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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: 7/27/2015

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	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	90%
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 Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2021-22: B (54%) 2018-19: C (49%) 2017-18: C (49%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	ATSI

* 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.

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

<p>School Type and Grades Served (per MSID File)</p> <p>Elementary School PK-5</p>	<p>2021-22 Title I School</p> <p>No</p>	<p>2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p>90%</p>
<p>Primary Service Type (per MSID File)</p> <p>K-12 General Education</p>	<p>Charter School</p> <p>No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p>64%</p>

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	B		C	C

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SIP Authority

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Purpose and Outline of the SIP

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

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
Rothenbush, Anna Marie	Principal	Curriculum and Data Leadership, monitor other school leaders, lead staff PD
Fuentes, Karen	Assistant Principal	Curriculum and Data Leadership, monitor other school leaders, lead staff PD
Maytum, Buffie	Other	Coaching cycles, Side by Side teaching support, PLC planning support, Data Analysis, PSLT and MTSS Support
Reighard, Christina	Other	Coaching cycles, Side by Side teaching support, PLC planning support, Data Analysis, PSLT and MTSS Support
Cook, Mekayla	SAC Member	

Demographic Information

Principal start date

Monday 7/27/2015, Annamarie Rothenbush

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.*

0

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.*

Total number of teacher positions allocated to the school

26

Total number of students enrolled at the school

417

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

8

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

7

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	64	72	65	60	48	84	0	0	0	0	0	0	0	393
Attendance below 90 percent	0	15	11	17	10	12	0	0	0	0	0	0	0	65
One or more suspensions	0	0	2	2	2	0	0	0	0	0	0	0	0	6
Course failure in ELA	2	0	1	3	0	0	0	0	0	0	0	0	0	6
Course failure in Math	2	0	1	3	0	0	0	0	0	0	0	0	0	6
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	1	10	13	0	0	0	0	0	0	0	24
Level 1 on 2022 statewide FSA Math assessment	0	0	0	1	9	7	0	0	0	0	0	0	0	17
Number of students with a substantial reading deficiency	2	0	1	12	10	15	0	0	0	0	0	0	0	40

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	0	1	0	3	0	0	0	0	0	0	0	0	4

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	2	0	1	3	0	0	0	0	0	0	0	0	0	6
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Date this data was collected or last updated

Friday 8/19/2022

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	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	

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	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	0
Level 1 on 2019 statewide FSA ELA assessment	0	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	0
Number of students with a substantial reading deficiency	0	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	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	53%	53%	56%				57%	52%	57%
ELA Learning Gains	55%						56%	55%	58%
ELA Lowest 25th Percentile	40%						50%	50%	53%
Math Achievement	61%	50%	50%				53%	54%	63%
Math Learning Gains	66%						47%	57%	62%
Math Lowest 25th Percentile	58%						40%	46%	51%
Science Achievement	46%	59%	59%				43%	50%	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	49%	52%	-3%	58%	-9%
Cohort Comparison		0%				
04	2022					
	2019	49%	55%	-6%	58%	-9%
Cohort Comparison		-49%				
05	2022					
	2019	67%	54%	13%	56%	11%
Cohort Comparison		-49%				

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	59%	54%	5%	62%	-3%
Cohort Comparison		0%				
04	2022					
	2019	47%	57%	-10%	64%	-17%
Cohort Comparison		-59%				
05	2022					
	2019	47%	54%	-7%	60%	-13%
Cohort Comparison		-47%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	43%	51%	-8%	53%	-10%
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	33	44	29	41	46	50	33				
ELL	54	60		46	57						
BLK	40	55	42	53	56	67	39				
HSP	62	56		62	63		54				
MUL	46	56		50	75		33				
WHT	57	54		69	72		52				
FRL	51	52	48	57	63	65	48				
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	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				
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	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				

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)	ATSI
OVERALL Federal Index – All Students	54
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	56
Total Points Earned for the Federal Index	435
Total Components for the Federal Index	8
Percent Tested	100%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	39
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	55
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners 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
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	50
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	59
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	52
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	

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	61
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	55
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?

Math emerged having the greatest improvement in areas of achievement, gains, and improvement within the bottom quartile. Science showed double-digit increases as well. ELA Achievement decreased overall, however improved overall in the areas of gains and increasing in the lowest quartile. Our ESSA groups from 2022 (SWD and Black/African American students) both gained in proficiency.

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

Proficiency in ELA needs to improve in Grades 3 and 5 as well as science. In addition, SWD continue needing support in both ELA and Science 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?

Absences of both students and Grade level teachers due to quarantine that impacted consistency in content areas, extended leave for SWD teachers that impacted services, ESE Specialist position was vacant, Gr 5 teachers new to grade level, Vacant Gr 5 ELA position until January, 2022; New Actions: New Gr 5 teachers have strong ELA background in Elementary and Middle School and one in Science, ESE Specialist hired for the school year to help support our teachers for SWD program, SWD Access teachers have planning with their corresponding grade level in order to support their instruction and closer monitoring of SWD student data.

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

Overall Math proficiency increase, gains across grade levels and increase in the bottom quartile which included our ESSA groups of Black/African American Students and SWD.

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

Planning support put into place at both the school and district levels; Consistent use of common assessments with the district across all grade levels in Math; Using progress monitoring data for planning in math in addition to individual goal setting with students after assessments; Consistent support from Science District Resource teacher to help with planning in Grades 4 & 5

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 and consistently with District Resource personnel especially in the areas of ELA and Science in order to strengthen planning, instruction and data analysis within the school. Ensuring SWD teachers have planning supports through the ESE Specialist along with their grade level PLCs to support their students in the content areas.

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 from new curriculum (planning guides) are available to teachers, opportunities to work with District Level Support Personnel in content areas (especially ELA and Science), District PD as presented, District Level and School-based data chats in 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 providing Grade Level Planning opportunities as Symmes ES way of work, PLC Data Chat opportunities and increase capacity of onsite experts and leaders to assist with instructional planning, Teachers in need of additional support will be identified and given the opportunity to work with Teacher Talent Developers and additional District Resource personnel in addition to walk-throughs and follow-ups by administration for coaching.

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 proficiency dropped overall from 58% in 2021 to 53% in 2022. Grade 5 proficiency was at 45%. Bottom Quartile gains increased overall in ELA from 29% to 40%, however the majority of students in Bottom Quartile were SWD (39%) not meeting the ESSA Federal Index score of 41% or higher.

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

By the Spring of 2023, students will increase ELA proficiency by 6% in each grade level on F.A.S.T. Spring, 2023, including Students with Disabilities.

*Data PLCs once a month to discuss grade level progress.

*PSLT 2xs a month to discuss individual students below grade level expectations

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

Tools:

ELA progress monitoring will be through F.A.S.T. PM 1-3

iReady Reading Diagnostics

District Assessments

Wonders Assessments

PLC Data Chats

Person responsible for monitoring outcome:

Anna Marie Rothenbush (annamarie.rothenbush@hcps.net)

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

Grade Level teams will plan with TTD to support content knowledge and development of lesson plans and assessments to determine student progress toward learning outcomes and provide for lesson adjustment. Visible learning strategies such as providing clarity of learning targets, cooperative learning and reciprocal teaching will be incorporated into the plans.

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

Teacher Talent Developer will work with instructional personnel to coach and support their teaching practices. Visible learning strategies such as reciprocal teaching and providing clarity of learning targets and goals increases learning and has the potential to accelerate learning. District Resource Teachers available for additional support for planning and data chats. Focus on Phonics Instruction, especially grades K-3. Use of SIPPS, BrainSpring, Comprehension Toolkit in addition to WONDERS core curriculum and support materials will be utilized.

resources/criteria used for selecting this strategy.

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.

*Ongoing PD on B.E.S.T. ELA Standards and visible learning strategies for staff members

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

Data Chats to focus on performance of individual students, ESSA subgroup (SWD) and Bottom Quartile as compared to classroom, grade level and district data. Connect findings of data to small group instruction in the classroom settings for MTSS and ELP supports. Ensure ELP tutoring is inclusive targeting ESSA subgroups (SWD).

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

Create scheduling to allow additional Grade Level PLC Planning to include Gen Ed, VE and Access Point Teachers.

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

Contact DRT for ELA for guidance and support for teachers

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

Contact DRT for ELA for guidance and support for teachers

Person Responsible Anna Marie Rothenbush (annamarie.rothenbush@hcps.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

Currently, we have 2 retained Kindergarteners in addition to a Gr 2 student who is retained. Ten current 1st graders were receiving Tier 3 interventions in Kindergarten.

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

ELA proficiency dropped overall from 58% in 2021 to 53% in 2022. Grade 5 proficiency was at 45%. Eleven Grade 3 students were promoted by District/State Portfolio Assessment, but demonstrate overall difficulties on grade level reading. We have 3 students who enrolled the 2022-23 school year that were retained in Grade 3 Spring, 2022. Fifteen current fifth graders performed Level 1 on ELA on FSA testing Spring, 2022.

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)

By the Spring of 2023, students will increase ELA proficiency by 6% in each grade level on F.A.S.T. Spring, 2023, including Students with Disabilities.

Grades 3-5: Measureable Outcome(s)

By the Spring of 2023, students will increase ELA proficiency by 6% in each grade level on F.A.S.T. Spring, 2023, including Students with Disabilities.

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.

*Data PLCs once a month to discuss grade level progress.

*PSLT 2xs a month to discuss individual students below grade level expectations

*Parent notifications providing information of interventions for all students Below Level

Tools:

ELA progress monitoring will be through F.A.S.T. PM 1-3

iReady Reading Diagnostics

District Assessments

Wonders Screeners Gr K-2

PLC Data Chats

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Rothenbush, Anna Marie, annamarie.rothenbush@hcps.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?

Grade Level teams will plan with TTD to support content knowledge and development of lesson plans and assessments to determine student progress toward learning outcomes and provide for lesson adjustment. Visible learning strategies such as providing clarity of learning targets, cooperative learning and reciprocal teaching will be incorporated into the plans. Focus on Phonics Instruction, especially grades K-3. Use of SIPPS, BrainSpring, Comprehension Toolkit in addition to WONDERS core curriculum and support materials will be utilized.

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?

Teacher Talent Developer will work with instructional personnel to coach and support their teaching practices. Visible learning strategies such as reciprocal teaching and providing clarity of learning targets

and goals increases learning and has the potential to accelerate learning with consistency and fidelity. District Resource Teachers available for additional support for planning and data chats.

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
Create Scheduling for Morning Planning for all grade levels in ELA with TTD which includes ACCESS and VE Teachers.	Rothenbush, Anna Marie, annamarie.rothenbush@hcps.net
Provide appropriate instructional resources for teachers to implement instruction.	Fuentes, Karen, karen.fuentes@hcps.net
Provide coaching opportunities with TTD with teachers new to grade levels and content areas to assist in implementing best practices.	Rothenbush, Anna Marie, annamarie.rothenbush@hcps.net
Providing Professional Study opportunities for new district ELA WONDERS Curriculum and Resources in addition to in house training for Phonics intervention programs (SIPPS, BrainSpring). This includes utilizing District Content Personnel to assist with PD.	Maytum, Buffie, buffie.maytum@hcps.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.

Symmes is a PBIS (Positive Behavior Intervention Support) School. The PBIS team attended a refresher course to help realign our practice. 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. School-wide PBIS events will be held quarterly and Grade Level Shark Academies will be held monthly with different community and learning opportunities.

Symmes uses 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. The first 20 days of school lessons were posted and additional lessons are available on the MTSS Channel of our School Teams so personnel have easy access to support their classroom's learning.

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.

Student Council is formed 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 community and rapport amongst our school stakeholders.

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

Principal

Assistant Principal - Restorative Practices, PBIS

Guidance Counselor (Continued Vacancy)

School Social Worker - Student Council, Terrific Kids

School Media Specialist - Student Council, Literacy Nights, PTA Liaison

PTA - Developing Spirit Night Opportunities, Shark Shop