DA Team to discuss data provided by reading assessments and writing artifacts. Progress towards goals and instructional implications will be discussion items.	Stream, Pat	9/3/2014	Meeting notes, walkthroughs, writing artifacts, assessment data from IREADY, Wonders and Benchmark Assessments.	5/28/2015 every-6-weeks
G2.B2.S2.A5	DA Team and/or Samoset Coaches will meet with teachers in K-2 to begin an study of Number Talks. They will then meet in an on-going series to discuss and reflect on progress towards goals and results on student achievement	Stream, Pat	9/4/2014	walkthroughs by admins, team meeting notes, PD agendas, teacher reflections in TCT	9/4/2014 monthly
G2.B2.S2.A6	Teachers in K-2 will attend two sessions of professional development on Number Talks after school to reflect on and discuss implementation.	Chesnoff, Holly	9/29/2014	Sign-in sheets, agenda, participant surveys.	9/30/2014 daily
G1.MA1	More parents will be present at school academic events and level one performance in ELA and math will decrease.	Venditti, Jennifer	8/14/2014	The number and percent of parent attending events will be compiled and analyzed quarterly. Parent satisfaction surveys will be given at the end of each semester. Baseline of students scoring at level 1 in ELA and Math will be compared to ending results after the 2014-2015 assessments are scored and returned. Results of surveys and attendance at events., baseline level 1 data and ending level 1 data for ELA and Mathematics.	6/8/2015 one-time
G1.B2.S1.MA1	Talk with parents about the classes, give short satisfaction survey quarterly	Stokes, Joseph	10/20/2014	Survey results	6/8/2015 quarterly
G1.B2.S1.MA1	Lab and parent classes Walkthroughs	Stokes, Joseph	9/22/2014	Parents are in computer lab working on Rosetta stone, Para is actively working with parents as needed.	5/25/2015 weekly
G1.B3.S1.MA1	Admins will provide parent satisfaction surveys following each Parent University Class Event.		10/21/2014	Parent surveys will be collected and results graphed following each event.	5/19/2015 quarterly
G1.B3.S1.MA1	Admin will attend and supervise all parent university nights.	Stokes, Joseph	10/21/2014	Sign-in sheets, parents will be actively engaged in classes as evidenced by walk throughs of classes,	5/26/2015 quarterly
G1.B2.S2.MA1	Sign-In sheets will be provided at all events. Results will be compiled to see if the number of parents attending events is increasing.	Venditti, Jennifer	8/14/2014	Compiled data results in a graph format.	6/8/2015 monthly

**Manatee - 0421 - Samoset Elementary School - 2014-15 SIP**  
*Samoset Elementary School*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B2.S2.MA1	Administrators will attend all the parent-teacher conferences, family nights, and social opportunities provided to parents.	Stream, Pat	8/14/2014	Sign-in Sheets, Data showing analysis of results, Connect-Ed Logs	6/8/2015 monthly
G2.MA1	We will see students actively engaged in reading, writing to inform, accountable talk structures, and vocabulary development throughout the campus.	Stokes, Joseph	9/2/2014	Review and analyze results of: Reading, Writing, Math and Science: Common grade level assessments I-Ready class and school data County quarterly assessments Student artifacts assessed by rigorous rubrics. Grade level data binders	5/29/2015 monthly
G2.B2.S1.MA1	Analyze assessments and data results, Make sure lesson plans match instructional practices Walkthroughs PLC discussions	Stream, Pat	8/18/2014	PLC grade level binders with data Lesson Plans Administrator and DA walkthrough documents PLC notes	6/8/2015 weekly
G2.B2.S1.MA1	Classroom Walkthroughs Lesson Plan review Assessment Reviews of student work samples	Stream, Pat	8/11/2014	Walkthrough documents DA Team and Grade Level Meeting Notes PLC binders with Grade level data PLC notes	6/8/2015 weekly
G2.B2.S2.MA1	Monitor student writing artifacts and achievement in math, reading and science.	Stream, Pat	9/1/2014	Writing artifacts. Math and Reading data from IREADY, Wonders Assessments and Quarterly County Assessments.	5/29/2015 monthly
G2.B2.S2.MA1	Admin walk throughs, PLC/TCT reflections,	Stokes, Joseph	9/1/2014	Admin will see students engaging in accountable talk structures during lessons as they walk through or observe. Teachers will provide higher order prompts for accountable talk. Lesson plans will include accountable talk and some prompts.	5/29/2015 weekly
G2.B2.S3.MA1	review writing data and student writing artifacts	Stream, Pat	9/1/2014	Students' writing proficiency will increase over time as measured by Florida writing to inform and opinion rubrics.	5/29/2015 monthly
G2.B2.S3.MA1	Administrator walk-throughs and observations, review of lesson plans.	Stream, Pat	9/1/2014	Students will be seen engaging in writing during walkthroughs, writing to inform prompts will be present in lesson plans.	5/29/2015 weekly
G2.B2.S4.MA1	Walk-throughs and observations	Stream, Pat	9/1/2014	Students will be focused and actively engaged during instruction as evidenced by data collected during walk-throughs.	5/29/2015 weekly
G2.B2.S4.MA1	Administrator walk-throughs and observations, lesson plan reviews	Stream, Pat	9/1/2014	Administrators will see students and teachers engaged in active learning during walk-throughs. Lesson plans will contain Kagan structures and active learning techniques that will be used during instruction..	5/29/2015 weekly
G2.B2.S5.MA1	Review of pre-post test data for vocabulary, Review of IREADY data for Vocabulary subtests	Stream, Pat	10/1/2014	Grade level pre-post data from Vocabulary Foundations, IREADY data from Vocabulary Subtests by classroom, grade level and whole school.	5/22/2015 quarterly
G2.B2.S5.MA1	walk-throughs, observations, review documentation of instruction in lesson plans,	Stream, Pat	9/8/2014	Admins will see teachers engaged in vocabulary building using Vocabulary Foundations during extended day, and in building vocabulary during lessons across the curriculum. Lesson plans will contain vocabulary building documentation.	5/29/2015 weekly
G3.MA1	Students will show that they are reading more proficiently by their achievement on IREADY and the FSA		9/29/2014	Review student progress based on running records, IREADY data, Wonders Unit Assessments, DRA	5/29/2015 monthly

**Manatee - 0421 - Samoset Elementary School - 2014-15 SIP**  
*Samoset Elementary School*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	at the end of the 2014-2015 school year.			levels and county benchmark formative assessments..Documentation of student progress data sheets	
G3.B2.S1.MA1	Review IREADY data, benchmarks from county data and Wonders Unit assessments.	Stokes, Joseph	9/15/2014	Data printouts from all sources cited above.	5/29/2015 monthly
G3.B2.S1.MA1	Admin walk-throughs and observations, review of weekly lesson plans	Stream, Pat	9/8/2014	Admins will collect data from walk-throughs to ensure that action plan is being implemented with fidelity: intervention groups: attendance; remediation groups are occurring as described and instruction is as described.	5/22/2015 weekly
G4.MA1	Based on data, there is a reduction in the lowest quartile. Students remaining have improved proficiency.		10/1/2014	Review and analyze results of County Formative and benchmark assessments in math, as well as results of common grade level assessments and IREADY diagnostic and formative assessments. Data binders, lesson plans, classroom walk-throughs.	6/5/2015 monthly
G4.B1.S1.MA1	Review IREADY data and county benchmark quarterly assessments	Symonds, Ashley	10/1/2014	Data reports will show progress in number sense	6/5/2015 biweekly
G4.B1.S1.MA1	walk-throughs and observations, review of lesson plans	Stream, Pat	9/29/2014	Teachers will be observed teaching number sense according to parameters set forth in FL standards (MAFS) and lesson plans will document this teaching.	5/29/2015 weekly
G4.B3.S1.MA1	Analyze IREADY and county benchmark data. Create plans for students who have still not mastered standards.	Stream, Pat	9/22/2014	IREADY data sheets ICC notes, data binders	6/5/2015 monthly
G4.B3.S1.MA1	Classroom walkthroughs and review of lesson plans	Stream, Pat	9/22/2014	Walkthroughs will document that lowest quartile remediation is occurring as designed.	5/29/2015 weekly

## Appendix 2: Professional Development and Technical Assistance Outlines

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

## Professional Development Opportunities

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

**G1.** If parents attend school academic events such as conferences and parent education nights, students scoring at level one on ELA and Math will decrease by 5%.

**G1.B2** Parent involvement is limited because of language barriers

**G1.B2.S2** Opportunities will be provided for parent conferences, and parent education (math, science and reading).

### PD Opportunity 1

Parent Liason hours for a bilingual paraprofessional will be provided daily from 3:05-6:05. The para will also teach Rosetta Stone English Classes, conduct Parents and Pastries meetings, translate for SAC and other parent meetings as well as provide support to parents with information needed translating or help pertaining to their child's education.

#### Facilitator

Rosetta Stone Program; Cheryl Zuniga

#### Participants

Parents

#### Schedule

Monthly, from 8/26/2014 to 6/12/2015

### PD Opportunity 2

Parent University Classes will be held quarterly. These be will language specific: The same course will be held in two or more languages in different locations.

#### Facilitator

Family Involvement Committee

#### Participants

Parents of the Samoset Student

#### Schedule

Quarterly, from 9/26/2014 to 6/1/2015

**G2.** If students engage in reading, writing, thinking and speaking across the curriculum with expected rigor, their proficiency will increase by at least 5 percentile rank points in all tested areas by the end of the 2014-2015 school year.

**G2.B2** Teacher instructional practices are not sufficiently rigorous school-wide.

**G2.B2.S1** Teachers will learn and implement methods for helping students interact with complex text across the curriculum..

### **PD Opportunity 1**

Teachers will learn the theory and steps of Close Reading Instructional Strategy.

#### **Facilitator**

Instructional Coaches, DA team members, Stokes, Stream

#### **Participants**

Classroom teachers, support staff, paraprofessionals

#### **Schedule**

On 8/11/2014

### **PD Opportunity 2**

Data-driven and targeted coaching cycles for individual teachers.

#### **Facilitator**

Instructional coaches: math, reading and science

#### **Participants**

Classroom teachers, Support Teachers.

#### **Schedule**

Monthly, from 8/11/2014 to 8/11/2014

### PD Opportunity 3

Teachers in grades 3-5 will meet 6 times a year with DA Team to discuss data provided by reading assessments and writing artifacts. Progress towards goals and instructional implications will be discussion items.

#### Facilitator

Seleka Kerr, Rosa and Pat from DA Team

#### Participants

Classroom teachers in grades 3-5

#### Schedule

Every 6 Weeks, from 9/3/2014 to 5/28/2015

**G2.B2.S2** Teachers will learn how to use and will implement accountable talk structures in their lessons in all curriculum areas..

### PD Opportunity 1

Formal Professional development will be provided to the entire staff as an overview of accountable talk.

#### Facilitator

Holly Chesnoff, Seleka Kerr, DA Team Members

#### Participants

Teachers, Paras

#### Schedule

On 8/11/2014

### PD Opportunity 2

Provide purposeful planning support for grade- level teams at team planning (all instructional coaches.)

#### Facilitator

Instructional Coaches: Holly Chesnoff, Ashley Symonds, Sarah Mitchell

#### Participants

Teachers, paraprofessionals.

#### Schedule

Weekly, from 8/18/2014 to 5/30/2015

### **PD Opportunity 3**

Provide targeted coaching opportunities for selected teachers.

#### **Facilitator**

Instructional Coaches, Holly Chesnoff, Ashley Symonds, Sarah Mitchell

#### **Participants**

Teachers

#### **Schedule**

Weekly, from 8/18/2014 to 5/29/2015

### **PD Opportunity 4**

DA Team and/or Samoset Coaches will meet with teachers in K-2 to begin an study of Number Talks. They will then meet in an on-going series to discuss and reflect on progress towards goals and results on student achievement

#### **Facilitator**

Samoset Instructional Coaches and DA Team Members

#### **Participants**

Classroom teachers in grades K-2

#### **Schedule**

Monthly, from 9/4/2014 to 9/4/2014

### **PD Opportunity 5**

Teachers in K-2 will attend two sessions of professional development on Number Talks after school to reflect on and discuss implementation.

#### **Facilitator**

Kaitlin Randell, Tori Hicks, Holly Chesnoff

#### **Participants**

Classroom Teachers in K-2

#### **Schedule**

Daily, from 9/29/2014 to 9/30/2014

**G2.B2.S3** Teachers will learn and implement how to teach students to engage in writing to inform across the curriculum.

### **PD Opportunity 1**

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

#### **Facilitator**

Ashley Symonds, Holly Chesnoff

#### **Participants**

Basic Classroom teachers, ESE teachers, Fine Arts Teachers.

#### **Schedule**

Monthly, from 10/1/2014 to 6/2/2017

### **PD Opportunity 2**

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

#### **Facilitator**

Ashley Symonds, Sarah Mitchell, Holly Chesnoff

#### **Participants**

All grade level and ESE teams

#### **Schedule**

Monthly, from 10/1/2014 to 5/29/2015

### **PD Opportunity 3**

Every three weeks, teachers will engage in after school PD for writing to inform during which grade level teams and cross grade level teams will meet with a facilitator from the SLLT and examine student writing artifacts in relation to school developed school-wide writing to inform rubrics. Instruction will be modified and enhanced as the data indicate.

#### **Facilitator**

Pat Stream, Joe Stokes, Holly Chesnoff, Ashley Symonds, Sarah Mitchell

#### **Participants**

All instructional staff.

#### **Schedule**

Monthly, from 9/17/2014 to 5/27/2015

**G2.B2.S4** Teachers will learn and implement active learning techniques to ensure that students are cognitively engaged in lessons and process tasks across the curriculum.

**PD Opportunity 1**

All staff will be trained in day 1 of Kagan Cooperative Learning. Staff will each receive the book: Kagan Cooperative Learning and the course workbook binder.

**Facilitator**

Facilitator provided by Kagan

**Participants**

All instructional staff

**Schedule**

On 10/10/2014

**PD Opportunity 2**

Follow-up coaching day for grade level teams with Kagan Developer

**Facilitator**

Kagan facilitator/Coach

**Participants**

Classroom teachers

**Schedule**

**G2.B2.S5** Teachers will engage in systematic and consistent vocabulary building across the curriculum.

**PD Opportunity 1**

Teachers will receive formal training on Vocabulary Foundations: Greek and Latin Roots from Company rep.

**Facilitator**

Developer from teacher created materials

**Participants**

all instructional staff.

**Schedule**

On 8/11/2014

**G4.** By the end of the 2014-15 school year, 75% of students in the lowest quartile in math will demonstrate learning gains as measured by performance on the IREADY assessments and/or the FSA.

**G4.B1** Number sense is an area of weakness for Samoset students.

**G4.B1.S1** Teachers will infuse number sense into all mathematical instruction, including both whole group and small flexible group instruction.

**PD Opportunity 1**

Math Coach will work with grade level teams to ensure that number sense is taught deeply and rigorously.

**Facilitator**

Ashley Symonds

**Participants**

All classroom teachers.

**Schedule**

Weekly, from 9/29/2014 to 5/29/2015

**G4.B3** Instruction focuses on mastery of algorithms rather than on problem-solving.

**G4.B3.S1** Teachers will provide remediation to students in the lowest quartile based on deficits identified by IREADY diagnostics.

**PD Opportunity 1**

Use Acaletics Program with all students

**Facilitator**

Acaletics will provide PD facilitator

**Participants**

Classroom and ESE teachers grades 2-5

**Schedule**

Daily, from 10/6/2014 to 6/5/2015

## Technical Assistance Items

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

## Budget Rollup

### Summary

Description	Total
<b>Goal 1:</b> If parents attend school academic events such as conferences and parent education nights, students scoring at level one on ELA and Math will decrease by 5%.	18,200
<b>Goal 2:</b> If students engage in reading, writing, thinking and speaking across the curriculum with expected rigor, their proficiency will increase by at least 5 percentile rank points in all tested areas by the end of the 2014-2015 school year.	301,388
<b>Goal 3:</b> By the end of the 2014-15 school year, 80% of ALL students will improve their reading skills as measured by demonstrating growth on the new Florida assessment as compared to their performance on FCAT 2.0.	30,000
<b>Goal 4:</b> By the end of the 2014-15 school year, 75% of students in the lowest quartile in math will demonstrate learning gains as measured by performance on the IREADY assessments and/or the FSA.	17,000
<b>Grand Total</b>	<b>366,588</b>

### Goal 1: If parents attend school academic events such as conferences and parent education nights, students scoring at level one on ELA and Math will decrease by 5%.

Description	Source	Total
<b>B2.S2.A1</b> - Monitoring the Rosetta Stone Classes and Translations at all SAC and other Parent meetings.	Title I Part A	9,000
<b>B2.S2.A2</b> - printing	Title I Part A	200
<b>B2.S2.A2</b> - Literacy child care	Title I Part A	2,000
<b>B2.S2.A3</b> - Agenda Books will be purchased.	Title I Part A	3,500
<b>B2.S2.A4</b> - printing and materials	Title I Part A	500
<b>B2.S2.A4</b> - 18 teacher presenters for 3 quarterly sessions (4 hours- 2 hours for planning and 2 hours for the presentation). Teachers will be paid an Non-Contract Hourly Rates.	Title I Part A	3,000
<b>Total Goal 1</b>		<b>18,200</b>

### Goal 2: If students engage in reading, writing, thinking and speaking across the curriculum with expected rigor, their proficiency will increase by at least 5 percentile rank points in all tested areas by the end of the 2014-2015 school year.

Description	Source	Total
<b>B2.S1.A1</b> - Stipend for staff to attend morning PD on 8/11/14 for Close Reading technique. Budget line: 421.421.4325.4192.6400 (Stipend)	Title I Part A	4,800
<b>B2.S1.A1</b> - NCH for Reading coach to plan and deliver the PD on Close Reading (12 hours planning and materials creation and 4 hours delivery) Budget Line: 421.421.4325.4192.5100 (Planning)	Title I Part A	560
<b>B2.S1.A2</b> - Collaborative planning for Close Reading by grade level teams: K-5 and ESE Team. Budget line: 421.4421.4325.4192.5100 (Planning)	Title I Part A	8,960

**Goal 2: If students engage in reading, writing, thinking and speaking across the curriculum with expected rigor, their proficiency will increase by at least 5 percentile rank points in all tested areas by the end of the 2014-2015 school year.**

Description	Source	Total
<b>B2.S1.A2</b> - 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)	Title I Part A	1,680
<b>B2.S1.A3</b> - Science Coach salary and benefits. Budget line: 421.421.4325.4130.6400	Title I Part A	75,464
<b>B2.S1.A3</b> - .80 Reading Coach salary + benefits Budget line: 421.421.4325.4130.6400	Title I Part A	43,130
<b>B2.S1.A3</b> - Math Coach salary +benefits (157 days) Budget line: 421.421.4325.4130.6400	Title I Part A	52,176
<b>B2.S1.A5</b> - Substitutes will be provided to allow each grade level to attend 2 hours sessions. 6 days of 5 subs each day. Budget Line:421.421.4325.4752.5100 (substitutes)	Title I Part A	3,000
<b>B2.S2.A1</b> - Printing Costs for participant materials Budget line: 421.421.4325.4391.5100 (Printing)	Title I Part A	50
<b>B2.S2.A2</b> - Notes: Buy: Content Area Conversations for book club participants. Budget Line: 421.421.4325.4391.5100(Printing)	Title I Part A	300
<b>B2.S2.A4</b> - Grades K-5 and ESE collaborative planning for accountable talk structures and content outside of school hours. Budget line: 421.421.4325.4192.5100 (Planning)	Title I Part A	8,960
<b>B2.S2.A4</b> - 3 instructional coaches will facilitate 2 grade level plannings each outside of school hours. Budget line: 421.421.4325.4192.5100 (Planning)	Title I Part A	1,680
<b>B2.S2.A5</b> - Substitutes will be provided to allow 3 teams to meet at two hour intervals with coaches and DA teams, 9 days will be provided during the year. Budget line 421.421.4325.4240.5100 (substitutes)	Title I Part A	4,500
<b>B2.S2.A6</b> - Stipend will be paid for K-2 teachers to attend. 2 hours for 16 teachers.Budget Line: 421.421.4325.4130.6400 (NCH:Stipend)	Title I Part A	600
<b>B2.S2.A6</b> - 2 Books will be purchased for participants: (It Makes Sense: Ten Frames and It Makes Sense: Hundreds Charts)Budget Line:421.421.4325.4510.5100(Supplies)	Title I Part A	1,000
<b>B2.S3.A2</b> - Teachers will plan collaboratively outside of school hours and receive NCH. Budget line:421.421.3425.4192.5000	Title I Part A	8,960
<b>B2.S3.A2</b> - 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)	Title I Part A	1,680
<b>B2.S3.A3</b> - 12 Additional PD hours at stipend pay were provided through Title 1. These will be used for the grade level and cross grade level every three week meetings from 3:15-4:15.	Title I Part A	7,200
<b>B2.S4.A1</b> - Training Fee for Kagan Developer	Title I Part A	3,499
<b>B2.S4.A1</b> - Kagan book and coursework binder for each teacher	Title I Part A	1,500
<b>B2.S4.A1</b>	Title I Part A	0
<b>B2.S4.A2</b> - Kagan facilitator will provide followup coaching day. Budget Line: 421.421.4325.4310 6400(Contract)	Title I Part A	2,350

**Goal 2: If students engage in reading, writing, thinking and speaking across the curriculum with expected rigor, their proficiency will increase by at least 5 percentile rank points in all tested areas by the end of the 2014-2015 school year.**

Description	Source	Total
<b>B2.S4.A3</b> - Collaborative planning NCH outside of school day for 35 teachers	Title I Part A	8,000
<b>B2.S5.A1</b> - Stipend for 3 hours of PD in afternoon. Budget Line: 421.421.4325.4192.6400(NCH,Stipend)	Title I Part A	1,488
<b>B2.S5.A1</b> - Student Vocabulary Foundations Books for all students in grades 1-5 (450 books) Budget Line 421.421.4325.4510.5100 (Supplies)	Title I Part A	5,000
<b>B2.S5.A2</b> - ESOL Resource Teacher (including benefits) will be purchased using Title 1 funds. Budget line: 421-421.4325.4130.6400 (ESOL)	Title I Part A	54,351
<b>B2.S5.A3</b> - Assessments printed from Vocabulary Series for grades 1-5: Budget Line: 421.421.4325.4391.5100(Printing)	Title I Part A	500
<b>Total Goal 2</b>		<b>301,388</b>

**Goal 3: By the end of the 2014-15 school year, 80% of ALL students will improve their reading skills as measured by demonstrating growth on the new Florida assessment as compared to their performance on FCAT 2.0.**

Description	Source	Total
<b>B2.S1.A2</b> - ALL (Accelerated Literacy Learning) teacher salary and benefits (.53) Budget line: 421.421.4325.4120.5100 (Teachers)	Title I Part A	30,000
<b>Total Goal 3</b>		<b>30,000</b>

**Goal 4: By the end of the 2014-15 school year, 75% of students in the lowest quartile in math will demonstrate learning gains as measured by performance on the IREADY assessments and/or the FSA.**

Description	Source	Total
<b>B3.S1.A3</b> - Acaletics materials for grades 2-5	Title I Part A	17,000
<b>Total Goal 4</b>		<b>17,000</b>