

Hillsborough County Public Schools

# Symmes Elementary School



## 2021-22 Schoolwide Improvement Plan

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# Symmes Elementary School

6280 WATSON RD, Riverview, FL 33578

[ no web address on file ]

## Demographics

Principal: Annamarie Rothenbush

Start Date for this Principal: 7/1/2021

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2020-21 Title I School</b>	No
<b>2020-21 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	90%
<b>2020-21 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Black/African American Students* Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
<b>School Grades History</b>	2018-19: C (49%) 2017-18: C (49%) 2016-17: B (59%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Central
<b>Regional Executive Director</b>	<a href="#">Lucinda Thompson</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	

\* 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 Hillsborough 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](http://www.floridacims.org).

## Purpose and Outline of the SIP

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

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## Symmes Elementary School

6280 WATSON RD, Riverview, FL 33578

[ no web address on file ]

### School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	No	58%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	60%

### School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		C	C	C

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<https://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.

Lillian Symmes Elementary will provide students with the necessary skills to become productive members of an ever-changing society.

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

Lillian Symmes Elementary will build a collaborative culture where everyone works together to increase student achievement.

### School Leadership Team

#### Membership

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

Name	Position Title	Job Duties and Responsibilities
Rothenbush, Anna Marie	Principal	Instructional Leadership, Leadership Development, Culture Building, Student Safety
Fuentes, Karen	Assistant Principal	Instructional Leadership, Leadership Development, Culture Building, Student Safety,
Scaglione, Tara	Other	Coaching cycles, Side by Side teaching support, PLC Support, Math Planning Support, Data Analysis
Adams, Paula	Other	Coaching cycles, Side by Side teaching support, PLC Support, ELA Planning Support, Data Analysis

### Demographic Information

#### Principal start date

Thursday 7/1/2021, Annamarie Rothenbush

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

18

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

12

**Total number of teacher positions allocated to the school**

35

**Total number of students enrolled at the school**

449

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

1

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

6

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	74	68	66	54	82	81	0	0	0	0	0	0	0	425
Attendance below 90 percent	20	13	18	8	15	18	0	0	0	0	0	0	0	92
One or more suspensions	0	0	1	2	0	1	0	0	0	0	0	0	0	4
Course failure in ELA	0	0	0	9	0	0	0	0	0	0	0	0	0	9
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

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

**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	4	6	1	0	0	1	0	0	0	0	0	0	0	12
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**

Monday 12/13/2021



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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	61	59	59	68	65	72	0	0	0	0	0	0	0	384
Attendance below 90 percent	7	11	6	8	6	11	0	0	0	0	0	0	0	49
One or more suspensions	0	1	0	0	0	0	0	0	0	0	0	0	0	1
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	12	0	0	0	0	0	0	0	12
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	13	0	0	0	0	0	0	0	13

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

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

**The number of students identified as retainees:**

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	61	59	59	68	65	72	0	0	0	0	0	0	0	384
Attendance below 90 percent	7	11	6	8	6	11	0	0	0	0	0	0	0	49
One or more suspensions	0	1	0	0	0	0	0	0	0	0	0	0	0	1
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	12	0	0	0	0	0	0	0	12
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	13	0	0	0	0	0	0	0	13

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

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

**The number of students identified as retainees:**

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

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

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

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				57%	52%	57%	60%	52%	56%
ELA Learning Gains				56%	55%	58%	55%	52%	55%
ELA Lowest 25th Percentile				50%	50%	53%	36%	46%	48%
Math Achievement				53%	54%	63%	53%	55%	62%
Math Learning Gains				47%	57%	62%	47%	57%	59%
Math Lowest 25th Percentile				40%	46%	51%	33%	44%	47%
Science Achievement				43%	50%	53%	60%	51%	55%

**Grade Level Data Review - State Assessments**

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	49%	52%	-3%	58%	-9%
Cohort Comparison						
04	2021					
	2019	49%	55%	-6%	58%	-9%
Cohort Comparison		-49%				
05	2021					
	2019	67%	54%	13%	56%	11%
Cohort Comparison		-49%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	59%	54%	5%	62%	-3%
Cohort Comparison						
04	2021					

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	47%	57%	-10%	64%	-17%
Cohort Comparison		-59%				
05	2021					
	2019	47%	54%	-7%	60%	-13%
Cohort Comparison		-47%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	43%	51%	-8%	53%	-10%
Cohort Comparison						

### Grade Level Data Review - Progress Monitoring Assessments

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

iReady Program Data was used for both ELA and Math Grades 1-5  
District Grade 5 Beginning and MidYear Assessment

Grade 1				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	38	46	60
	Economically Disadvantaged	36	39	57
	Students With Disabilities	50	44	63
	English Language Learners	40	60	60
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	24	40	64
	Economically Disadvantaged	20	35	58
	Students With Disabilities	50	56	75
	English Language Learners	44	52	64

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	29	59	73
	Economically Disadvantaged	25	63	70
	Students With Disabilities	25	44	64
	English Language Learners	38	43	57
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	12	45	63
	Economically Disadvantaged	6	35	65
	Students With Disabilities	17	33	55
	English Language Learners	0	14	43
Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	56	67	80
	Economically Disadvantaged	48	64	74
	Students With Disabilities	50	54	68
	English Language Learners	0	33	50
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	20	45	55
	Economically Disadvantaged	17	43	52
	Students With Disabilities	35	39	48
	English Language Learners	0	33	33

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	45	52	58
	Economically Disadvantaged	44	48	55
	Students With Disabilities	29	50	50
	English Language Learners	0	25	20
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	32	46	63
	Economically Disadvantaged	29	41	60
	Students With Disabilities	27	64	57
	English Language Learners	0	25	40
Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	26	41	45
	Economically Disadvantaged	24	43	40
	Students With Disabilities	25	25	34
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	19	30	42
	Economically Disadvantaged	18	26	35
	Students With Disabilities	15	14	33
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	46	46	
	Economically Disadvantaged	47.5	40	
	Students With Disabilities	38.5	39	
	English Language Learners	4.8	6	

**Subgroup Data Review**

<b>2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS</b>											
<b>Subgroups</b>	<b>ELA Ach.</b>	<b>ELA LG</b>	<b>ELA LG L25%</b>	<b>Math Ach.</b>	<b>Math LG</b>	<b>Math LG L25%</b>	<b>Sci Ach.</b>	<b>SS Ach.</b>	<b>MS Accel.</b>	<b>Grad Rate 2019-20</b>	<b>C &amp; C Accel 2019-20</b>
SWD	29	14		36	15		8				
ELL	48	42		48	36		36				
BLK	51	47		42	18		20				
HSP	59	52		63	57		35				
MUL	58			56							
WHT	63	50		63	33		41				
FRL	54	42	18	52	32	17	25				
<b>2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS</b>											
<b>Subgroups</b>	<b>ELA Ach.</b>	<b>ELA LG</b>	<b>ELA LG L25%</b>	<b>Math Ach.</b>	<b>Math LG</b>	<b>Math LG L25%</b>	<b>Sci Ach.</b>	<b>SS Ach.</b>	<b>MS Accel.</b>	<b>Grad Rate 2017-18</b>	<b>C &amp; C Accel 2017-18</b>
SWD	20	33	29	33	41	21	17				
ELL	38	60		43	37						
BLK	44	37	23	38	41	36	29				
HSP	58	65	73	53	39	29	45				
MUL	50	54		42	47						
WHT	63	56	50	62	57	50	53				
FRL	55	59	47	48	43	45	40				
<b>2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS</b>											
<b>Subgroups</b>	<b>ELA Ach.</b>	<b>ELA LG</b>	<b>ELA LG L25%</b>	<b>Math Ach.</b>	<b>Math LG</b>	<b>Math LG L25%</b>	<b>Sci Ach.</b>	<b>SS Ach.</b>	<b>MS Accel.</b>	<b>Grad Rate 2016-17</b>	<b>C &amp; C Accel 2016-17</b>
SWD	33	30	14	20	28	23	33				
ELL	41	43		19	43						
BLK	48	38		43	54	40					
HSP	55	59	41	47	47	50	54				
MUL	60	25		43	38						
WHT	67	62	54	63	44	15	67				
FRL	53	53	38	47	46	36	60				

**ESSA Data Review**

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

<b>ESSA Federal Index</b>	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	43
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	60
Total Points Earned for the Federal Index	340

ESSA Federal Index	
Total Components for the Federal Index	8
Percent Tested	97%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	20
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	45
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	36
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	54
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	57
Multiracial Students Subgroup Below 41% in the Current Year?	NO

Multiracial Students	
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
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%	
White Students	
Federal Index - White Students	50
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	38
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

## Analysis

### Data Analysis

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

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

Grade 5 scores declined overall across subgroups and content areas. Students with disabilities and our ELL students need continued support in order to be successful. Science scores declined an additional 12 points from the 17 points it decreased the previous year.

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

Grade 5 needs support in the areas of ELA and Science to continue the momentum of learning this group of students gained in the previous year. Our Bottom Quartile in ELA and Math need additional support in addition to our Students with Disabilities in order to make gains needed to be successful.

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

Grade 5 lacked consistency due to teacher absences, midyear retirements and student quarantines/ isolation in addition to some ELL and SWD subgroups not participating in their E-Learning coursework. Teachers are planning together along receiving support through a District Resource Teacher for both ELA and Science. A Teacher Talent Developer is also available in ELA for support in modeling or coaching. Teachers will have the opportunity to observe other intermediate classrooms that demonstrate Best Practices in teaching both on campus and on campuses recommended by district personnel.



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

Grades 3 & 4 Reading Proficiency, Grade 4 Math Proficiency

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

Consistent instructional personnel in addition to Grade Level Planning opportunities and PLC data monitoring. Teachers used this information to guide daily instruction and provide interventions as needed.

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

Grade Level Planning in addition to PLCs that address students' prior knowledge. Working directly with District Resource personnel in the content areas of ELA, Math and Science in order to strengthen planning, instruction and data analysis within the school.

**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.**

District Resources (planning guides) available to teachers, opportunities to work with District Level Support personnel in the content areas, District PD as presented, District Level Data Chats in the different content areas

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

Continue with providing Grade Level Planning, PLC Data Chat opportunities and increase capacity of onsite "experts" to assist in instructional planning. Teachers in need of additional support will be identified and given the opportunity to work with TDDs and additional District Resource personnel in addition to walk-throughs and follow-ups by administration for coaching.

## **Part III: Planning for Improvement**

### **Areas of Focus:**

**#1. Instructional Practice specifically relating to Differentiation**

**Area of Focus Description and Rationale:** Learning will be personalized to meet the diverse needs of all learners equitably. We struggle to meet the needs of our Bottom Quartile and ESSA subgroups. By personalizing learning based on student need it will allow us to provide targeted instruction to not only our lower performing students, but also to push our higher performing students as well.

**Measurable Outcome:** Students in the Bottom Quartile will increase gains from 29% in ELA to 60% and from 21% in Math to 50% as demonstrated on FSA 2021-2022 School Year.

**Monitoring:** This Area of Focus will be monitored through Math Monthlies, BOY/MOY/EOY assessments in ELA and Math, iReady AP1, AP2, AP3 Monitoring.

**Person responsible for monitoring outcome:** Anna Marie Rothenbush (annamarie.rothenbush@hcps.net)

**Evidence-based Strategy:** Instruction is based on the needs of the student as demonstrated by reviewing data and progress towards demonstrating mastery of grade level standards.

**Rationale for Evidence-based Strategy:** Instruction is based on the needs of the student as demonstrated by reviewing data and progress towards demonstrating mastery of grade level standards.

**Action Steps to Implement**

Ongoing training and implementation of iReady Reading and Math Program in Gr K-5 which include Goal Setting for students, monitoring of fidelity of program use and student accuracy of lesson completion.

**Person Responsible** Anna Marie Rothenbush (annamarie.rothenbush@hcps.net)

Ongoing Faculty Training on Personalized Learning throughout the school year.  
Ongoing observation and feedback on personalized learning using specific, identifiable walkthrough criteria as discussed in ILTs.

**Person Responsible** Anna Marie Rothenbush (annamarie.rothenbush@hcps.net)

Data Chats to focus on performance of individual students, ESSA subgroups ( Students with disabilities and African American/Black students) and Bottom quartile as compared to classroom, grade level and district data.

Connect findings to small group instruction in the classroom setting, for MTSS and ELP supports.  
Planning sessions/PLCs to include both Gen Ed, VE and Access point teachers. ELP tutoring targeting our ESSA subgroups ( SWD and African American/Black students)

**Person Responsible** Anna Marie Rothenbush (annamarie.rothenbush@hcps.net)

**Additional Schoolwide Improvement Priorities**

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

**In comparison to 2019-20 data with 2020-21 data, we had fewer Violent Incidents (physical attacks) and bullying occurrences. Data from 2019-20 include SWD in self-contained classrooms that needed additional support. School suspension remains low as the school is implementing Restorative strategies to keep students as part of the community and in school. Additional personnel are trained in NonCrisis Intervention to help de-escalate situations with students. The Mental Health Team (which includes Administration, SSW, Psych, Guidance and ESE Specialist) meet 2xs per month to review students who have been assessed due to threats, suicide concerns, bullying or discussion of students receiving counseling as per IEP. Teachers are being trained in Mental Health to recognize possible issues with students that need to be addressed, especially those students in crisis.**

### **Part IV: Positive Culture & Environment**

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

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

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

Symmes is a PBIS (Positive Behavior Intervention Support) School. We focus on positive choices students make that are aligned to our SHARK expectations (Safe, Honest, Active Learner, Responsible and Kind). Students receive Shark Bucks and use them in the Shark Store which is run through our partnership with our PTA or purchase entry/participation in school/grade level-wide events.

Symmes is also using Restorative Practice strategies to build community and assist in SEL practices within the school. Teachers are encouraged to hold Community Meetings within their classroom to build community within their classrooms and the school. Staff members participated in Beginning of the Year training in addition to support resources available.

School Personnel are assigned to students who have been referred for a mentor to support their needs academically as well as giving them a person to talk with to reinforce positive behaviors.

Building a Student Council with 2 Representatives from each Gr 3-5 classroom and pairing them with Gr K-2 classrooms. Student Council works on promoting Monthly Community Service Projects along with being a link to share additional information with classroom students building relationships between students.

Symmes sponsors family events with our community partners monthly such as Spirit Nights with PTA, STEAM/STEM and Literacy Nights, and Family Fun Events to build rapport amongst our school community.

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

Principal

Assistant Principal - Restorative Practices, PBIS

Guidance Counselor (Currently Vacant)

School Social Worker - Student Council, Mentor Program, Terrific Kids

School Librarian - Student Council, PTA Liaison, Literacy Nights

PTA - Developing Spirit Night Opportunities, Shark Shop