

Manatee County Public Schools

Samoset Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

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Samoset Elementary School

3300 19TH ST E, Bradenton, FL 34208

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

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and

Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Department 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.

I. School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

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

School Leadership Team, Stakeholder Involvement and SIP Monitoring

School Leadership Team

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Hemingway-Primous, Samara	Principal	Mrs. Hemingway Primous works to ensure the safety and security of the campus while providing a highly effective instructional learning environment for students and staff. She facilitates and monitors the execution and implementation process of School Improvement Plan. She is responsible for the total operational management of the school and instructional monitoring.
Young, Angela	Assistant Principal	Ms. Young plays a key role in the leadership, coordination, supervision and management of the school program and operation. She supports execution, monitoring and implementation process of School Improvement Plan. Ms. Young works with the Instructional Leadership Team in planning and implementing a professional development/growth program for teachers and staff. She assumes any duties assigned by the Principal and is fully responsible for the school program in the absence of the Principal.
O'Kelly, Stephanie	Instructional Coach	Mrs. Okelly works directly with the school-based leadership team (SBLT) and classroom teachers in assisting with the full implementation and monitoring of the district's adopted ELA program. She provides assistance and professional growth to teachers, including modeling lessons, trains and mentors teachers in the use of materials, assessment strategies and best practices to improve student achievement. She serves as a member of the Instructional Leadership Team and plays an integral role in the development of improvement plans that achieve the school's teaching and learning goals.
Crenshaw, Tequela	Other	Supporting the Admin team in all areas of school supervision. Mrs. Crenshaw is our IST Chair as well as the MTSS Facilitator leading teams to identify the students in need of more individualized problem solving.
Means, Tawanda	Dean	Oversee the implementation and fidelity of CHAMPS/SPARK in K-5 classrooms and work with students on positive behavior.
Fanning, Nuris	Teacher, K-12	To support instruction and educational programs for students whose home language is not English; ensure compliance with ELL documentation; provide resources/services to ELL students and teachers and parents of ELL students; monitor technological programs which assist ELL students with acquiring the language; monitor student progress on formative and summative assessments.

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

Stakeholders are an essential component of the learning community and providing feedback towards the School Improvement Plan (SIP). Their input is provided through the School Advisory Committee where components of the SIP are shared along with data to support the decisions made for continuous improvement. During the SAC meetings, teachers, parents, and community business partners vote upon the components of the SIP and come to a consensus on additional action steps needed to support student achievement.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State’s academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State’s academic standards, particularly for those students with the greatest achievement gap, by engaging in an on-going data disaggregation process with stakeholders and correlating the achievements or lack of to the action steps outlined on the SIP. This will be done through grade level meetings, data chats, faculty meetings, and SAC meetings. To ensure continuous improvement, the plan will be revised through analyzing what the areas of concern are and developing new implementation steps that will be purposeful in targeting the areas of focus.

Demographic Data	
Only ESSA identification and school grade history updated 3/11/2024	
2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	83%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	Yes
ESSA Identification *updated as of 3/11/2024	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL)* Black/African American Students (BLK) Hispanic Students (HSP) White Students (WHT)

	Economically Disadvantaged Students (FRL)
<p align="center">School Grades History</p> <p>*2022-23 school grades will serve as an informational baseline.</p>	2021-22: C
	2019-20: B
	2018-19: B
	2017-18: D
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	63	57	39	60	52	0	0	0	271
One or more suspensions	0	4	6	2	8	4	0	0	0	24
Course failure in English Language Arts (ELA)	0	14	8	18	10	10	0	0	0	60
Course failure in Math	0	8	4	8	5	5	0	0	0	30
Level 1 on statewide ELA assessment	0	9	24	58	35	47	0	0	0	173
Level 1 on statewide Math assessment	0	8	15	35	27	34	0	0	0	119
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	9	24	58	35	47	0	0	0	173

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

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

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	26	0	0	0	0	0	26
Students retained two or more times	0	0	0	0	1	8	0	0	0	9

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	56	38	41	55	46	0	0	0	236
One or more suspensions	0	3	2	1	4	6	0	0	0	16
Course failure in ELA	0	19	4	11	9	9	0	0	0	52
Course failure in Math	0	13	3	8	10	6	0	0	0	40
Level 1 on statewide ELA assessment	0	0	0	0	48	33	0	0	0	81
Level 1 on statewide Math assessment	0	0	0	0	43	27	0	0	0	70
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	26	48	33	0	0	0	107
	0	0	0	0	0	0	0	0	0	

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	7	8	26	0	0	0	0	0	41

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	26	0	0	0	0	0	26
Students retained two or more times	0	0	0	0	0	0	0	0	0	

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	56	38	41	55	46	0	0	0	236
One or more suspensions	0	3	2	1	4	6	0	0	0	16
Course failure in ELA	0	19	4	11	9	9	0	0	0	52
Course failure in Math	0	13	3	8	10	6	0	0	0	40
Level 1 on statewide ELA assessment	0	0	0	0	48	33	0	0	0	81
Level 1 on statewide Math assessment	0	0	0	0	43	27	0	0	0	70
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	26	48	33	0	0	0	107
	0	0	0	0	0	0	0	0	0	

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	7	8	26	0	0	0	0	0	41

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	26	0	0	0	0	0	26
Students retained two or more times	0	0	0	0	0	0	0	0	0	

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	24	51	53	32	55	56	29		
ELA Learning Gains				48			49		
ELA Lowest 25th Percentile				47			57		
Math Achievement*	45	62	59	53	50	50	54		
Math Learning Gains				52			64		
Math Lowest 25th Percentile				40			45		
Science Achievement*	24	51	54	34	65	59	29		
Social Studies Achievement*					66	64			
Middle School Acceleration					51	52			
Graduation Rate					52	50			
College and Career Acceleration						80			
ELP Progress	64	59	59	41			52		

** In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.*

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	35
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	6
Total Points Earned for the Federal Index	175
Total Components for the Federal Index	5
Percent Tested	99
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	43
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	347
Total Components for the Federal Index	8
Percent Tested	97
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	18	Yes	2	1
ELL	33	Yes	2	
AMI				
ASN				
BLK	34	Yes	1	
HSP	35	Yes	1	
MUL	55			
PAC				

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
WHT	30	Yes	1	1
FRL	35	Yes	1	

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	33	Yes	1	
ELL	38	Yes	1	
AMI				
ASN				
BLK	44			
HSP	42			
MUL				
PAC				
WHT	46			
FRL	45			

Accountability Components by Subgroup
 Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2021-22	C & C Accel 2021-22	ELP Progress
All Students	24			45			24					64
SWD	11			20			0				5	48
ELL	21			43			20				5	64
AMI												
ASN												
BLK	17			43			15				5	77
HSP	23			45			28				5	63

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2021-22	C & C Accel 2021-22	ELP Progress
MUL	45			64							2	
PAC												
WHT	32			43			25				4	
FRL	23			45			24				5	63

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21	ELP Progress
All Students	32	48	47	53	52	40	34					41
SWD	14	39	50	27	44	40	7					41
ELL	27	45	37	53	48	24	28					41
AMI												
ASN												
BLK	29	51	54	49	57	47	20					43
HSP	32	47	40	53	50	33	36					41
MUL												
PAC												
WHT	40	50		55	43							42
FRL	33	49	50	52	53	44	32					45

2020-21 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20	ELP Progress
All Students	29	49	57	54	64	45	29					52
SWD	22	39	50	37	59		17					54
ELL	28	50	58	55	57		23					52
AMI												
ASN												
BLK	25	55		41	73	60	19					56
HSP	30	48	58	58	61	36	27					53
MUL												
PAC												
WHT	35			56			50					38

2020-21 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20	ELP Progress
FRL	29	48	56	52	68	45	29					52

Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	31%	53%	-22%	54%	-23%
04	2023 - Spring	33%	54%	-21%	58%	-25%
03	2023 - Spring	14%	47%	-33%	50%	-36%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	40%	62%	-22%	59%	-19%
04	2023 - Spring	54%	64%	-10%	61%	-7%
05	2023 - Spring	42%	61%	-19%	55%	-13%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	22%	49%	-27%	51%	-29%

III. Planning for Improvement

Data Analysis/Reflection

Answer the following reflection prompts after examining any/all relevant school data sources.

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Science is showing as our lowest performance data component with 24% proficiency. There was a disruption of learning due to the Pandemic which affected many of our students. In the fall of 2020, our school had the largest eLearning population in our district, and for many, there was no engagement in learning during that time due to lack of resources at home. We have also seen an influx of ELL students with limited to no English language acquisition. Our mobility rates are high due to economic challenges also related to the Pandemic, which also causes a disruption in learning. We have also had a relatively significant staff turnover in the last 2 years.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

Science showed the greatest decline of 10% from the prior year @ 34% to 24%. There was a disruption of learning due to the Pandemic which affected many of our students. In the fall of 2020, our school had the largest eLearning population in our district, and for many, there was no engagement in learning during that time due to lack of resources at home. We have also seen an influx of ELL students with limited to no English language acquisition. Our mobility rates are high due to economic challenges also related to the Pandemic, which also causes a disruption in learning. We have also had a relatively significant staff turnover in the last 2 years.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

Grade 3 ELA proficiency is 14% and the state average is 50%. This data component has the greatest gap of 36% when compared.

Which data component showed the most improvement? What new actions did your school take in this area?

-Black student showed the most improvement.

Actions taken:

- Increased focused utilizing mentors
- District support
- Extended day opportunities: tutoring, Saturday school
- Building relationships (PLCs) Professional Learning

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Reflecting on our EWS data, one area of concern is the number of students with referrals.

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

1. Increase Science proficiency.
2. Increase ELA proficiency.
3. Increase proficiency with our English Language Learners
4. Increase proficiency with our Students with Disabilities.

Area of Focus

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Positive Culture and Environment specifically relating to Early Warning System

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

According to the State of Florida Statue 1003.42: Life skills that build confidence, support mental and emotional health, and enable students to overcome challenges, including:

- a. Self-awareness and self-management.
- b. Responsible decision-making.
- c. Resiliency.
- d. Relationship skills and conflict resolution.
- e. Understanding and respecting other view points and backgrounds.

Samoset embraces the Cambridge Way! Our unique hands-on learning environment is in the only Cambridge school in the inner city. Each classroom is designated to help students succeed by learning five core areas:

- *Confidence
- *Responsibility
- *Reflection
- *Innovation
- *Engagement

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

By May 2024, we will decrease the overall level of discipline offenses by 20% in each subgroup as measured by the 2023-2024 school year referral and incident data as compared to the 2022-2033 data.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

- *ILT/MTSS Meetings (weekly).
- *TCT Data Chats (monthly).
- *Quarterly professional learning and debrief/planning sessions focused on CHAMPS/SPARK and school-wide implementation of Life Skills with students.
- *Bi-weekly discipline reports pulled by leadership team and reviewed; evaluate status of implementation goals and align targeted support.
- *MTSS-B list of student referrals and process for following up and supporting (weekly).

Person responsible for monitoring outcome:

Tawanda Means (meanst@manateeschools.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

A school’s climate can be simply defined as the “quality and character of school life” (National School Climate Council, 2007). Through Samoset’s implementation of district-wide programs like CHAMPS and the Project Spark initiative in classrooms daily and throughout the day in other areas of the school as needed to aid with decreasing discipline incidents. Project Spark combines evidence-based prevention and early intervention strategies through systems such as our Multi-Tiered Systems of Support (MTSS), CHAMPs classroom management, The Neurosequential Model in Education, Threat Management, Youth Mental Health First Aid, SAVE Promise Clubs, and a focus on relationship-building using community-building circles. Through these and other Tier One initiatives, Project Spark aims to build a more positive

school experience and increase engagement for all students.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Many students in our school suffer from emotional issues that stem from trauma. As a result their ability to be successful in the classroom is hindered due to their emotional imbalance. Teaching students how to manage their emotions is a way to help them be better versions of themselves. Life skills are the abilities and behaviors that help students deal effectively with the events and challenges of everyday life.

Students having the opportunity to pursue a Cambridge enhanced school career has many advantages as students follow this pathway through their school career. A Cambridge education gives students the skills they need for life, helping them achieve in school, college and future employment.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 4 - Demonstrates a Rationale

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

- *CHAMPS/SPARK training by Student Support Specialist and AP.
- *School Store.
- *Cambridge Bucks.
- *HR Teachers morning meeting with students to set the tone for the day and disseminate vital information.
- *Monthly Life Skill shared annually school-wide during announcements, classrooms, and small group counseling sessions.
- *Consistent expectations academically and behaviorally.
- *Usage of ClassDojo, Student Agendas, Parent Phone Calls, Conferences, and Emails.
- *Coaching/Modeling by Student Support Specialist, Team Leaders.
- *Instructional Walks by Administration providing feedback.
- *Leadership Team: Conferencing, Supporting, Encouraging, Difficult Conversations/Reflection.

Person Responsible: Tawanda Means (meanst@manateeschools.net)

By When: By the end of the 2023-2024 school year.

#2. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

ELA is identified as a critical area of need based upon low proficiency rates remaining under 35% since 2019.

We also know that the students' ability to read and comprehend will directly affect their reading scores but also Science and Math performance.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

ELA proficiency in grades 3-5 will increase from 27% to 50% as measured by the FAST PM3 at the end of 2023-24 school year.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Monitoring will occur by consistent instructional walks to observe fidelity of materials and instructional practices from our monthly PD sessions. Admin and the Coaching staff will participate in weekly grade level planning sessions. ILT will drive the "Instructional Look Fors" that will be used during the instructional walks so that consistent efforts are made to provide prompt feedback and coaching support to teachers.

Person responsible for monitoring outcome:

Samara Hemingway-Primous (hemingways@manateeschools.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

1. Accelerated and Remediation/Intervention Groups
2. Writing across all content areas.
3. ELL students will receive extra reading intervention time with a focus on academic vocabulary.
4. ESE students will receive extra reading intervention with a focus on academic vocabulary.
5. Formative Common Assessments/Grade Level Tasks

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

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

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 4 - Demonstrates a Rationale

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Incorporation and fidelity of BEST Standards; teams look for success criteria and student struggles and adapt small group lessons to re-teach the standard; collaborative planning sessions with team, academic coach, administrators are used to plan differentiated lessons after the data is analyzed. Explicit vocabulary instruction, summarizing, and writing across content areas.

Person Responsible: Stephanie O'Kelly (okelly2s@manateeschools.net)

By When: By the end of the 2023-24 school year.

Transfer of benchmark-based planning to instructional best practices and on grade level student learning. Ensure instructional supports are in place for all students during core instruction and independence, including supports for students with exceptional needs, English Language supports, as well as accelerated learning for students who have demonstrated mastery at/above grade level. These supports include access to grade-level text and beyond as well as small group instruction based on data.

Person Responsible: Samara Hemingway-Primous (hemingways@manateeschools.net)

By When: By the end of the 2023-24 school year.

As a Cambridge School we strive to accelerate student learning for all of our K-5 scholars whenever possible. Students work in accelerated reading groups that work to increase comprehension in fiction and non-fiction. Writing is infused into the lessons as students write in response to reading. Common board configuration is used to explain expectation of Benchmark mastery. Daily LEQs will lead students to the summarizing activity (exit ticket, etc.) at the end of each lesson.

Person Responsible: Angela Young (younga3@manateeschools.net)

By When: By the end of the 2023-24 school year.

Utilize administrator walkthrough tools and instructional walks to provide weekly feedback to individual teachers as well as communicate and highlight evidence-based practices/trends that are impacting student achievement with the entire staff.

Person Responsible: Samara Hemingway-Primous (hemingways@manateeschools.net)

By When: By the end of the 2023-24 school year.

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

Person Responsible: Nuris Fanning (fanningn@manateeschools.net)

By When: By the end of the 2023-24 school year.

SWD student achievement improves through the effective and consistent implementation of students' IEP goals, strategies, modifications, and accommodations.-Throughout the school year, teachers of SWD review students' IEPs to ensure that IEPs are implemented consistently and with fidelity.-Teachers (both individually and in PLCs) work to improve upon both individually and collectively, the ability to effectively implement IEP/ SWD strategies and modifications into lessons.

Person Responsible: Samara Hemingway-Primous (hemingways@manateeschools.net)

By When: By the end of the 2023-24 school year.

#3. Instructional Practice specifically relating to Science

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Science was identified as an area of focus since less than 35% of students scored proficient on the State Assessment. Science proficiency dropped by 10% from the 21-22 to the 22-23 school year.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Science proficiency in grade 5 will increase from 22% to 50% as measured by the NGSSS Assessment at the end of 2023-24 school year.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Monitoring will occur by consistent instructional walks to observe fidelity of materials and instructional practices from our monthly PD sessions. Admin and the Coaching staff will participate in weekly grade level planning sessions. ILT will drive the "Instructional Look Fors" that will be used during the instructional walks so that consistent efforts are made to provide prompt feedback and coaching support to teachers.

Person responsible for monitoring outcome:

Samara Hemingway-Primous (hemingways@manateeschools.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

- 1.. Accelerated and Remediation/Intervention Groups with texts based on Science standards to be assessed.
2. Writing across all content areas, including Science.
3. ELL students will receive extra reading intervention time with a focus on academic vocabulary.
4. ESE students will receive extra reading intervention with a focus on academic vocabulary.
5. Formative Common Assessments/Grade Level Tasks.
6. A dedicated 30-minute science block built into the master schedule.
7. Science/Cambridge block added to the specials rotation on the master schedule.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

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

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 4 - Demonstrates a Rationale

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Incorporation and fidelity of BEST Standards; teams look for success criteria and student struggles and adapt small group lessons to re-teach the standard; collaborative planning sessions with team, academic coach, administrators are used to plan differentiated lessons after the data is analyzed. Explicit vocabulary instruction, summarizing, and writing across content areas.

Person Responsible: Angela Young (younga3@manateeschools.net)

By When: By the end of the 2023-2024 school year.

Transfer of benchmark-based planning to instructional best practices and on grade-level student learning. Ensure instructional supports are in place for all students during core instruction and independence, including supports for students with exceptional needs, English Language supports, as well as accelerated learning for students who have demonstrated mastery at/above grade level. These supports include access to grade-level text and beyond as well as small group instruction based on data.

Person Responsible: Samara Hemingway-Primous (hemingways@manateeschools.net)

By When: By the end of the 2023-2024 school year.

As a Cambridge School, we strive to accelerate student learning for all of our K-5 scholars whenever possible. Writing is infused into the lessons as students write in response to reading. Common board configuration is used to explain the expectation of Benchmark mastery. Daily LEQs will lead students to the summarizing activity (exit ticket, etc.) at the end of each lesson.

Person Responsible: Angela Young (younga3@manateeschools.net)

By When: By the end of the 2023-2024 school year.

#4. ESSA Subgroup specifically relating to English Language Learners

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Based on the 2021-2022 school report card and 2022-2023 FAST ELA, Math, & Science State Assessment data, less than 35% of ELLs were proficient in ELA, Math, and Science.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

50% of ELLs will score proficient in ELA and Science for the 2023-2024 school year.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Monitoring will occur by consistent instructional walks to observe fidelity of materials and instructional practices from our monthly PD sessions. Admin and the Coaching staff will participate in weekly grade level planning sessions. ILT will drive the "Instructional Look Fors" that will be used during the instructional walks so that consistent efforts are made to provide prompt feedback and coaching support to teachers.

Person responsible for monitoring outcome:

Samara Hemingway-Primous (hemingways@manateeschools.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

1. The ELlevation platform will be utilized to differentiate instruction.
2. ESOL resource teacher(s) will provide push-in support and PD for teachers to support ELLs in the classroom.
3. ELL students will receive extra reading time (30 minutes daily) in all grade levels, either by an ELL resource teacher or an interventionist.
4. Academic vocabulary will be taught in all classrooms.
5. 3rd-5th grade students will participate in an after-school reading tutoring session beginning in October.
6. Accelerated and Remediation/Intervention Groups
7. Writing across all content areas.
8. ELL students will receive extra reading intervention time with a focus on academic vocabulary.
9. Formative Common Assessments/Grade Level Tasks

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

1. The ELlevation platform provides differentiated lessons based on the students' composite language scores.
- 2-4. Regular and timely feedback regarding student attainment of the most critical standards, allows teachers to modify instruction better to meet the diverse learning needs of students.
5. Multiple-measure assessments allow students to demonstrate their understanding in multiple formats.
6. On-going collaboration opportunities for grade-level, course, and department teachers.
7. Consistent expectations within a grade level, course, and department.
8. Agreed upon criteria for proficiency to be met within each individual class, grade level, and school.
9. Deliberate alignment of classroom, school, district, and state assessments.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 4 - Demonstrates a Rationale

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

ESOL resource teacher(s) will provide push-in support and PD for teachers to support ELLs in the classroom.

Person Responsible: Nuris Fanning (fanningn@manateeschools.net)

By When: Regularly throughout the 23-24 school year, starting immediately and fully implemented by the end of Q1.

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

Person Responsible: Nuris Fanning (fanningn@manateeschools.net)

By When: Regularly throughout the 23-24 school year, starting immediately and fully implemented by the end of Q1.

#5. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Based on the 2021-2022 school report card and 2022-2023 FAST ELA, Math, & Science State Assessment data, less than 35% of Students with Disabilities were proficient in ELA, Math, and Science.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

50% of Students with Disabilities will score proficient on State Assessments for ELA, Math, and Science.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Monitoring will occur by consistent instructional walks to observe fidelity of materials and instructional practices from our monthly PD sessions. Admin and the Coaching staff will participate in weekly grade-level planning sessions. ILT will drive the "Instructional Look Fors" that will be used during the instructional walks so that consistent efforts are made to provide prompt feedback and coaching support to teachers.

Person responsible for monitoring outcome:

Samara Hemingway-Primous (hemingways@manateeschools.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

- 1.. Accelerated and Remediation/Intervention Groups
- 2.. Writing across all content areas.
3. Push-in support provided by ESE resource teacher
4. ESE students will receive extra reading intervention with a focus on academic vocabulary.
5. Formative Common Assessments/Grade Level Tasks

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

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

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 4 - Demonstrates a Rationale

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

SWD student achievement improves through the effective and consistent implementation of students' IEP goals, strategies, modifications, and accommodations.-Throughout the school year, teachers of SWD review students' IEPs to ensure that IEPs are implemented consistently and with fidelity.-Teachers (both individually and in PLCs) work to improve upon both individually and collectively, the ability to effectively implement IEP/ SWD strategies and modifications into lessons.

Person Responsible: Samara Hemingway-Primous (hemingways@manateeschools.net)

By When: By the end of the 2023-2024 school year.

CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

A team of Samoset Elementary stakeholders reviewed academic, behavioral and attendance data from the school year and ongoing progress monitoring using School City and FOCUS. Stakeholders determined areas of needed improvement for the current school year as well as trends that have developed over the past three to five years in specific grade levels, content areas and underperforming subgroups. As the school improvement goals were established, the team determined within the comprehensive needs assessment how Title I dollars should be spent to best support the indicated areas of concern.

Reading Achievement Initiative for Scholastic Excellence (RAISE)

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

Percentage of K-2 students scoring below the 40th percentile = Gr. K: 49% Gr. 1: 65% Gr. 2: 61%

This year, while we will continue to improve and maintain our intervention practices, our focus has shifted to Tier 1 alignment of tasks to grade level standards across all subject areas. Teachers will be provided with professional development in standards driven learning through teaming to increase student engagement and decrease time spent in direct instruction. We will continue to use data to drive instructional decisions for both curriculum and instructional delivery. Students will meet with academic

mentors to discuss their learning growth so far and set attainable moving targets of growth throughout the year. Students will be given actionable feedback with accountability to ensure that they are focusing on targeted areas of improvement during core instruction with ongoing formative assessments to meet their goals. Core content in ELA will be closely monitored to ensure that tasks are aligned to the standards at the level of rigor necessary to ensure student proficiency increases. Additionally, the use of academic teaming will support higher levels of student engagement and increase rigorous dialogue. We will continue the focus of writing across all content areas in response to text and math problems. In conjunction with writing, students will be provided with additional time in grade level texts to increase fluency, vocabulary, and comprehension.

Grades 3-5: Instructional Practice specifically related to Reading/ELA

Percentage of grade 3-5 students scoring below level 3=Gr. 3: 84% Gr. 4: 65% Gr. 5: 68%

According to the 2023 FAST PM3, 14% of our 3rd grade students, 33% of our 4th grade students, and 31% of our 5th grade students were proficient in ELA.

This year, while we will continue to improve and maintain our intervention practices, our focus has shifted to Tier 1 alignment of tasks to grade level standards across all subject areas. Teachers will be provided with professional development in standards driven learning through teaming to increase student engagement and decrease time spent in direct instruction. We will continue to use data to drive instructional decisions for both curriculum and instructional delivery. Students will meet with academic mentors to discuss their learning growth so far and set attainable moving targets of growth throughout the year. Students will be given actionable feedback with accountability to ensure that they are focusing on targeted areas of improvement during core instruction with ongoing formative assessments to meet their goals. Core content in ELA will be closely monitored to ensure that tasks are aligned to the standards at the level of rigor necessary to ensure student proficiency increases. Additionally, the use of academic teaming will support higher levels of student engagement and increase rigorous dialogue. We will continue the focus of writing across all content areas in response to text and math problems. In conjunction with writing, students will be provided with additional time in grade level texts to increase fluency, vocabulary, and comprehension.

Measurable Outcomes

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data-based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K -3, using the coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment;
- Each grade 3-5 where 50 percent or more of its students scored below a Level 3 on the most recent statewide, standardized ELA assessment; and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2 Measurable Outcomes

Proficiency in English Language Arts will be at or above 50% as measured by the K-2 FAST STAR assessment by the end of the 2023-2024 school year.

Grades 3-5 Measurable Outcomes

Proficiency in English Language Arts will increase 23% (from 27% to 50%) as measured by the FAST PM3 assessment by the end of the 2023-2024 school year.

Monitoring

Monitoring

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will impact student achievement outcomes.

1. Data review of Common Assessments and state progress monitoring tool benchmarks (FAST Assessments); data chats will occur within a week in order to make data driven decisions in the classroom.
- 2 Leadership team will walk classrooms to collect data on implementation of instruction planned during weekly collaborative planning.
3. Leadership team will use walkthrough data to tier teachers based on established criteria and identify support needed; Coaching cycles will occur based on teacher interest and need for whom the dat shows a need for
4. Documentation in collaborative planning documents and notes about student formative and summative outcomes.

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Hemingway-Primous, Samara, hemingways@manateeschools.net

Evidence-based Practices/Programs

Description:

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. §7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

Monitor instruction in the ELA Block to ensure instruction in both reading and writing is designed and implemented according to research based principles ensuring rigorous target/tasks and aligned to the BEST standards.

Rationale:

Explain the rationale for selecting practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified evidence-based practices/programs show proven record of effectiveness for the target population?

Based on 22-23 FAST PM3 scores our level of proficiency in grades 3-5 was 27%.
 3rd grade proficiency based on FAST PM3 ELA was 14%
 4th grade proficiency based on FSA ELA was 33%
 5th grade proficiency based on FSA ELA was 31%

The proficiency expected was to increase proficiency in grades 3-5 by 18%. Additionally, data collected throughout the year (Common Assessments, district benchmarks, iReady, etc) showed a large number of students performing below grade level in ELA. We believe that gap exists due to a lack of consistency in tasks aligned to grade-appropriate standards. Students were not provided with consistent opportunities to be successful with standards-aligned tasks, and teachers need additional support in effective teaching methods to support learning at the proficiency level.

Action Steps to Implement

List the action steps that will be taken to address the school’s Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
-Participate in and implement the professional development provided by the State Regional Literacy Directors to improve early literacy instruction. -Implement the Decision-Trees from the Comprehensive Evidenced-based Reading Plan for reading intervention instruction.	Hemingway-Primous, Samara, hemingways@manateeschools.net
Participate in and implement the district coaching professional development plan.	O’Kelly, Stephanie, okelly2s@manateeschools.net
Utilize the partnership with United Way to provide trained paraprofessional support for literacy development in first grade.	Young, Angela, younga3@manateeschools.net

Title I Requirements

Schoolwide Program Plan (SWP) Requirements

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

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))
List the school's webpage* where the SIP is made publicly available.

The SIP will be shared and discussed at monthly SAC meeting, annual Title 1 parent meeting and the SIP will be made publicly available on the Samoset's website.

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

List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

We offer opportunities for input from parents, families and community stakeholders via a needs assessment that is performed each year through the review of student and teacher data, communication from parents and community, and the previous Title I plan and school-wide comprehensive plan as well as additional improvement plans that are required. This survey provides us with valuable feedback that guides our planning for instructionally based extended day activities and family involvement events during the following school year. In addition to student agendas, phone calls and emails, ClassDojo is a platform for teachers, students, and parents to collaborate and build a community together. With our high ELL population, one essential benefit is that it offers text translation to over 35 languages. It has also been a very useful tool to build classroom culture, practice positive classroom management, and let students showcase their work on their digital portfolio. Conferences are scheduled by the teacher or by parent request as needed for additional communication regarding a child's progress.

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii)

The school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum by having focused collaborative planning sessions that focus on how to maximize the instructional time and addresses the diverse needs of the learners. Additionally, intervention and tutorial programs will be developed and offered to students needing remediation or enrichment.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

Explorers Saturday Academy
21st Century
Title 1 Summer Program (K-2)

Optional Component(s) of the Schoolwide Program Plan

Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

The school-based team comprised of the school counselor, social worker, psychologist collaborate to implement small group and individual counseling to students. The team provides mental health resources for families. They also meet with students in small groups for life skills support (i.e. self-esteem, changing families, social skills, growth mindset, leadership groups, etc.). On our campus, we also have a full-time mental health therapist through The Florida Center for Early Childhood. All of our staff members are required to attend Youth Mental Health First Aid Training.

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

Samoset offers the Global Perspectives portion of the Cambridge program K-5 through activities and projects designed to engage students and allow them to develop and use critical thinking and problem solving skills. We promote academic rigor in science with an instructional focus that helps build proficiency in investigation, evaluation, and analysis of data and scientific evidence. We present a global focus while promoting cultural sensitivity and preparing our students for Middle School and High School Cambridge programs.

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

Staff are trained in the effective use of CHAMPS school-wide. Attendance meetings are held with parents as needed throughout the school year. Samoset analyzes behavior incidents throughout the school year and collaborates with parents, mentors, and other staff to support the needs of students. The Safety/PBIS Committee collaborates with the administrative team to analyze the types of referrals being written and teachers who are writing the referrals. Professional Development is planned when specific teachers need support. When additional student intervention needs occur, the referral for counseling considered. These students may also be referred to building level teams such as, ILT and MTSS which look at the whole student to provide suggested interventions to the teacher(s). A tiered system of support provides differentiated instruction and interventions to support all supports across three levels. Students receive specific support to address their area of improvement. PBIS implementation continues.

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

The Samoset Professional Learning and other activities allow teachers, paraprofessionals, and other school personnel to develop the knowledge, skills, and access resources necessary to ensure that all students will be successful and achieve academic excellence. Teachers and staff are provided with on-going Professional Learning that focuses on precise, high yield strategies for promoting safe and caring schools while increase academic achievement and long-term outlooks. Determination of Professional Learning is driven by a triangulation of data, including academic metrics, Office Disciplinary Referrals, and Progress toward ESE/ESOL plans. We focus on utilizing instructional strategies that address language and vocabulary in all disciplines, and we find ways to support our students' home languages.

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

Students are encouraged to participate in the PreK Summer Booster Kindergarten Readiness Camp. This camp

provides opportunities for school year VPK students to improve their academic skills and kindergarten readiness. Additionally, students and families were invited to participate in our "Kindergarten Back to School Kickoff" providing an opportunity to learn routines, tour the campus, and familiarize themselves with their new learning environments within a kindergarten classroom.

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

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

1	III.B.	Area of Focus: Positive Culture and Environment: Early Warning System	\$0.00
2	III.B.	Area of Focus: Instructional Practice: ELA	\$0.00
3	III.B.	Area of Focus: Instructional Practice: Science	\$0.00
4	III.B.	Area of Focus: ESSA Subgroup: English Language Learners	\$0.00
5	III.B.	Area of Focus: ESSA Subgroup: Students with Disabilities	\$0.00
Total:			\$0.00

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

No