

Hillsborough County Public Schools

# Simmons Exceptional Center



2019-20 Schoolwide Improvement Plan

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## Simmons Exceptional Center

1202 W GRANT ST, Plant City, FL 33563

[ no web address on file ]

### Demographics

**Principal: Cleto Chazares**

Start Date for this Principal: 6/16/2010

|  |   |
|--|---|
| <b>2019-20 Status</b><br>(per MSID File)   | Active  |
| <b>School Type and Grades Served</b><br>(per MSID File)  | Combination School<br>KG-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)  | 100%  |
| <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) | Students With Disabilities*   |
| <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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# Simmons Exceptional Center

1202 W GRANT ST, Plant City, FL 33563

[ no web address on file ]

## School Demographics

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

## School Grades History

Year  
Grade

## School Board Approval

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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.**

Simmons Exceptional Center will provide students with an education that promotes tolerance, creativity, and accountability among all students.

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

Simmons Exceptional will provide students with the opportunity and tools needed to acquire the knowledge and skills necessary to reach their maximum potential beyond the classroom.

### 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 |
|---------------------|------------------------|---------------------------------|
| Chazares, Cleto     | Principal              |                                 |
| Yacinich, Cara      | Assistant Principal    |                                 |
| bellwood, katie     | Attendance/Social Work |                                 |
| Pineda, Christopher | Teacher, K-12          |                                 |

### 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     | 1           | 1 | 0 | 4 | 4 | 3 | 1 | 5 | 4 | 5 | 3  | 3  | 1  | 35    |
| Attendance below 90 percent     | 1           | 0 | 0 | 0 | 3 | 1 | 0 | 4 | 5 | 2 | 1  | 1  | 1  | 19    |
| One or more suspensions         | 1           | 1 | 0 | 2 | 3 | 2 | 0 | 0 | 0 | 0 | 0  | 2  | 0  | 11    |
| Course failure in ELA or Math   | 0           | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1  | 0  | 0  | 1     |
| 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 | 1           | 0 | 0 | 0 | 3 | 1 | 0 | 2 | 4 | 2 | 1  | 1  | 0  | 15    |

**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 | 2 | 1 | 0 | 0 | 0 | 2 | 0 | 0  | 0  | 0  | 5     |
| 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)**

9

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

Tuesday 7/2/2019

**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     | 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     |

**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     | 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     |

**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%   |
| 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     | 1 (0)                             | 1 (0) | 0 (0) | 4 (0) | 4 (0) | 3 (0) | 1 (0) | 5 (0) | 4 (0) | 5 (0) | 3 (0) | 3 (0) | 1 (0) | 35 (0) |
| Attendance below 90 percent     | 1 (0)                             | 0 (0) | 0 (0) | 0 (0) | 3 (0) | 1 (0) | 0 (0) | 4 (0) | 5 (0) | 2 (0) | 1 (0) | 1 (0) | 1 (0) | 19 (0) |
| One or more suspensions         | 1 (0)                             | 1 (0) | 0 (0) | 2 (0) | 3 (0) | 2 (0) | 0 (0) | 0 (0) | 0 (0) | 0 (0) | 0 (0) | 2 (0) | 0 (0) | 11 (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) | 1 (0) | 0 (0) | 0 (0) | 1 (0)  |
| Level 1 on statewide assessment | 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)  |

**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 | 0%     | 52%      | -52%                       | 58%   | -58%                    |
|                       | 2018 | 0%     | 53%      | -53%                       | 57%   | -57%                    |
| Same Grade Comparison |      | 0%     |          |                            |       |                         |
| Cohort Comparison     |      |        |          |                            |       |                         |
| 04                    | 2019 | 0%     | 55%      | -55%                       | 58%   | -58%                    |
|                       | 2018 | 0%     | 55%      | -55%                       | 56%   | -56%                    |
| Same Grade Comparison |      | 0%     |          |                            |       |                         |
| Cohort Comparison     |      | 0%     |          |                            |       |                         |
| 05                    | 2019 | 0%     | 54%      | -54%                       | 56%   | -56%                    |
|                       | 2018 | 0%     | 51%      | -51%                       | 55%   | -55%                    |
| Same Grade Comparison |      | 0%     |          |                            |       |                         |
| Cohort Comparison     |      | 0%     |          |                            |       |                         |
| 06                    | 2019 |        |          |                            |       |                         |



| ELA                   |      |        |          |                            |       |                         |
|-----------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade                 | Year | School | District | School-District Comparison | State | School-State Comparison |
|                       | 2018 | 0%     | 52%      | -52%                       | 52%   | -52%                    |
| Cohort Comparison     |      | 0%     |          |                            |       |                         |
| 07                    | 2019 | 0%     | 54%      | -54%                       | 52%   | -52%                    |
|                       | 2018 | 0%     | 52%      | -52%                       | 51%   | -51%                    |
| Same Grade Comparison |      | 0%     |          |                            |       |                         |
| Cohort Comparison     |      | 0%     |          |                            |       |                         |
| 08                    | 2019 | 0%     | 53%      | -53%                       | 56%   | -56%                    |
|                       | 2018 | 0%     | 54%      | -54%                       | 58%   | -58%                    |
| Same Grade Comparison |      | 0%     |          |                            |       |                         |
| Cohort Comparison     |      | 0%     |          |                            |       |                         |
| 09                    | 2019 | 0%     | 55%      | -55%                       | 55%   | -55%                    |
|                       | 2018 | 0%     | 53%      | -53%                       | 53%   | -53%                    |
| Same Grade Comparison |      | 0%     |          |                            |       |                         |
| Cohort Comparison     |      | 0%     |          |                            |       |                         |
| 10                    | 2019 | 0%     | 53%      | -53%                       | 53%   | -53%                    |
|                       | 2018 | 0%     | 52%      | -52%                       | 53%   | -53%                    |
| Same Grade Comparison |      | 0%     |          |                            |       |                         |
| Cohort Comparison     |      | 0%     |          |                            |       |                         |

| MATH                  |      |        |          |                            |       |                         |
|-----------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade                 | Year | School | District | School-District Comparison | State | School-State Comparison |
| 03                    | 2019 | 0%     | 54%      | -54%                       | 62%   | -62%                    |
|                       | 2018 | 0%     | 55%      | -55%                       | 62%   | -62%                    |
| Same Grade Comparison |      | 0%     |          |                            |       |                         |
| Cohort Comparison     |      |        |          |                            |       |                         |
| 04                    | 2019 | 0%     | 57%      | -57%                       | 64%   | -64%                    |
|                       | 2018 | 0%     | 57%      | -57%                       | 62%   | -62%                    |
| Same Grade Comparison |      | 0%     |          |                            |       |                         |
| Cohort Comparison     |      | 0%     |          |                            |       |                         |
| 05                    | 2019 | 0%     | 54%      | -54%                       | 60%   | -60%                    |
|                       | 2018 | 0%     | 54%      | -54%                       | 61%   | -61%                    |
| Same Grade Comparison |      | 0%     |          |                            |       |                         |
| Cohort Comparison     |      | 0%     |          |                            |       |                         |
| 06                    | 2019 |        |          |                            |       |                         |
|                       | 2018 | 0%     | 48%      | -48%                       | 52%   | -52%                    |
| Cohort Comparison     |      | 0%     |          |                            |       |                         |
| 07                    | 2019 | 0%     | 62%      | -62%                       | 54%   | -54%                    |
|                       | 2018 | 0%     | 61%      | -61%                       | 54%   | -54%                    |
| Same Grade Comparison |      | 0%     |          |                            |       |                         |
| Cohort Comparison     |      | 0%     |          |                            |       |                         |
| 08                    | 2019 | 0%     | 31%      | -31%                       | 46%   | -46%                    |
|                       | 2018 | 0%     | 29%      | -29%                       | 45%   | -45%                    |
| Same Grade Comparison |      | 0%     |          |                            |       |                         |
| Cohort Comparison     |      | 0%     |          |                            |       |                         |

| <b>SCIENCE</b>        |             |               |                 |                                   |              |                                |
|-----------------------|-------------|---------------|-----------------|-----------------------------------|--------------|--------------------------------|
| <b>Grade</b>          | <b>Year</b> | <b>School</b> | <b>District</b> | <b>School-District Comparison</b> | <b>State</b> | <b>School-State Comparison</b> |
| 05                    | 2019        | 0%            | 51%             | -51%                              | 53%          | -53%                           |
|                       | 2018        | 0%            | 52%             | -52%                              | 55%          | -55%                           |
| Same Grade Comparison |             | 0%            |                 |                                   |              |                                |
| Cohort Comparison     |             |               |                 |                                   |              |                                |
| 08                    | 2019        | 0%            | 47%             | -47%                              | 48%          | -48%                           |
|                       | 2018        | 0%            | 48%             | -48%                              | 50%          | -50%                           |
| Same Grade Comparison |             | 0%            |                 |                                   |              |                                |
| Cohort Comparison     |             | 0%            |                 |                                   |              |                                |

| <b>BIOLOGY EOC</b> |               |                 |                              |              |                           |
|--------------------|---------------|-----------------|------------------------------|--------------|---------------------------|
| <b>Year</b>        | <b>School</b> | <b>District</b> | <b>School Minus District</b> | <b>State</b> | <b>School Minus State</b> |
| 2019               | 0%            | 66%             | -66%                         | 67%          | -67%                      |
| 2018               | 0%            | 62%             | -62%                         | 65%          | -65%                      |
| Compare            |               | 0%              |                              |              |                           |

| <b>CIVICS EOC</b> |               |                 |                              |              |                           |
|-------------------|---------------|-----------------|------------------------------|--------------|---------------------------|
| <b>Year</b>       | <b>School</b> | <b>District</b> | <b>School Minus District</b> | <b>State</b> | <b>School Minus State</b> |
| 2019              | 0%            | 67%             | -67%                         | 71%          | -71%                      |
| 2018              | 0%            | 65%             | -65%                         | 71%          | -71%                      |
| Compare           |               | 0%              |                              |              |                           |

| <b>HISTORY EOC</b> |               |                 |                              |              |                           |
|--------------------|---------------|-----------------|------------------------------|--------------|---------------------------|
| <b>Year</b>        | <b>School</b> | <b>District</b> | <b>School Minus District</b> | <b>State</b> | <b>School Minus State</b> |
| 2019               |               |                 |                              |              |                           |
| 2018               | 0%            | 70%             | -70%                         | 68%          | -68%                      |

| <b>ALGEBRA EOC</b> |               |                 |                              |              |                           |
|--------------------|---------------|-----------------|------------------------------|--------------|---------------------------|
| <b>Year</b>        | <b>School</b> | <b>District</b> | <b>School Minus District</b> | <b>State</b> | <b>School Minus State</b> |
| 2019               | 0%            | 63%             | -63%                         | 61%          | -61%                      |
| 2018               | 0%            | 63%             | -63%                         | 62%          | -62%                      |
| Compare            |               | 0%              |                              |              |                           |

| <b>GEOMETRY EOC</b> |               |                 |                              |              |                           |
|---------------------|---------------|-----------------|------------------------------|--------------|---------------------------|
| <b>Year</b>         | <b>School</b> | <b>District</b> | <b>School Minus District</b> | <b>State</b> | <b>School Minus State</b> |
| 2019                | 0%            | 57%             | -57%                         | 57%          | -57%                      |
| 2018                | 0%            | 56%             | -56%                         | 56%          | -56%                      |
| Compare             |               | 0%              |                              |              |                           |

**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                                       | 13       | 50     |             | 30        |         |              |          |         |           |                   |                     |
| FRL                                       | 14       | 60     |             |           |         |              |          |         |           |                   |                     |
| 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.

| ESSA Federal Index  |      |
|---|------|
| ESSA Category (TS&I or CS&I)  | CS&I |
| OVERALL Federal Index – All Students  | 30   |
| OVERALL Federal Index Below 41% All Students                                    | YES  |
| Total Number of Subgroups Missing the Target                                    | 2    |
| Progress of English Language Learners in Achieving English Language Proficiency |      |
| Total Points Earned for the Federal Index                                       | 89   |
| Total Components for the Federal Index  | 3    |
| Percent Tested  | 89%  |
| Subgroup Data   |      |
| Students With Disabilities  |      |
| Federal Index - Students With Disabilities                                      | 31   |
| Students With Disabilities Subgroup Below 41% in the Current Year?              | YES  |
| Number of Consecutive Years Students With Disabilities Subgroup Below 32%       |      |
| English Language Learners   |      |
| Federal Index - English Language Learners                                       |      |
| English Language Learners Subgroup Below 41% in the Current Year?               | N/A  |
| Number of Consecutive Years English Language Learners Subgroup Below 32%        |      |
| Native American Students  |      |
| Federal Index - Native American Students  |      |

| Native American Students   |     |
|--|-----|
| Native American Students Subgroup Below 41% in the Current Year?                   | N/A |
| Number of Consecutive Years Native American Students Subgroup Below 32%            |     |
| Asian Students   |     |
| Federal Index - Asian Students   |     |
| Asian Students Subgroup Below 41% in the Current Year?                             | N/A |
| Number of Consecutive Years Asian Students Subgroup Below 32%                      |     |
| Black/African American Students  |     |
| Federal Index - Black/African American Students                                    |     |
| Black/African American Students Subgroup Below 41% in the Current Year?            | N/A |
| Number of Consecutive Years Black/African American Students Subgroup Below 32%     |     |
| Hispanic Students  |     |
| Federal Index - 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   |     |
| White Students Subgroup Below 41% in the Current Year?                             | N/A |
| Number of Consecutive Years White Students Subgroup Below 32%                      |     |
| Economically Disadvantaged Students  |     |
| Federal Index - Economically Disadvantaged Students                                | 37  |
| 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.**

No school data available for Exceptional Center.

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

No school data available for Exceptional Center.

**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.**

No school data available for Exceptional Center.

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

No school data available for Exceptional Center.

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

Improving culture (behavior and attendance)

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

1. Student Attendance
2. Student Behavior
3. ELA
4. Math
5. Science and Social Studies EOC's

## Part III: Planning for Improvement

### Areas of Focus:

|   |  |
|---|--|
| <b>#1</b>   |  |
| <b>Title</b>  | Improve School Culture by creating a positive learning environment.  |
| <b>Rationale</b>  | 15 of 35 students have below 90% attendance for the school year.<br>16 of 35 students have been identified to have behavioral markers (suspensions) identified during the school year.   |
| <b>State the measurable outcome the school plans to achieve</b> | 80% of enrolled students will have 90% or better daily attendance.<br>80% of enrolled students will have zero behavior markers reflected in the Early Warning System.  |
| <b>Person responsible for monitoring outcome</b>                | Cara Yacinich (cara.yacinich@hcps.net)   |
| <b>Evidence-based Strategy</b>                                  | Weekly count of attendance gathered on students including those identified as economically disadvantaged and students with a disability. Contact made with parent regarding absence via planner, grade reporting system such as Edsby, parent link, letter, etc.<br><br>Weekly review of daily point sheet data for students including those identified as economically disadvantaged and with a disability. Review at weekly behavior support meetings and update behavior plans as needed. Daily point sheets sent home and/or referenced in student planner. Behavior monitoring software used and data can pulled from this program to review. |
| <b>Rationale for Evidence-based Strategy</b>                    | Collecting and reviewing timely data allows for patterns to be identified and addressed early on and offset sooner rather than later.  |
| <b>Action Step</b>  |  |
| <b>Description</b>  | <ol style="list-style-type: none"> <li>1. Implement the usage of planners as a two-way communication tool</li> <li>2. Train teachers/support staff on the new behavior tracking document and how to input into the master spreadsheet</li> <li>3. The use of stallion bucks as positive reinforcement for behavior</li> <li>4. Daily attendance calls and notes in planner</li> <li>5.</li> </ol>  |
| <b>Person Responsible</b>                                       | Cara Yacinich (cara.yacinich@hcps.net)   |

|                  |  |
|------------------|--|
| <b>#2</b>        |  |
| <b>Title</b>     | Improve Academic Achievement in all content areas  |
| <b>Rationale</b> | <p>7 of 8 Third Grade students were not proficient in ELA as reflected by Spring 2018 FSA scores, 8 of 8 Third Graders were not proficient in Math as reflected by Spring 2018 FSA scores</p> <p>2 of 2 Eighth Grade students were not proficient in ELA and Math as reflected by Spring 2018 FSA scores,</p> <p>3 of 3 Tenth Grade students were not proficient in ELA as reflected by Spring 2018 FSA scores</p> <p>3 of 3 Students enrolled in Algebra and Geometry did not meet minimum level 3 on EOC</p> |

|   |  |
|---|--|
| <b>State the measurable outcome the school plans to achieve</b> | 60% of students grades K-12 will be proficient in Reading and Math as assessed by FSA and EOC's.   |
| <b>Person responsible for monitoring outcome</b>                | Cara Yacinich (cara.yacinich@hcps.net)   |
| <b>Evidence-based Strategy</b>                                  | Professional Development for teachers to increase skills and strategies, instruction using technology for increased student engagement and content interaction, Communication between parents and teachers, Reading and Math materials during breaks from school to reduce the slide of learned materials. Lease additional equipment such as a copier to improve student achievement through additional learning resources. |
| <b>Rationale for Evidence-based Strategy</b>                    | Materials presented in different mediums increases understanding, collaboration and serves as Differentiated instruction. Improved communication allows for open dialogue and collaboration between stakeholders and allow for increased involvement.  |

|                           |   |
|---------------------------|---|
| <b>Action Step</b>        |   |
| <b>Description</b>        | <ol style="list-style-type: none"> <li>1. Schedule professional development course for teachers</li> <li>2. Purchase planners to allow for communication between staff and parent/guardian(s)</li> <li>3. Explore approved vendors for consumable materials</li> <li>4. Classroom observations with follow up data chats, PLC's</li> <li>5. Lease a copier for the school year to allow for teachers to print supplemental material and increase instructional delivery and effectiveness.</li> </ol> |
| <b>Person Responsible</b> | Cara Yacinich (cara.yacinich@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).**

**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.**

Our school utilizes daily home reports, and parent connect system to encourage parent participation. The School Advisory Committee (SAC) is responsible for the planning, review and improvement of the Title I program. Parents are included as members of the SAC committee and elected by voluntary participation. Parents involved in SAC committee have the right to participate in the decision-making process regarding the utilization and distribution of Title I funds. Community and business members are encouraged to participate in our SAC meetings. Local community organizations are asked for donations that would benefit our school with resources for projects and events.

#### **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.**

Students are programmed and scheduled appropriately through clear communications with feeder schools utilizing district scheduling guidelines, at- risk lists, and early warning systems based on a student's need for support.

High Schools hold ongoing articulations between and amongst feeder schools to best assist with the transition, through vertical planning sessions with feeder school departments, ESE and ELL articulation amongst schools.

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

Schools Build a Collaborative Culture Through Regularly Scheduled PLC Meetings

Core Beliefs:

- No school can help all students achieve at high levels if teachers work in isolation.
- Schools improve when teachers are given the time and support to work together to clarify essential student learning, develop common assessments for learning, analyze evidence of student learning, and use that evidence to learn from one another.
- PLCs measure their effectiveness on the basis of results rather than intentions.
- All programs, policies, and practices are continually assessed on the basis of their impact on student learning.
- All staff members receive relevant and timely information on their effectiveness in achieving intended results.
- PLC meetings will be regularly scheduled.

Essential Characteristics of a PLC

- Shared mission, vision, values, goals
- Educators in a PLC benefit from clarity regarding their shared purpose, a common understanding of the school they are trying to create, collective communities to help move the school in the desired direction, and specific, measurable, attainable, results-oriented, and time-bound (SMART) goals to mark their



progress.

- Collaborative teams focused on learning
- In a PLC, educators work together interdependently in collaborative teams to achieve common goals for which they are mutually accountable.
- Collective inquiry
- Teams in a PLC relentlessly question the status quo, seek new methods of teaching and learning, test methods, and reflect on the results.
- Action orientation and experimentation
- Members of a PLC constantly turn their learning and insights into action.
- Commitment to Continuous improvement
- Not content with the status quo, members of a PLC constantly seek better ways to achieve mutual goals and accomplish their fundamental purpose of learning for all.
- Results orientation
- Educators in a PLC assess their efforts on the basis of tangible results.

**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.**

Courses and coursework are established in Professional Learning Communities, Career Themed Courses, Career Pathways, and Program Completion, to help students see the relationships both cross-curricular and within subjects to establish relevance to a student’s future. Many of these programs help guide and establish a student for post secondary readiness (industry certifications, college credit, job skills, etc).

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

Courses and coursework are established in Professional Learning Communities, Career Themed Courses, Career Pathways, and Program Completion, to help students see the relationships both cross-curricular and within subjects to establish relevance to a student’s future. Many of these programs help guide and establish a student for post secondary readiness (industry certifications, college credit, job skills, etc).

## Part V: Budget

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

| 1                         | III.A.   | Areas of Focus: Improve School Culture by creating a positive learning environment. |                                   |                 |     | \$1,650.00 |
|---------------------------|----------|---|-----------------------------------|-----------------|-----|------------|
|                           | Function | Object  | Budget Focus                      | Funding Source  | FTE | 2019-20    |
|                           | 5200     | 510-Supplies  | 4002 - Simmons Exceptional Center | Title, I Part A |     | \$500.00   |
| <i>Notes: Printer Ink</i> |          |   |                                   |                 |     |            |
|                           | 5200     | 510-Supplies  | 4002 - Simmons Exceptional Center | Title, I Part A |     | \$550.00   |
| <i>Notes: Copy Paper</i>  |          |   |                                   |                 |     |            |

|          |               |  |   |                 |               |                    |
|----------|---------------|--|---|-----------------|---------------|--------------------|
|          | 5200          | 510-Supplies   | 4002 - Simmons Exceptional Center   | Title, I Part A |               | \$600.00           |
|          |               |  | <i>Notes: Craft Paper, Envelopes, Pencils, Pens, Paper Clips, Glue, Glitter, Paint, Folders, Construction Paper</i> |                 |               |                    |
| <b>2</b> | <b>III.A.</b> | <b>Areas of Focus: Improve Academic Achievement in all content areas</b> |   |                 |               | <b>\$11,216.00</b> |
|          | Function      | Object   | Budget Focus  | Funding Source  | FTE           | 2019-20            |
|          | 5200          | 644-Computer Hardware Non-Capitalized                                    | 4002 - Simmons Exceptional Center   | Title, I Part A |               | \$4,641.00         |
|          |               |  | <i>Notes: 7 Laptops</i>   |                 |               |                    |
|          | 5200          | 644-Computer Hardware Non-Capitalized                                    | 4002 - Simmons Exceptional Center   | Title, I Part A |               | \$2,646.00         |
|          |               |  | <i>Notes: 7 Projectors</i>  |                 |               |                    |
|          | 5200          | 644-Computer Hardware Non-Capitalized                                    | 4002 - Simmons Exceptional Center   | Title, I Part A |               | \$750.00           |
|          |               |  | <i>Notes: 10 x CASA</i>   |                 |               |                    |
|          | 6150          | 510-Supplies   | 4002 - Simmons Exceptional Center   | Title, I Part A |               | \$136.00           |
|          |               |  | <i>Notes: Reading and Math Consumables over Breaks</i>  |                 |               |                    |
|          | 6150          | 120-Classroom Teachers   | 4002 - Simmons Exceptional Center   | Title, I Part A |               | \$1,243.00         |
|          |               |  | <i>Notes: Professional Development</i>  |                 |               |                    |
|          | 5200          | 369-Technology-Related Rentals   | 4002 - Simmons Exceptional Center   | Title, I Part A |               | \$1,800.00         |
|          |               |  | <i>Notes: Lease a copier for an entire school year to print instructional material.</i>                             |                 |               |                    |
|          |               |  |   |                 | <b>Total:</b> | <b>\$12,866.00</b> |