

Hillsborough County Public Schools

# Lopez Exceptional Center



2019-20 Schoolwide Improvement Plan

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## Lopez Exceptional Center

315 W OLD HILLSBOROUGH AVE, Seffner, FL 33584

[ no web address on file ]

### Demographics

**Principal: Sara Schwanzl**

Start Date for this Principal: 8/1/2017

|                                                                                                                                                              |                                                                                                       |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------|
| <b>2019-20 Status</b><br>(per MSID File)                                                                                                                     | Active                                                                                                |
| <b>School Type and Grades Served</b><br>(per MSID File)                                                                                                      | Combination School<br>PK-12                                                                           |
| <b>Primary Service Type</b><br>(per MSID File)                                                                                                               | Special Education                                                                                     |
| <b>2018-19 Title I School</b>                                                                                                                                | Yes                                                                                                   |
| <b>2018-19 Economically Disadvantaged (FRL) Rate</b><br>(as reported on Survey 3)                                                                            | 90%                                                                                                   |
| <b>2018-19 ESSA Subgroups Represented</b><br>(subgroups with 10 or more students)<br>(subgroups below the federal threshold are identified with an asterisk) |                                                                                                       |
| <b>School Grades History</b>                                                                                                                                 | 2018-19: No Grade<br>2017-18: No Grade<br>2016-17: No Grade<br>2015-16: No Grade<br>2014-15: No Grade |
| <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>                                                                                                                                           | CS&I                                                                                                  |
| * As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .                                         |                                                                                                       |

### 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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## School Demographics

|                                                                                                     |                                                |                                                                                                    |
|-----------------------------------------------------------------------------------------------------|------------------------------------------------|----------------------------------------------------------------------------------------------------|
| <p><b>School Type and Grades Served</b><br/>(per MSID File)</p> <p>Combination School<br/>PK-12</p> | <p><b>2018-19 Title I School</b></p> <p>No</p> | <p><b>2018-19 Economically Disadvantaged (FRL) Rate</b><br/>(as reported on Survey 3)</p> <p>%</p> |
| <p><b>Primary Service Type</b><br/>(per MSID File)</p> <p>Special Education</p>                     | <p><b>Charter School</b></p> <p>No</p>         | <p><b>2018-19 Minority Rate</b><br/>(Reported as Non-white on Survey 2)</p> <p>%</p>               |

## School Grades History

Year  
Grade

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## SIP Authority

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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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at

<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.**

Provide support to empower student communication and understanding to be successful citizens.

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

Preparing self-advocating independent students for life.

### School Leadership Team

**Membership**

Identify the name, email address and position title for each member of the school leadership team:

| Name                 | Title        | Job Duties and Responsibilities |
|----------------------|--------------|---------------------------------|
| Hilbush, Joseph      | Principal    |                                 |
| Montgomery, Kasandra | Teacher, ESE | SAC Chair and SIP think partner |

### Early Warning Systems

**Current Year**

**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     | 0           | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0  | 0  | 0     | 0  |
| Attendance below 90 percent     | 0           | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0  | 0  | 0     | 0  |
| One or more suspensions         | 0           | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0  | 0  | 0     | 0  |
| Course failure in ELA or Math   | 0           | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0  | 0  | 0     | 0  |
| Level 1 on statewide assessment | 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 | 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     | 0  |
| Students retained two or more times | 0           | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0  | 0  | 0     | 0  |

**FTE units allocated to school (total number of teacher units)**

**Date this data was collected or last updated**

Monday 6/24/2019

**Prior Year - 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 |       |
| Attendance below 90 percent     | 2           | 1 | 2 | 2 | 2 | 1 | 2 | 4 | 3 | 2 | 0  | 3  | 7  | 31    |
| One or more suspensions         | 0           | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 0     |
| Course failure in ELA or Math   | 0           | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 0     |
| Level 1 on statewide assessment | 0           | 0 | 0 | 0 | 0 | 1 | 2 | 2 | 5 | 4 | 0  | 1  | 1  | 16    |

**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  | 0     |

**Prior Year - 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 |       |
| Attendance below 90 percent     | 2           | 1 | 2 | 2 | 2 | 1 | 2 | 4 | 3 | 2 | 0  | 3  | 7  | 31    |
| One or more suspensions         | 0           | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 0     |
| Course failure in ELA or Math   | 0           | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 0     |
| Level 1 on statewide assessment | 0           | 0 | 0 | 0 | 0 | 1 | 2 | 2 | 5 | 4 | 0  | 1  | 1  | 16    |

**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  | 0     |

**Part II: Needs Assessment/Analysis**

**School Data**

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 | 2019   |          |       | 2018   |          |       |
|------------------------|--------|----------|-------|--------|----------|-------|
|                        | School | District | State | School | District | State |
| ELA Achievement        | 0%     | 57%      | 61%   | 0%     | 60%      | 57%   |
| ELA Learning Gains     | 0%     | 56%      | 59%   | 0%     | 60%      | 57%   |

| School Grade Component      | 2019   |          |       | 2018   |          |       |
|-----------------------------|--------|----------|-------|--------|----------|-------|
|                             | School | District | State | School | District | State |
| ELA Lowest 25th Percentile  | 0%     | 52%      | 54%   | 0%     | 53%      | 51%   |
| Math Achievement            | 0%     | 55%      | 62%   | 0%     | 60%      | 58%   |
| Math Learning Gains         | 0%     | 57%      | 59%   | 0%     | 60%      | 56%   |
| Math Lowest 25th Percentile | 0%     | 49%      | 52%   | 0%     | 54%      | 50%   |
| Science Achievement         | 0%     | 50%      | 56%   | 0%     | 54%      | 53%   |
| Social Studies Achievement  | 0%     | 77%      | 78%   | 0%     | 78%      | 75%   |

**EWS Indicators as Input Earlier in the Survey**

| Indicator                       | Grade Level (prior year reported) |       |       |       |       |       |       |       |       |       |       |       |       | Total  |       |
|---------------------------------|-----------------------------------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|--------|-------|
|                                 | K                                 | 1     | 2     | 3     | 4     | 5     | 6     | 7     | 8     | 9     | 10    | 11    | 12    |        |       |
| Number of students enrolled     | 0 (0)                             | 0 (0) | 0 (0) | 0 (0) | 0 (0) | 0 (0) | 0 (0) | 0 (0) | 0 (0) | 0 (0) | 0 (0) | 0 (0) | 0 (0) | 0 (0)  | 0 (0) |
| Attendance below 90 percent     | 0 (2)                             | 0 (1) | 0 (2) | 0 (2) | 0 (2) | 0 (1) | 0 (2) | 0 (4) | 0 (3) | 0 (2) | 0 (0) | 0 (3) | 0 (7) | 0 (31) |       |
| One or more suspensions         | 0 (0)                             | 0 (0) | 0 (0) | 0 (0) | 0 (0) | 0 (0) | 0 (0) | 0 (0) | 0 (0) | 0 (0) | 0 (0) | 0 (0) | 0 (0) | 0 (0)  |       |
| Course failure in ELA or Math   | 0 (0)                             | 0 (0) | 0 (0) | 0 (0) | 0 (0) | 0 (0) | 0 (0) | 0 (0) | 0 (0) | 0 (0) | 0 (0) | 0 (0) | 0 (0) | 0 (0)  |       |
| Level 1 on statewide assessment | 0 (0)                             | 0 (0) | 0 (0) | 0 (0) | 0 (0) | 0 (1) | 0 (2) | 0 (2) | 0 (5) | 0 (4) | 0 (0) | 0 (1) | 0 (1) | 0 (16) |       |

**Grade Level Data**

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

NOTE: 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 |
| 03                | 2019 |        |          |                            |       |                         |
|                   | 2018 |        |          |                            |       |                         |
| Cohort Comparison |      |        |          |                            |       |                         |
| 04                | 2019 |        |          |                            |       |                         |
|                   | 2018 |        |          |                            |       |                         |
| Cohort Comparison |      | 0%     |          |                            |       |                         |
| 05                | 2019 |        |          |                            |       |                         |
|                   | 2018 |        |          |                            |       |                         |
| Cohort Comparison |      | 0%     |          |                            |       |                         |
| 06                | 2019 |        |          |                            |       |                         |
|                   | 2018 |        |          |                            |       |                         |
| Cohort Comparison |      | 0%     |          |                            |       |                         |
| 07                | 2019 |        |          |                            |       |                         |
|                   | 2018 |        |          |                            |       |                         |
| Cohort Comparison |      | 0%     |          |                            |       |                         |
| 08                | 2019 |        |          |                            |       |                         |
|                   | 2018 |        |          |                            |       |                         |
| Cohort Comparison |      | 0%     |          |                            |       |                         |



| ELA               |      |        |          |                            |       |                         |
|-------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade             | Year | School | District | School-District Comparison | State | School-State Comparison |
| 09                | 2019 |        |          |                            |       |                         |
|                   | 2018 |        |          |                            |       |                         |
| Cohort Comparison |      | 0%     |          |                            |       |                         |
| 10                | 2019 |        |          |                            |       |                         |
|                   | 2018 |        |          |                            |       |                         |
| Cohort Comparison |      | 0%     |          |                            |       |                         |

| MATH              |      |        |          |                            |       |                         |
|-------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade             | Year | School | District | School-District Comparison | State | School-State Comparison |
| 03                | 2019 |        |          |                            |       |                         |
|                   | 2018 |        |          |                            |       |                         |
| Cohort Comparison |      |        |          |                            |       |                         |
| 04                | 2019 |        |          |                            |       |                         |
|                   | 2018 |        |          |                            |       |                         |
| Cohort Comparison |      | 0%     |          |                            |       |                         |
| 05                | 2019 |        |          |                            |       |                         |
|                   | 2018 |        |          |                            |       |                         |
| Cohort Comparison |      | 0%     |          |                            |       |                         |
| 06                | 2019 |        |          |                            |       |                         |
|                   | 2018 |        |          |                            |       |                         |
| Cohort Comparison |      | 0%     |          |                            |       |                         |
| 07                | 2019 |        |          |                            |       |                         |
|                   | 2018 |        |          |                            |       |                         |
| Cohort Comparison |      | 0%     |          |                            |       |                         |
| 08                | 2019 |        |          |                            |       |                         |
|                   | 2018 |        |          |                            |       |                         |
| Cohort Comparison |      | 0%     |          |                            |       |                         |

| SCIENCE           |      |        |          |                            |       |                         |
|-------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade             | Year | School | District | School-District Comparison | State | School-State Comparison |
| 05                | 2019 |        |          |                            |       |                         |
|                   | 2018 |        |          |                            |       |                         |
| Cohort Comparison |      |        |          |                            |       |                         |
| 08                | 2019 |        |          |                            |       |                         |
|                   | 2018 |        |          |                            |       |                         |
| Cohort Comparison |      | 0%     |          |                            |       |                         |

| BIOLOGY EOC |        |          |                       |       |                    |
|-------------|--------|----------|-----------------------|-------|--------------------|
| Year        | School | District | School Minus District | State | School Minus State |
| 2019        |        |          |                       |       |                    |

| BIOLOGY EOC  |        |          |                       |       |                    |
|--------------|--------|----------|-----------------------|-------|--------------------|
| Year         | School | District | School Minus District | State | School Minus State |
| 2018         |        |          |                       |       |                    |
| CIVICS EOC   |        |          |                       |       |                    |
| Year         | School | District | School Minus District | State | School Minus State |
| 2019         |        |          |                       |       |                    |
| 2018         |        |          |                       |       |                    |
| HISTORY EOC  |        |          |                       |       |                    |
| Year         | School | District | School Minus District | State | School Minus State |
| 2019         |        |          |                       |       |                    |
| 2018         |        |          |                       |       |                    |
| ALGEBRA EOC  |        |          |                       |       |                    |
| Year         | School | District | School Minus District | State | School Minus State |
| 2019         |        |          |                       |       |                    |
| 2018         |        |          |                       |       |                    |
| GEOMETRY EOC |        |          |                       |       |                    |
| Year         | School | District | School Minus District | State | School Minus State |
| 2019         |        |          |                       |       |                    |
| 2018         |        |          |                       |       |                    |

**Subgroup Data**

| 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                                       | 5        | 19     |             |           | 27      |              |          |         |           |                   |                     |
| WHT                                       | 8        | 9      |             |           |         |              |          |         |           |                   |                     |
| FRL                                       | 5        | 21     |             |           | 23      |              |          |         |           |                   |                     |
| 2018 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 2016-17 | C & C Accel 2016-17 |
|                                           |          |        |             |           |         |              |          |         |           |                   |                     |
| 2017 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 2015-16 | C & C Accel 2015-16 |
|                                           |          |        |             |           |         |              |          |         |           |                   |                     |

**ESSA Data**

This data has been updated for the 2018-19 school year as of 7/16/2019.

| <b>ESSA Federal Index</b>                                                       |      |
|---------------------------------------------------------------------------------|------|
| ESSA Category (TS&I or CS&I)                                                    | CS&I |
| OVERALL Federal Index – All Students                                            | 13   |
| OVERALL Federal Index Below 41% All Students                                    | YES  |
| Total Number of Subgroups Missing the Target                                    | 3    |
| Progress of English Language Learners in Achieving English Language Proficiency |      |
| Total Points Earned for the Federal Index                                       | 51   |
| Total Components for the Federal Index                                          | 4    |
| Percent Tested                                                                  | 100% |
| <b>Subgroup Data</b>                                                            |      |
| <b>Students With Disabilities</b>                                               |      |
| Federal Index - Students With Disabilities                                      | 13   |
| Students With Disabilities Subgroup Below 41% in the Current Year?              | YES  |
| Number of Consecutive Years Students With Disabilities Subgroup Below 32%       |      |
| <b>English Language Learners</b>                                                |      |
| Federal Index - English Language Learners                                       |      |
| English Language Learners Subgroup Below 41% in the Current Year?               | N/A  |
| Number of Consecutive Years English Language Learners Subgroup Below 32%        |      |
| <b>Native American Students</b>                                                 |      |
| 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%         |      |
| <b>Asian Students</b>                                                           |      |
| Federal Index - Asian Students                                                  |      |
| Asian Students Subgroup Below 41% in the Current Year?                          | N/A  |
| Number of Consecutive Years Asian Students Subgroup Below 32%                   |      |
| <b>Black/African American Students</b>                                          |      |
| Federal Index - Black/African American Students                                 |      |
| Black/African American Students Subgroup Below 41% in the Current Year?         | N/A  |
| Number of Consecutive Years Black/African American Students Subgroup Below 32%  |      |
| <b>Hispanic Students</b>                                                        |      |
| Federal Index - Hispanic Students                                               |      |

| Hispanic Students                                                                  |     |
|------------------------------------------------------------------------------------|-----|
| Hispanic Students Subgroup Below 41% in the Current Year?                          | N/A |
| Number of Consecutive Years Hispanic Students Subgroup Below 32%                   |     |
| Multiracial Students                                                               |     |
| Federal Index - Multiracial Students                                               |     |
| Multiracial Students Subgroup Below 41% in the Current Year?                       | N/A |
| Number of Consecutive Years Multiracial Students Subgroup Below 32%                |     |
| 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                                                     | 9   |
| White Students Subgroup Below 41% in the Current Year?                             | YES |
| Number of Consecutive Years White Students Subgroup Below 32%                      |     |
| Economically Disadvantaged Students                                                |     |
| Federal Index - Economically Disadvantaged Students                                | 12  |
| Economically Disadvantaged Students Subgroup Below 41% in the Current Year?        | YES |
| Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32% |     |

## Analysis

### Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

**Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.**

Due to the levels of our students at Lopez, our data reflection throughout this next year will be based on communication and self-advocacy skills. We do not have enough data from this past year to show facts to why performance in these areas may have been low. Throughout this next school year we will begin doing walkthroughs to collect data on how communication and self-advocacy skills are being used in the classroom.

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

Our vision statement changing in the prior year, we have not seen a decline in our goals as a school. During our meetings we look for ways to improve our data and so far have not seen a decline in our data of communication and self-advocacy.

**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.**

All of our data will be much different than what the state's data because of what kind of data we are focused on at our special needs center. We focus on our students communication and self-advocacy needs rather than on academic needs.

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

Our communication skills have seen the most growth due to a generous donation of iPads to our school. These iPads had a communication device added on to them for our students to clearly communicate their wants and needs. Our hope is to continue to train our staff and students in this program in order for them to leave our school one day being able to communicate in the community around them. We are excited for the changes in behavior we saw just this past year from the use of these new devices.

**Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)**

With these new devices come challenges as well. Not having students who want to learn how to use the communication programs can make it difficult, but also having teachers and staff that do not put the work in to train our students on these devices could be an area of concern. We plan on having trainings on how to use these devices and hopefully enrich our teachers and get them excited about the chance to use this in their classrooms.

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

1. Communication skills (through the use of technology and other devices)
2. Self-Advocacy skills (creating an environment for our students to practice daily living skills)
3. Incentive Program (providing incentives for our students to reach their goals)
4. Parent Involvement (involving more parents/guardians in after school activities and programs)
- 5.

## Part III: Planning for Improvement

### Areas of Focus:

|                                                                 |                                                                                                                                                                                                                                                                                                                                                                                           |
|-----------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>#1</b>                                                       |                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>Title</b>                                                    | Increase Student Engagement through Increased Communication                                                                                                                                                                                                                                                                                                                               |
| <b>Rationale</b>                                                | The more our students are able to communicate, the more they can learn and the better their behavior is.                                                                                                                                                                                                                                                                                  |
| <b>State the measurable outcome the school plans to achieve</b> | Increase in FSAA scores and decrease in violent student behavior.                                                                                                                                                                                                                                                                                                                         |
| <b>Person responsible for monitoring outcome</b>                | Joseph Hilbush (joseph.hilbush@hcps.net)                                                                                                                                                                                                                                                                                                                                                  |
| <b>Evidence-based Strategy</b>                                  | Teacher's using assistive technology to improve student communication                                                                                                                                                                                                                                                                                                                     |
| <b>Rationale for Evidence-based Strategy</b>                    | The more assistive technology teachers are using the more we can teach students to communicate.                                                                                                                                                                                                                                                                                           |
| <b>Action Step</b>                                              |                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>Description</b>                                              | <ol style="list-style-type: none"> <li>1. Increase the amount of technology available.</li> <li>2. Increase the amount of referrals done for ACAT.</li> <li>3. Provide monthly training for teachers on how to use it.</li> <li>4. Increase the amount of low-tech communication devices.</li> <li>5. Increase parent involvement in the use of communication devices at home.</li> </ol> |
| <b>Person Responsible</b>                                       | Joseph Hilbush (joseph.hilbush@hcps.net)                                                                                                                                                                                                                                                                                                                                                  |

**Additional Schoolwide Improvement Priorities (optional)**

**After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).**

Through our area of focus, we will also increase self-advocacy skills throughout our campus. With the use of communication devices, we can better understand our students and their needs on a day to day basis. This will also help the students in their community around their families and peers. Once a student can communicate their wants and needs, the behaviors will stop and then we can help them take the necessary steps to self advocate for themselves in the world.

**Part IV: Title I Requirements**

**Additional Title I Requirements**  
 This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Schoolwide Improvement Plan to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

**Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.**

The school plans to build positive relationships with parents, families, and other community stakeholders by completing the following:

?Invitation for parents and community members to join the School Advisory Committee (SAC)

?Provide each parent with a condensed version of the Parent and Family Engagement Plan.

(Condensed PFEP)

?Parent input for the Parent and Family Engagement Plan (PFEP), Compact, use of Title I funds, and improvement of Title I programs will be solicited by surveys and various opportunities for parents to provide comments and suggestions. (Barrier and Compact Survey Information)

?School Advisory Committee (SAC) minutes will reflect parent input into the development/improvement of the PFEP and the compact. (SAC Minutes)

?2018-2019 Compact

### PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

**Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.**

#### Social and Emotional Learning (SEL) Program

Students are engaged in SEL programs based on their needs and within the HCPS “Preparing Students for Life” framework. This framework includes: Mission and Vision; Procedures & Routines; Promoting & Modeling Great Character; Service Learning; Student Leadership; Conflict Resolution; Mentoring; and Behavior Management Plan. In this way, SEL becomes a part of our school’s culture.

Hillsborough County Public Schools has partnered with Frameworks of Tampa Bay to integrate SEL into all middle schools. Students will be engaged with Life Skills training, an evidence-based program that is designed to improve social, emotional, and academic skills and strengthen relationships between students and teachers.

#### Behavior Management Plan

Included in the HCPS “Preparing Students for Life” framework is the need for a behavior management plan. A comprehensive behavior management plan is an important part of the social/emotional framework. It is expected that all settings will be structured for success, expectations for student behavior will be explicitly taught, students will be consistently supervised, teachers will build positive relationships with students, and that students will be corrected, calmly, consistently, respectfully, briefly, and immediately.

Comprehensive behaviors plans should address a behavior support team, faculty/stakeholder commitment, school-wide expectations with a plan for teaching those expectations, effective processes for tracking and documenting behavior incidents and interventions, plan progress monitoring, location-based rules, effective reward/recognition program that includes restorative practices, and a focus on data-based decision making.

It is an expectation that behavior management plans for all DA and Achievement Schools include the 10 Critical Elements for Effective School Wide Management Plans, Restorative Practices, the use of Behavior Tracker to track minor incidences (in classroom), and a separate tool to track ALL interventions (admin/ student services). There may additionally be a need for a Behavior Intervention Team (may choose to use PSLT).

**Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.**

The School Board of each Florida district is required by state law to establish a comprehensive program for student progression that is based on an evaluation of each student’s performance including an assessment of how well the student masters the performance standards approved by the state board.

The district's program for student progression is based on mastery of the English language arts, mathematics, science, and social studies standards. (F.S. 1008.25)

The HCPS Student Progression Plan includes information on initial placement, reporting student progress, reading remediation, academic acceleration, grade promotion and retention, graduation requirements, transfer credits, student recognition, accommodations, dual enrollment, and extended learning opportunities.

For complete information, please visit our Student Progression Plan at: <http://www.sdhc.k12.fl.us/docs/00/00/21/33/studentprogressionplan.pdf>

HCPS utilizes a variety of strategies for assisting students as they transition from one school to another.

HCPS employs multiple strategies for preparing children for entry into kindergarten. Over 6,000 children participate in one of several preschool programs offered by the School District (Head Start, VPK and PreK-ESE). Developmental screenings are available for all families prior to entry into kindergarten through Child Find, a service within the Florida Diagnostic and Learning Resources System (FDLRS). Additionally, the district works closely with School Readiness providers to share information.

HCPS utilizes multiple strategies for preparing students for their next school, including transitioning from elementary to middle school, middle school to high school, or simply moving to a new school mid-year. Examples Lopez Exceptional Center uses includes:

- Inviting all students to orientation with teachers to go over class location and routines
- Train a small group of higher functioning students to help and model routines/behavior for others
- Parent information and/or education opportunities
- Hold PSLT and ILT meetings to educate teachers
- Transition/Classroom visits
- Access Points Transition Night/Information session

**Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.**

To ensure efficient/systematic allocation and use of resources, the PSLT/ILT utilizes an RtI/MTSS framework to improve learning for all. Resources allocated support a continuum of academic and behavioral supports, ensuring all students have fluid access to instruction (varying intensity levels matched to most appropriate available resources).

An annual inventory of resource materials, staff, and funds allocated determines necessary resource materials and personnel available to meet student needs through a resource map.

To ensure support systems, small group, and individual needs are met, the PSLT:  
Reviews school-wide data on an ongoing basis, identifying instructional needs across the school;  
Supports the implementation of high quality instructional practices during core and intervention blocks;  
Reviews progress monitoring data of core to ensure fidelity of instruction and attainment of SIP goal(s) in curricular, behavioral, and attendance domains; Communicates school-wide data to PLCs, facilitating problem solving within content/grade level teams.

The PSLT meets regularly (bi-weekly/monthly). The PSLT meeting calendar is structured around the



district’s assessment calendar, ensuring opportunities to review assessments, outcome data, and engage in the problem solving process for appropriate data-driven decisions.

Title I:

PartA

Funding enriches eligible schools with additional instructional staff, PD, ELP, and supplemental resources for raising student achievement in high-poverty schools.

PartC- Migrant

The migrant advocate provides services and support to students, parents, teachers and other programs to ensure that students’ needs are met.

TitleII

Funds for PD to provide/promote high quality professional learning that supports improved job performance for all resulting in increased student achievement.

TitleIII

Services are provided to ensure ELLs have access to academic content that is equal in scope, sequence, breadth, and depth to the curricular offerings available to all.

HeadStart

Appropriate assessments identify a child's strengths, interests, needs and learning styles. Schools utilize information from students to transition into kindergarten.

**Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.**

HCPS strategies to advance college and career awareness include: Career interest inventory offered to students through Florida Shines; District College Nights; District Financial Aid Nights; Postsecondary representative visits at high schools; Field trip opportunities for career awareness; Field trip opportunities to technical colleges; and Opportunities for students to take courses within their area of interest at their high school, via virtual school, and through dual enrollment.

**Part V: Budget**

**The approved budget does not reflect any amendments submitted for this project.**

|               |        |                                                                                    |               |
|---------------|--------|------------------------------------------------------------------------------------|---------------|
| 1             | III.A. | <b>Areas of Focus: Increase Student Engagement through Increased Communication</b> | <b>\$0.00</b> |
| <b>Total:</b> |        |                                                                                    | <b>\$0.00</b> |