

Hillsborough County Public Schools

Symmes Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

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Symmes Elementary School

6280 WATSON RD, Riverview, FL 33578

[no web address on file]

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.

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, 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
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, support PSLT/MTSS process
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
Mears, Karen	SAC Member	

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.

Survey was given to 22-23 SAC members if they were interested in continuing to be a representative on the committee. At the beginning of the year, additional surveys went out to look for additional families who were interested.

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))

SIP will be monitored and revised as needed after AP2 FAST and STAR data. Information will be brought to the Instructional Leadership Team for review in addition to SAC in January.

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	64%
2022-23 Economically Disadvantaged (FRL) Rate	90%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL) Black/African American Students (BLK) Hispanic Students (HSP) 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: C
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	3	18	21	18	14	18	0	0	0	92	
One or more suspensions	0	3	2	1	3	2	0	0	0	11	
Course failure in English Language Arts (ELA)	3	5	0	1	0	0	0	0	0	9	
Course failure in Math	3	5	0	1	0	0	0	0	0	9	
Level 1 on statewide ELA assessment	0	0	0	1	7	14	0	0	0	22	
Level 1 on statewide Math assessment	0	0	0	1	10	18	0	0	0	29	
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		
	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	1	0	1	4	12	0	0	0	18

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	5	0	1	0	0	0	0	0	9
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	0	15	11	17	10	12	0	0	0	65	
One or more suspensions	0	0	2	2	2	0	0	0	0	6	
Course failure in ELA	2	0	1	3	0	0	0	0	0	6	
Course failure in Math	2	0	1	3	0	0	0	0	0	6	
Level 1 on statewide ELA assessment	0	0	0	1	10	13	0	0	0	24	
Level 1 on statewide Math assessment	0	0	0	1	9	7	0	0	0	17	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	2	0	1	12	10	15	0	0	0	40	

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

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

The number of students identified retained:

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

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

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

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	15	11	17	10	12	0	0	0	65	
One or more suspensions	0	0	2	2	2	0	0	0	0	6	
Course failure in ELA	2	0	1	3	0	0	0	0	0	6	
Course failure in Math	2	0	1	3	0	0	0	0	0	6	
Level 1 on statewide ELA assessment	0	0	0	1	10	13	0	0	0	24	
Level 1 on statewide Math assessment	0	0	0	1	9	7	0	0	0	17	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	2	0	1	12	10	15	0	0	0	40	

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

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

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	2	0	1	3	0	0	0	0	0	6
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*	55	50	53	53	53	56	58		
ELA Learning Gains				55			48		
ELA Lowest 25th Percentile				40			29		
Math Achievement*	54	56	59	61	50	50	56		
Math Learning Gains				66			37		
Math Lowest 25th Percentile				58			21		
Science Achievement*	46	50	54	46	59	59	31		
Social Studies Achievement*					69	64			
Middle School Acceleration					56	52			
Graduation Rate					48	50			
College and Career Acceleration						80			
ELP Progress	57	59	59	56			60		

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

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

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	56
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	279
Total Components for the Federal Index	5

2021-22 ESSA Federal Index

Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index

ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	54
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	435
Total Components for the Federal Index	8
Percent Tested	100
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	31	Yes	4	1
ELL	62			
AMI				
ASN				
BLK	36	Yes	1	
HSP	53			
MUL	56			
PAC				
WHT	63			
FRL	49			

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	39	Yes	3	
ELL	55			
AMI				
ASN				
BLK	50			
HSP	59			
MUL	52			
PAC				
WHT	61			
FRL	55			

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	55			54			46					57
SWD	32			35			26				3	
ELL	64			64							3	57
AMI												
ASN												
BLK	34			41			33				3	
HSP	57			52			40				5	50
MUL	56			56							2	
PAC												
WHT	62			58			54				4	
FRL	51			46			40				4	

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	53	55	40	61	66	58	46					56
SWD	33	44	29	41	46	50	33					
ELL	54	60		46	57							56
AMI												
ASN												
BLK	40	55	42	53	56	67	39					
HSP	62	56		62	63		54					57
MUL	46	56		50	75		33					
PAC												
WHT	57	54		69	72		52					
FRL	51	52	48	57	63	65	48					54

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	58	48	29	56	37	21	31					60
SWD	29	14		36	15		8					
ELL	48	42		48	36		36					60
AMI												
ASN												
BLK	51	47		42	18		20					
HSP	59	52		63	57		35					58
MUL	58			56								
PAC												
WHT	63	50		63	33		41					
FRL	54	42	18	52	32	17	25					62

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	58%	53%	5%	54%	4%
04	2023 - Spring	54%	54%	0%	58%	-4%
03	2023 - Spring	61%	46%	15%	50%	11%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	65%	55%	10%	59%	6%
04	2023 - Spring	47%	59%	-12%	61%	-14%
05	2023 - Spring	49%	53%	-4%	55%	-6%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	46%	47%	-1%	51%	-5%

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.

Our current Gr 5 has the greatest number of students with 2 or more indicators (67%) listed for Early Warning System (EWS). 23% of students the 22-23 school year demonstrated attendance below 90% and out of the students with poor course performance, 94% had attendance indicators as well. Attendance was impacted by not having a social worker to assist in keeping up with students with absenteeism. In addition, many parents are stating they are keeping their student home for observation due to symptoms that could be contributed to an infectious disease.

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

Math showed the greatest decrease from 2022 Spring FSA (61% down to 55%). This was the first year teaching B.E.S.T. benchmarks in the state for grade levels 3-5 in addition to learning a new curriculum with materials being delivered after the first quarter of school.

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.

Unknown at this time.

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

ELA improved from 53% proficiency to 59%. B.E.S.T. benchmarks were new, however they closely reflect the standards previously taught so teachers and students were more familiar with them and their progression. More emphasis was placed on MTSS and ELP opportunities for Reading than Math. Teacher Talent Developer was available to support teachers in the areas of reading by planning, modeling, and coaching. Data chats with teachers along with students were used during the school year.

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

Attendance needs to improve. Focus needs to be given to Gr 5 students in the areas of both reading and math to increase gains in proficiency. Students with disabilities (our targeted ESSA group) accessing general education curriculum need to have supports in place to improve proficiency levels in both reading and math. There is a direct correlation between students achieving Level 1 on their FAST Reading and their NSSS score for Gr 5 Science.

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

Improved Gains in attendance

Increase proficiency in the areas of Math for our SWD along with all students in general.

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.

Students with high attendance issues need to be engaged and connected with the school and their classroom so they are wanting to attend school.

Measurable Outcome:

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

Students with Attendance Indicator will increase their attendance by 7% as demonstrated through daily attendance checks over each quarter the 2023-24 school year.

Monitoring:

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

School Personnel will keep records of students with attendance lower than 90% providing incentives for attending school daily. Parents will be contacted as well for families to be aware of the incentive program for students attending and coached regarding the importance of students attending school.

Person responsible for monitoring outcome:

Anna Marie Rothenbush (annamarie.rothenbush@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.)

School-wide attendance plan, Positive Behavior Intervention Support, Staff PD on Teach Like a Pirate and additional Kagan strategies to increase engagement, Outreach to parents for students with chronic absenteeism.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

When students attend school and engage in their learning, they are more likely to feel like they are a part of the school community in addition to being in the classroom allowing themselves the opportunity to participate in academic interventions and learning.

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.

Identify students below 90% attendance in 22-23 school year and share with SSW.

Person Responsible: Karen Fuentes (karen.fuentes@hcps.net)

By When: September 11, 2023

Plan and schedule dates for Teach Me Tuesday and Professional Development Book Study.

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

By When: September 11, 2023

#2. ESSA Subgroup specifically relating to Students with Disabilities**Area of Focus Description and Rationale:**

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

For three years in a row, proficiency of Students with Disabilities has been below 41%. These students include both our students in General Education Curriculum and students accessing alternative standards.

Measurable Outcome:

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

SWD shall demonstrate an increase in proficiency by 5% in area of reading as monitored through quarterly assessments over the 2023-2024 school year.

Monitoring:

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

Monitored through quarterly data chats with administration, ongoing parent communication between parents and teachers of students' progress, PLC monthly planning and data chats with grade level teams.

Person responsible for monitoring outcome:

Anna Marie Rothenbush (annamarie.rothenbush@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.)

SWD teachers participating in Grade Level planning with the TTD in both Math and Reading; Professional Development and training for teachers utilizing new district intervention curriculum for both students on Gen Ed curriculum and alternative curriculum; Professional book study Teach Like a Pirate and Kagan strategies; Teach Me Tuesdays introducing strategies that can be utilized for all students. Students identified to participate in afterschool tutoring opportunities for both ELA and Math.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Increasing opportunities for engagement in different modalities reaches more students keeping them engaged in their learning. Teachers planning together and using peer coaching holds both teachers and students to grade level standards.

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.

Schedule calendar dates for Grade Levels including self-contained ESE Classrooms for weekly morning planning, PLC planning and PLC data meetings.

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

By When: August 10, 2023

Schedule Professional Development days for book studies for Teach Like a Pirate and Kagan strategies. Purchase books for staff members.

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

By When: August 10, 2023 Purchase books when Title 1 Money is released

Schedule ELP and identify students to attend for specific sessions based on Spring 2023 PM3 and Fall 1013 PM1 scores addressing specific content needs.

Person Responsible: Karen Fuentes (karen.fuentes@hcps.net)

By When: September 11, 2023

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).

Funding will be used for purchase of books of Teach Like a Pirate to engage students in learning.

Kagan Workshop opportunities will be implemented.

ELP funding will be utilized including SWD subgroup when planning content focus.

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.

Our SIP to staff is provided in hard copy and online. Our SIP to SAC is also provided hard copy and online. Once Staff and SAC have reviewed SIP and given input a Parent link email to parents is sent and a copy of the areas of focus are provided. A link to it is also provided on the school website. As we go through the school year the staff and SAC review the data and progression quarterly and suggestions for SIP edits can be proposed. Parents and staff are notified of any changes through staff meetings, staff emails, SAC meetings, and quarterly Parent link email. <https://www.hillsboroughschools.org/symmes>

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))

This year we plan to sustain positive culture with parents through Conference nights: 2 times a year, advertised

SAC meetings, and (FACE) Family Involvement nights: Publix Reading Night 9/19, Harvest Happenings 10/20, GATI 11/16, Winterfest 12/14, Mathnasium 1/18, Talent Show 5/12. We have increased the number of FACE family nights and hope that will build even stronger connections with families. Kiwana's Terrific Kids is planned Monthly allowing the school community to celebrate students demonstrating positive character traits. National Junior Honor Society program will be implemented to celebrate students' academic successes. Events and plan can be accessed through the school web page: <https://www.hillsboroughschools.org/symmes>

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))

To strengthen the academic program in the school we will minimize disruptions by taping the AM show so teachers are able to decide when to show it during their morning. Few to no announcements during the day, and plan drills during less disruptive times. In addition, we will ensure effective master schedule planning and protect instructional time. We will also create parent awareness of how tardies, attendance, and early sign-outs impact instruction.

This year primary classrooms are implementing UFLI to strengthen literacy foundations. We are supporting the implementation through personnel, feedback to teachers, and monitoring progress. The first moments of class are devoted to developing community within the classroom with community circles to help build relationships within the classroom between the students and the teacher.

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))

N/A

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))

Symmes does not have a guidance counselor at this time. We stagger the days of the part time school social worker and school psychologist to have a member of Student Services on campus during the week. Mental Health services are held monthly to discuss any students who have concerns.

Symmes supports students with S.W.I.M.- "Success with Intentional Meetings. This program matches up our school-based Mentor and Mentee program for students who may need an extra supportive adult to be their cheerleader. These meetings can be weekly or daily depending on the needs of the student.

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. Lessons are available on the MTSS Channel of our School Teams so personnel have easy access to support their classroom's learning.

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))

N/A

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).

Grade Level Planning occurs weekly with TTD to ensure B.E.S.T. ELA and Math Standards and best practices are shared among the grade levels in Reading and Math. TTDs also are available to assist in coaching cycles for teachers.

PLC Planning and Data Meetings occur the second and third Tuesday of each month. These meetings are to discuss grade level, classroom level and small group data for teachers to identify trends in learning. MTSS occurs within the grade levels.

PSLT meetings occur for individual student problem-solving twice a month. Assistant Principal, ESE Specialist, School Social Worker and Psychologist are available to assist with behavior, attendance and academic problem-solving.

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))

Grades K-5 teachers are receiving DIBELS training for screening all students and using the information to address the MTSS process. Grades K-2 are receiving UFLI training in addition to having access to Flamingo training to work with students and give interventions as needed. ESE teachers are being trained in Brainspring giving a structured, multi-modality approach to teach reading to students having difficulty with core instruction.

Teacher Talent Developers work with teachers in planning and are able to provide support through coaching, modeling and planning for ELA, Math and Science. TTDs also support school personnel by bring back training of district approved programs and finding needed materials to support these programs.

Mini Math trainings are posted through the district for teachers to access information on upcoming units of instruction. Science data chats are offered within the district to guide focus on data-based instruction.

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))

At Symmes, there is an Early Childhood Program for ESE Students that are able to move into the Blended VPK when they are old enough to qualify. Some of those students then have an opportunity to be part of a Kickstart Kindergarten program that is supposed to have a lower teacher to student ratio in addition to a paraprofessional in the classroom full-time.