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Samoset Elementary School

3300 19TH ST E, Bradenton, FL 34208

<http://www.edline.net/pages/sdmcsamosetes>

Demographics

Principal: Samara Hemingway Primous

Start Date for this Principal: 7/1/2022

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students Hispanic Students White Students Economically Disadvantaged Students
School Grades History	2021-22: C (44%) 2020-21: (47%) 2018-19: B (54%) 2017-18: D (37%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

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

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

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

School Leadership Team

Membership

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.:

Name	Position Title	Job Duties and Responsibilities	
Hemingway-Primous, Samara	Principal	Facilitate Leadership Teams Facilitate Collaborative Planning Facilitate Student Data- Academic and Behavioral	
Marshall, Beth	Assistant Principal	Facilitate Leadership Teams Facilitate Collaborative Planning Facilitate Student Data- Academic and Behavioral	
Robinson, April	Other	School Coordinator	Supporting Admin team in all areas of school supervision
O'Kelly, Stephanie	Reading Coach	Supporting all areas of curriculum through assisting teachers with development of lesson plans, PD and coaching in the classrooms, as well as, mentoring new teachers.	
Fanning, Nuris	Other	ESOL Teacher	ESOL teacher leading identification of ELLs as well as instructional strategies of ELLS and all Access testing.
Daspit, Katie	Curriculum Resource Teacher	Interventionist; MTSS/ IST support	
Hankerson, Fabian	Magnet Coordinator	AICE Cambridge Coordinator	
Insalaco, Amanda	Teacher, K-12	Gr 3 teacher	Grades 2-3 representative on ILT
Jackson, Deelah	Teacher, K-12	Gr 4 Cambridge teacher	Gr 4/5 representative of ILT
Means, Tawanda	Dean	Student Support Specialist	Oversee the implementation and fidelity of CHAMPS/ SPARK in K-5 classrooms and work with students on positive behavior.
Merrell, Tammy	Instructional Media	Media Specialist	
Tomaselli, Sarah	Other	Interventionist	
Dawson, Dianne	Teacher, K-12	Gr 1 teacher	K/1 representative of ILT

Demographic Information

Principal start date

Friday 7/1/2022, Samara Hemingway Primous

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

6

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

5

Total number of teacher positions allocated to the school

43

Total number of students enrolled at the school

582

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

12

Identify the number of instructional staff who joined the school during the 2022-23 school year.

9

Demographic Data

Early Warning Systems

Using prior year's 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	9	10	11	12	
Number of students enrolled	75	88	69	122	99	103	0	0	0	0	0	0	0	556
Attendance below 90 percent	0	56	38	41	55	46	0	0	0	0	0	0	0	236
One or more suspensions	0	3	2	1	4	6	0	0	0	0	0	0	0	16
Course failure in ELA	0	19	4	11	9	9	0	0	0	0	0	0	0	52
Course failure in Math	0	13	3	8	10	6	0	0	0	0	0	0	0	40
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	48	33	0	0	0	0	0	0	0	81
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	43	27	0	0	0	0	0	0	0	70
Number of students with a substantial reading deficiency	0	0	0	26	48	33	0	0	0	0	0	0	0	107
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	0	7	8	26	0	0	0	0	0	0	0	0	0	41

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Retained Students: Current Year	0	0	0	26	0	0	0	0	0	0	0	0	0	26
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Thursday 9/1/2022

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

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

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

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

The number of students identified as retainees:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Retained Students: Current Year	1	1	0	15	0	0	0	0	0	0	0	0	0	17
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

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

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

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

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	1	1	0	15	0	0	0	0	0	0	0	0	0	17
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Part II: Needs Assessment/Analysis

School Data Review

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

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	32%	55%	56%	29%			34%	52%	57%
ELA Learning Gains	48%	60%	61%	49%			58%	57%	58%
ELA Lowest 25th Percentile	47%	52%	52%	57%			66%	55%	53%
Math Achievement	53%	65%	60%	54%			53%	63%	63%
Math Learning Gains	52%	66%	64%	64%			75%	68%	62%
Math Lowest 25th Percentile	40%	55%	55%	45%			70%	53%	51%
Science Achievement	34%	53%	51%	29%			23%	48%	53%

Grade Level Data Review - State Assessments

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	30%	51%	-21%	58%	-28%
Cohort Comparison		0%				
04	2022					
	2019	41%	56%	-15%	58%	-17%
Cohort Comparison		-30%				
05	2022					
	2019	29%	52%	-23%	56%	-27%
Cohort Comparison		-41%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	41%	60%	-19%	62%	-21%
Cohort Comparison		0%				
04	2022					
	2019	63%	65%	-2%	64%	-1%
Cohort Comparison		-41%				
05	2022					
	2019	55%	60%	-5%	60%	-5%
Cohort Comparison		-63%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	22%	48%	-26%	53%	-31%
Cohort Comparison						

Subgroup Data Review

2022 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21
SWD	14	39	50	27	44	40	7				
ELL	27	45	37	53	48	24	28				
BLK	29	51	54	49	57	47	20				
HSP	32	47	40	53	50	33	36				
WHT	40	50		55	43						
FRL	33	49	50	52	53	44	32				
2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	22	39	50	37	59		17				
ELL	28	50	58	55	57		23				
BLK	25	55		41	73	60	19				
HSP	30	48	58	58	61	36	27				
WHT	35			56			50				
FRL	29	48	56	52	68	45	29				
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	16	70	76	29	75	70					
ELL	30	60	70	53	80	74	25				
BLK	20	59	69	31	68	58					
HSP	36	59	65	57	79	77	31				
WHT	46	57		68	62		10				
FRL	34	59	71	53	74	65	20				

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	43
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	41
Total Points Earned for the Federal Index	347
Total Components for the Federal Index	8
Percent Tested	97%

Subgroup Data

Students With Disabilities	
Federal Index - Students With Disabilities	33
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	38
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	44
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	42
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0

White Students	
Federal Index - White Students	46
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	45
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

Data Analysis

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

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

Trends observed include a decline in all areas since 2019; subgroups of ESE and ELLs are scoring below the Federal Index; Science achievement scores have increased over 3 years; Math achievement scores have remained within one point or equal to 2019; ELA continues to be an area of need; 3rd grade continues to struggle with increasing the achievement scores over time.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

Greatest improvement is needed within ELA. We acknowledge that the achievement in ELA could positively affect achievement in both Math & Science. There is also a need to continue focusing on those subgroups of ELLs and ESE and their ability to show growth and achievement in all areas.

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

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.

New actions include continued staff development and training -- this includes but not limited to BEST standards, new curricular resources, instructional strategies, and classroom management. We see the effects of student school readiness (lack of) due to the Pandemic time as well. In an impoverished school environment, this creates and even larger gap in learning and behavior. We also know to continue focusing on the data we have towards proficiency with new assessments this year.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

Science showed the most improvement. Our Black/African American subgroup also showed gains and held achievement scores relatively well; especially as compared to ELLs which are mostly Hispanic at our school. We do show some subgroup growth in other areas as well.

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

Our fifth grade teachers diligently planned for Science instruction, which included attending training. Even in the pressure of core instruction, they ensured Science was taught on a rotation. Two staff members also have done a Math & Science camp the last 2 summers, and we feel this had positive influence on this. There have been schoolwide initiatives to increase the amount of science instruction across K-5 to strengthen core knowledge for greater success in grade 5. Our conversion to a Cambridge Magnet school possibly contributed as well, as this brought awareness and opportunity to include Global studies into our students' learning. We also provided a small amount of tutoring specifically focused on science.

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

We are participating in the district initiative for Acceleration which includes Accelerated Math in grades 3 & 4, as well as Acceleration in ELA for grades 3, 4 & 5. Focus is on Research & Inquiry project training (DBQ).

Curriculum was provided as well as resources to implement these efforts. We have also had accelerated classes grades 1 - 5 for the past 3 school years. Students have been identified using all data sources. A focus will also be on remediation and intervention to increase students' abilities to meet grade level expectations. A focus on the importance of vocabulary instruction is also needed to accelerate learning for our students.

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

Monthly PD sessions will be offered to staff including but not limited to: the use of Benchmark Advance (new core ELA instructional kits) for instruction & intervention, BEST Standards (ELA & Math), Acaletics, Vocabulary instructional strategies and best practices, and Acceleration curriculum and practices.

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

We are aware of the need for strategies to increase teacher retention so that PD and related efforts can be maintained and sustained over time. We know that having to rebuild with teachers year after year does not support sustainability.

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to ELA

Area of Focus

Description and

Rationale:

Include a rationale that explains how it was identified as a critical need from the data reviewed.

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 achievement in grades 3-5 will increase from 32% to 50% as measured by the FAST PM3 at the end of 2022-23 school year.

Monitoring:

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

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

Person responsible for monitoring outcome:

Samara Hemingway-Primous (hemingways@manateeschools.net)

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

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

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

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

Action Steps to Implement

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.

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

Person Responsible

Samara Hemingway-Primous (hemingways@manateeschools.net)

As a Cambridge Magnet School we strive to accelerate student learning whenever possible. Students work in accelerated reading groups that work to increase comprehension in fiction and non-fiction. Leveled readers; novels and trade books are used to build comprehension. Writing is infused into the lessons as students write in response to reading. Common board configuration is used to explain expectation of Benchmark mastery. Daily EQs will lead students to the culminating standard/task at the end of the week.

Person Responsible Beth Marshall (marshallb@manateeschools.net)

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

Person Responsible Nuris Fanning (fanningn@manateeschools.net)

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 extensions/ more advanced texts for students above benchmark. 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)

Incorporation and fidelity of new 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 are the high impact strategies supported this year through the curriculum department.

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

#2. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

This area was identified as a focus area because we are specifically looking to increase the Achievement score in Math due to the absence of learning gains scores in this year's state assessment process. Math achievement has been an area of strength for our students and without the learning gain growth, we need to increase our Achievement rather than just maintain.

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

Math achievement in grades 3-5 will increase from 53% to 62% as measured by the FAST PM3 at the end of the 2022-23 school year.

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

Monitoring is going to occur by instructional walks by admin and Instruction Coach to observe fidelity of materials and practices from our PD sessions as well as overall best practices. Admin and Coaching staff are going to participate in grade level planning sessions. ILT is going to drive the "Instructional Look Fors" that will be used in the walks so that consistent efforts are made to provide feedback and support to teachers.

Person responsible for monitoring outcome:

Samara Hemingway-Primous (hemingways@manateeschools.net)

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.

1. Formative Common Assessments/tasks- This includes a focus in the power standards across a unit and daily essential questions for our common board configuration and weekly writing across the content areas.
2. Accelerated and Remedial/Intervention Math groups.
3. Writing across the content areas.
4. Acaletics

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

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

Action Steps to Implement

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.

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

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

As a Cambridge Magnet School we strive to accelerate student learning whenever possible. Students work in accelerated Math groups. Writing is infused into the lessons as students write in response to Math.

Person Responsible Fabian Hankerson (hankersonf@manateeschools.net)

Yearlong implementation of ACALETICS and monitoring students' progress toward proficiency.

Person Responsible Beth Marshall (marshallb@manateeschools.net)

#3. Positive Culture and Environment specifically relating to School Climate

Area of Focus
Description and Rationale: According to the State of Florida Statute 1003.42: Life skills that build confidence, support mental and emotional health, and enable students to overcome challenges, including:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

- 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.

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

By May of 2023, we will decrease the overall level of discipline offenses by 10% as measured by the 2022-2023 school year referral and incident data as compared to the 2021-2022 data.

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

- ILT and TCT Data Meetings (biweekly)
- 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:

Samara Hemingway-Primous (hemingways@manateeschools.net)

Evidence-based Strategy:

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 Life Skills education and the district-wide CHAMPS/Project SPARK initiative in all classrooms during a daily class meeting and throughout the day as needed in all areas of the school will decrease discipline incidents.

Describe the evidence-based strategy being implemented for this Area of Focus.

Life Skills is a process through which children and adults understand and manage their emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships and make responsible decisions.

Project Spark combines prevention and early intervention through our Multi-Tiered Systems of Support (MTSS), our universal life skills curricula CharacterStrong and Purposeful People, and a focus on relationship-building using Restorative Practices. Through these and other Tier One initiatives, Project Spark aims to build a more positive school experience and increase engagement for all students.
<https://www.manateeschools.net/Page/11604>

Rationale for Evidence-based

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

Strategy:
Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

imbalance. Teaching students how to manage their emotions is a way to help them help themselves. The strategy of teaching positive behaviors is research based and effective. Life skills are the abilities and behaviors that help students deal effectively with the events and challenges of everyday life. Life skills create the foundation for students to strengthen character traits.

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.

- CHAMP/SPARK training by Dean and AP
- Morning meeting with HR teachers to set the tone of the classroom and provide time for sharing.
- Life skill of the month (August - May) shared school-wide on announcements with examples; discussed in class and in small group counseling sessions
- Consistency for expectations and discipline: Initial training/collaboration facilitated by Dean and admin; communication with students/parents (ClassDojo, agendas, parent phone calls, conferences)
- Coaching: Dean, Admin, teacher leaders as models; establish calendar for walk throughs, feedback, and timelines
- Leadership Team: Calibration; difficult conversations; coaching

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

RAISE

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

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

According to the Spring Final iReady Diagnostic Assessment data 65% of K students were mid or above grade level, 51% of our 1st grade students were mid or above grade level, and 27% of our 2nd grade students were mid or above grade level in Reading.

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 relating to Reading/ELA

According to the 2022 FSA, 21% of our 3rd grade students, 42% of our 4th grade students, and 36% 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 new 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: Measureable Outcome(s)

Proficiency in English Language Arts will be at or above 50% as measured by the FAST Renaissance assessments by the end of the 2022-2023 school year.

Grades 3-5: Measureable Outcome(s)

Proficiency in English Language Arts will increase 18% (from 32% to 50%), as measured by progress monitoring tools Cambium (3rd-5th).

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 take place with evaluating impact at the end of the year.

1. Data review of Common Assessments and state progress monitoring tool benchmarks (FAST Assessments); data chats will occur in a timely manner 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 TCTs and student learning outcomes.
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:

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. Â§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 new BEST standards.

Rationale for Evidence-based Practices/Programs:

Explain the rationale for selecting the specific 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 practices/programs show proven record of effectiveness for the target population?

Based on 21-22 FSA scores our level of proficiency in grades 3-5 was 32%.
 3rd grade proficiency based on FSA ELA was 21%
 4th grade proficiency based on FSA ELA was 42%
 5th grade proficiency based on FSA ELA was 36%

The proficiency expected was to increase proficiency in grades 3-5 by 5%. 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 HIITS “Learning to Read” 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.	Marshall, Beth, marshalb@manateeschools.net

Positive Culture & Environment

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

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

Samoset Elementary plans to build positive relationships with parents, families, and other community stakeholders through the use of Class Dojo to share positive updates, Family/Community school events/Content Nights. We strive to establish and maintain a school culture of acceptance, tolerance and respect. We use staff meetings, assemblies, class and parent meetings, newsletters to families, the school website, and the student handbook to establish a positive climate at school. We reinforce positive social interactions and inclusiveness through our School-Wide SPARK Behavior Plan and PBIS.

Samoset Elementary School seeks to provide excellent customer service and availability for parents. The administrators make themselves available to parents to the largest degree possible when parents come to the school with questions or concerns. We offer flexible parental involvement meeting times that encourage our families to attend

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

The stakeholders that will be promoting a positive culture and environment will be the administrative team (Principal and AP), School Based Leadership Team, Instructional Leadership Team, classroom teachers, support staff and families. Our teachers and staff will focus on building positive relationships with families by maintaining open lines of communication regularly offering Parent Engagement Nights with an additional academic focus to keep families aware of strategies to best help the success of their students. Our ILT works hard to offer programs and opportunities for families and our community partners to be involved in creating a positive school culture and environment including large community events such as a Fall Festival, Reading, Math and Science Nights. Our teachers and staff will attend professional development that will assist in developing the positive culture at Samoset Elementary.