

Hillsborough County Public Schools

Sessums Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

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Sessums Elementary School

11525 RAMBLE CREEK DR, Riverview, FL 33569

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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.

Sessums Elementary will have a culture of belonging and inclusion where each student will master Benchmarks through structured and engaging learning opportunities.

Provide the school's vision statement.

Growing all students to grade level and beyond.

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
Norgard, Allison	Principal	Oversee the learning and operation of the school
Pruitt, Wendi	SAC Member	SAC Chair and Science Resource Teacher
Tang, Karen	Assistant Principal	Assists in oversight of the learning and operation of the school.
Velazquez-spady, Jaimi	Math Coach	Coaching cycles, side-be-side teaching, K-5 PLC support, data disaggregation, and supporting bottom quartile students in small groups.
Hunter, Tamika	Reading Coach	Coaching cycles, side-be-side teaching, K-5 PLC support, data disaggregation, and supporting bottom quartile students in small groups.

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.

The instructional leadership team participated in an annual review leading to the creation of our school improvement plan.

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 reviewed quarterly by the instructional leadership team to ensure progress towards school-wide goals. The SIP is open to review and/or adjustments throughout the year as needed.

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	No
2022-23 Minority Rate	71%
2022-23 Economically Disadvantaged (FRL) Rate	87%
Charter School	No
RAISE School	Yes
ESSA Identification *updated as of 3/11/2024	N/A
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) Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: B 2019-20: C 2018-19: C 2017-18: B
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	2	52	45	38	34	38	0	0	0	209	
One or more suspensions	0	4	3	2	4	4	0	0	0	17	
Course failure in English Language Arts (ELA)	0	0	0	34	47	0	0	0	0	81	
Course failure in Math	0	0	0	31	37	0	0	0	0	68	
Level 1 on statewide ELA assessment	0	0	0	36	46	36	0	0	0	118	
Level 1 on statewide Math assessment	0	0	0	30	38	55	0	0	0	123	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	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 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	2	1	2	14	23	0	0	0	42

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	3	3	13	3	1	0	0	0	0	23
Students retained two or more times	0	0	0	0	0	0	0	0	0	

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	5	10	6	3	4	9	0	0	0	37	
One or more suspensions	5	3	2	3	4	3	0	0	0	20	
Course failure in ELA	0	0	0	0	0	0	0	0	0		
Course failure in Math	0	0	0	0	0	0	0	0	0		
Level 1 on statewide ELA assessment	0	0	0	44	21	28	0	0	0	93	
Level 1 on statewide Math assessment	0	0	0	37	28	37	0	0	0	102	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	30	45	32	35	20	15	0	0	0	177	

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	10	13	8	30	23	20	0	0	0	104

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	2	6	9	11	1	0	0	0	0	29
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	5	10	6	3	4	9	0	0	0	37	
One or more suspensions	5	3	2	3	4	3	0	0	0	20	
Course failure in ELA	0	0	0	0	0	0	0	0	0		
Course failure in Math	0	0	0	0	0	0	0	0	0		
Level 1 on statewide ELA assessment	0	0	0	44	21	28	0	0	0	93	
Level 1 on statewide Math assessment	0	0	0	37	28	37	0	0	0	102	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	30	45	32	35	20	15	0	0	0	177	

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	10	13	8	30	23	20	0	0	0	104

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	2	6	9	11	1	0	0	0	0	29
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*	51	50	53	55	53	56	50		
ELA Learning Gains				67			48		
ELA Lowest 25th Percentile				60			56		
Math Achievement*	53	56	59	56	50	50	49		
Math Learning Gains				63			49		
Math Lowest 25th Percentile				51			39		
Science Achievement*	40	50	54	49	59	59	49		
Social Studies Achievement*					69	64			
Middle School Acceleration					56	52			
Graduation Rate					48	50			
College and Career Acceleration						80			
ELP Progress	53	59	59	62			41		

* 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)	N/A
OVERALL Federal Index – All Students	51
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	255
Total Components for the Federal Index	5
Percent Tested	99
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	58

2021-22 ESSA Federal Index

OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	463
Total Components for the Federal Index	8
Percent Tested	99
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	29	Yes	1	1
ELL	36	Yes	1	
AMI				
ASN				
BLK	46			
HSP	46			
MUL	57			
PAC				
WHT	61			
FRL	46			

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	43			
ELL	51			
AMI				
ASN				
BLK	55			
HSP	54			

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%
MUL	68			
PAC				
WHT	62			
FRL	53			

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	51			53			40					53
SWD	25			31			19				5	33
ELL	37			41			11				5	53
AMI												
ASN												
BLK	49			44			30				4	
HSP	44			47			35				5	51
MUL	57			57			57				4	
PAC												
WHT	61			67			46				4	
FRL	44			44			30				5	59

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	55	67	60	56	63	51	49					62
SWD	34	64	54	32	46	42	23					50
ELL	35	49	64	44	64	50	38					62
AMI												
ASN												

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
BLK	46	71	65	46	60	65	35					
HSP	51	64	50	53	63	52	39					59
MUL	62	60		65	75		80					
PAC												
WHT	66	70	73	67	63	27	69					
FRL	48	63	57	46	57	44	39					66

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	50	48	56	49	49	39	49					41
SWD	18	41	57	22	44	48	18					33
ELL	24	48		38	36		30					41
AMI												
ASN												
BLK	46	42		41	45		31					
HSP	41	43	41	43	39	29	43					40
MUL	67			67			45					
PAC												
WHT	58	54		58	60	40	67					
FRL	43	45	57	44	46	45	41					40

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	54%	53%	1%	54%	0%
04	2023 - Spring	50%	54%	-4%	58%	-8%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	52%	46%	6%	50%	2%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	64%	55%	9%	59%	5%
04	2023 - Spring	58%	59%	-1%	61%	-3%
05	2023 - Spring	43%	53%	-10%	55%	-12%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	38%	47%	-9%	51%	-13%

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.

The data components showing the lowest performance were 5th grade math at 43% proficiency (10% below the district average), 4th grade math at 58% proficiency (1% below the district average), and 5th grade science at 37% proficiency (9% below the district average).

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

Grade 5 Science 2023 decreased 10 percentage points from the 2022 moving from 47% proficiency to 37% proficiency. The main factor for the decline was a switch in the instructional model from the prior year. 2021/2022 which resulted in loss of instructional time due to multiple transitions. In addition, the emphasis on science in grades kindergarten through 4th grade has not been as strong.

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.

5th grade math was 10% below the district average at 43% proficiency compared with 53% proficiency by the state. The main factor for the decline was a switch in the instructional model from the prior year. 2021/2022 which resulted in loss of instructional time due to multiple transitions.

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

The data component that showed the most improvement was 3rd grade math at 64% proficiency from up from 53% proficiency. Collaborative team planning with math TTD.

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

The percentage of absences over 10% is an area of concern as we had 209 students with absences reaching over 10%.

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

5th grade science, 5th grade math, and 4th grade math, primary ELA will be our highest priorities in the upcoming school year.

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.

Positive culture and environment were identified as an area of focus due to the high level of student tardies and student absences during the 2022-2023 school year. We are working to decrease absences and tardiness during the 2023-2024 school year.

Measurable Outcome:

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

We want to observe a 50% decrease in tardiness within 4 groups of students. The groups include students who average 10+ tardies, 20+ tardies, 30+ tardies, 40+ tardies. We are also aiming to reduce the number of students who are below a 90% attendance rate by 50%.

Monitoring:

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

Administration will meet with Student Services monthly to review current absence and tardy data. Data will be pulled from the mainframe to pinpoint students and grade levels with the highest need.

Person responsible for monitoring outcome:

Allison Norgard (allison.norgard@hcps.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.)

Parents will be notified when 10 unexcused absences accumulate in a 90-day period via letter sent through the USPS. Tardies and/or absences more than 10, will be addressed with parents to identify barriers and reduce overall number of tardies and or absences.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

When students are in school, they have access to direct-explicit systematic instruction.

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 1 - Strong Evidence

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.

Items needed to reduce barriers such as bike locks, gas cards etc. will be secured through community partners.

Formal and informal check-ins with Student Support Team Members.

Person Responsible: Allison Norgard (allison.norgard@hcps.net)

By When: Data set will be reviewed monthly, and intentional action steps will be taken.

#2. Instructional Practice specifically relating to Collaborative Planning**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.

The school leadership team worked alongside our instructional leaders and reviewed all available data. FAST/STAR, PMA, FSSA, and iReady analyzing areas of success and growth. As we looked at the grade level data and subgroup data, we were able to pinpoint successful strategies that would benefit student outcomes. The focus strategy was collaborative planning.

Measurable Outcome:

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

We will increase our overall proficiency by 10 percentage points in the areas of K-2 STAR reading and math, 3-5 FAST reading and math, and 5th grade FSSA science.

Monitoring:

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

This area of focus will be monitored through an electronic data wall that will include progress monitoring data points. The electronic data wall will be reviewed regularly at Instructional Leadership meetings as well as during quarterly data meetings with teachers.

Person responsible for monitoring outcome:

Allison Norgard (allison.norgard@hcps.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.)

According to Hattie's zone of desired effects, teacher clarity is .75 on the scale showing a proven positive outcome, ensuring teacher clarity of the standards. This will be achieved through analyzing the benchmarks within collaborative planning and analyzing the data. Targeted planning began on 08/02/2023 and will end 05/24/2024.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Addressing teacher clarity ensures teachers have the capacity to deliver quality, standards based lessons and 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 1 - Strong Evidence

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.

Reading, math, and science coaches will facilitate planning sessions that focus on analyzing the BEST standards and disaggregating data to inform instruction.

Person Responsible: Allison Norgard (allison.norgard@hcps.net)

By When: Planning with coaches will occur once weekly beginning on 08/02/2023 and end 05/24/2024.

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)).

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

Proficiency for grades K-2 in all grade levels was over 50%.

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

Our Instructional Practice area of focus for the 2023-2024 school year is benchmark focused collaborative planning. All teachers plan biweekly for an hour with their team, an instructional coach and an administrator. Planning sessions are focused on dissecting the benchmarks, and planning instructional best practices to be executed in the classrooms. Planning sessions are followed up with intentional walkthroughs, targeted feedback and instructional coaching cycles. This focus was decided based on lack of proficiency in 4th grade with only 50% of our students proficient in ELA according to 2023 Reading FAST data.

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 for grades K-2 exceeded 50%.

Grades 3-5 Measurable Outcomes

During the 2023-2024 school year, 60% of 4th grade students will demonstrate proficiency in reading as measured by PM3 FAST data. This will increase our proficiency 10 percentage points from the 2022-2023 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.

Our focus on collaborative planning will be monitored in several ways. Administration will be present in all 4th grade ELA planning sessions, and once a month during our Instructional Leadership ILT. Meetings we will debrief and share feedback for shifts that can be made to increase the effectiveness of planning. An electronic data wall has been created and will be updated with formative and summative assessments and used to make instructional decisions at ILT and team PLC's. Data will be closely monitored to ensure students are demonstrating an increase in proficiency. Every student will receive a progress report quarterly updating parents regarding their child's progress in the areas of ELA and math.

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Tang, Karen, karen.tang@hcps.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?

Collaborative planning meets Florida's definition of strong evidence-based practices based on Hattie's Zone of Desired Effects. Collaborative planning improves teacher clarity which has an effect size of .75, plans for student discussions which has an effect size of .82, increases teacher credibility which has an effect size of .90, plans for direct instruction which has an effect size of .60 and plans for self-reported grades which has an effect size of 1.33.

Collaborative planning does align with Hillsborough County's K-12 Comprehensive Evidence Based Reading Plan as well as the B.E.S.T. ELA Benchmarks.

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?

Benchmark based collaborative planning was chosen as previously mentioned, our 4th grade ELA proficiency was 50% for the 2022-2023 school year. The need for collaborative planning was also identified by reviewing our observation data, specifically reviewing Domain B2 in which more than half of our teachers earned progressing. Domain B2 states, "Learning experiences are designed and implemented for moderate learner engagement in cognitive work, aligned to standards, and demonstrate some movement toward higher level understanding."

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
<p>Literacy Leadership: Establish a literacy leadership team that supports school-wide literacy initiatives including the action steps of a family night and a parent nights program.</p> <p>Literacy Coaching: Through Title 1 funds, a literacy coach has been funded and hired. Actions steps include literacy coach facilitating collaborative planning and executing targeted coaching cycles.</p> <p>Assessment: Action steps include the additional assessment and use of the I-Ready reading platform. Goals will be set with students prior to all state-wide assessments as well as prior to I-Ready diagnostic assessments.</p> <p>Professional Learning: Action steps include bi-monthly on-site targeted professional development as well as benchmark based collaborative planning in which teachers use ALD's, benchmarks and test specs to better understand and execute engaging benchmark-based lessons.</p>	<p>Norgard, Allison, allison.norgard@hcps.net</p>

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 school improvement plan will be presented and reviewed at a general assembly PTA meeting, reviewed at a faculty meeting, and at a SAC meeting.

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))

Sessums staff will create positive environments in and out of the classroom by teaching our students school-wide behavioral expectations. Sessums will hold family events which allow for parents to participate in school-wide socializing and learning.

Teachers called all families prior to the start of school to introduce themselves and many teachers mailed personal post cards as well to their new students.

Sessums hosted a meet the teacher event prior to school beginning as well as an open house in mid-September.

Sessums will send reminders for upcoming events, school fundraising, and learning opportunities through electronic and home delivery flyers, and newsletters.

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 master schedule was created to intentionally reduce the loss of instructional time by limiting transitions as much as possible.

We will leverage depth of knowledge and teacher clarity with our Reading Coach, Math Coach, and Science Resource. to ensure all classrooms have what they need to begin the year. Their support will be crucial in increasing the amount of quality learning time for our students.

Breakfast in the classroom increases the amount of time a student has in the classroom. Teachers provide academic support to students after they've finished breakfast and prior to the start of class.

We will also have our extended learning program to begin when district funds are released, which will offer numerous students the opportunity to engage in small group, differentiated learning.

Our MTSS process will be strengthened, and additional research-based interventions have been purchased through Title 1 funds.

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))

We work cooperatively with all programs and welcome the support of all outside agencies.

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 student services team plans weekly and meets with administration weekly to ensure students in need are provided the support they require to be successful. Student services provides small group counseling, one-on-one counseling, social skills groups, support for families /parents and referrals for services off campus ensuring students receive the skills, outside of their academic area, to be successful. In addition, Chrysalis an outside counseling agency comes weekly to offer additional counseling.

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))

This does not apply to students at the elementary level.

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).

Sessums has a tiered behavior program. Behaviors are categorized into levels with each level having a protocol for who responds and steps taken. Students who need additional support will receive it through options such as but not limited to check-ins with SST, individual behavior charts, sensory items, breaks with preferred adults.

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))

Teachers have opportunity to engage in bi-monthly professional development opportunities, bi-weekly collaborative planning, and monthly PLC's. Teachers also have access to instructional coaches for opportunities such as; side by side coaching, peer observation, and coaching cycles.

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))

Sessums has PEEPS/VPK classes on campus. These classes focus on the development of foundational skills and work towards the seamless integration into our kindergarten classrooms the following year.

A kindergarten round-up event is held in the spring. This provides a positive introduction to Sessums.

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: Collaborative Planning	\$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