

Hillsborough County Public Schools

Willis Peters Exceptional Center



2019-20 Schoolwide Improvement Plan

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Willis Peters Exceptional Center

2919 NELSON AVE, Dover, FL 33527

[no web address on file]

Demographics

Principal: Cara Yacinich

Start Date for this Principal: 4/1/2017

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School PK-12
Primary Service Type (per MSID File)	Special Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* Economically Disadvantaged Students*
School Grades History	2018-19: No Grade 2017-18: No Grade 2016-17: No Grade 2015-16: No Grade 2014-15: No Grade
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	CS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

This plan is pending approval by the Hillsborough County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

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

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School Demographics

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

School Grades History

Year	2012-13	2011-12
Grade	F	F

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<https://www.floridacims.org>.

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

We will provide each student with purposeful academic and vocational experiences within the school and community environment. Faculty, parents and community personnel will work together in order to challenge the pupils to reach their fullest potential in these areas. This will be achieved by using motivational teaching techniques.

Provide the school's vision statement.

Create a positive and respectful school community to foster independence and celebrate success.

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
Jimenez, Claudia	Other	Center Administrator
Becker, Gina	Principal	

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	4	5	1	8	2	2	1	6	6	4	6	4	28	77	
Attendance below 90 percent	3	1	0	4	1	1	0	2	1	1	1	2	13	30	
One or more suspensions	0	0	0	0	1	1	0	2	0	0	0	2	2	8	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	1	1	
Level 1 on statewide assessment	0	0	0	0	1	1	3	7	2	4	2	2	4	26	

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	1	1	2

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	1	0	0	0	0	0	0	0	0	1
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

14

Date this data was collected or last updated

Thursday 9/26/2019

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	6	1	1	1	2	4	1	1	4	3	15	39
One or more suspensions	0	0	0	0	0	0	0	0	0	0	1	0	0	1
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	2	5	5	12	4	9	2	6	1	11	57

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	1	0	0	1

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	6	1	1	1	2	4	1	1	4	3	15	39
One or more suspensions	0	0	0	0	0	0	0	0	0	0	1	0	0	1
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	2	5	5	12	4	9	2	6	1	11	57

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	1	0	0	1

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	4 (0)	5 (0)	1 (0)	8 (0)	2 (0)	2 (0)	1 (0)	6 (0)	6 (0)	4 (0)	6 (0)	4 (0)	28 (0)	77 (0)
Attendance below 90 percent	3 (0)	1 (0)	0 (6)	4 (1)	1 (1)	1 (1)	0 (2)	2 (4)	1 (1)	1 (1)	1 (4)	2 (3)	13 (15)	30 (39)
One or more suspensions	0 (0)	0 (0)	0 (0)	0 (0)	1 (0)	1 (0)	0 (0)	2 (0)	0 (0)	0 (0)	0 (1)	2 (0)	2 (0)	8 (1)
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)	1 (0)	1 (0)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	0 (2)	1 (5)	1 (5)	3 (12)	7 (4)	2 (9)	4 (2)	2 (6)	2 (1)	4 (11)	26 (57)

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					

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2018					
Cohort Comparison		0%				
08	2019					
	2018					
Cohort Comparison		0%				
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					
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		24			9						
HSP											
WHT		42			17						
FRL		29			6						
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	7
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	4
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	33
Total Components for the Federal Index	5
Percent Tested	97%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	7
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 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	0
Hispanic Students Subgroup Below 41% in the Current Year?	YES
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	15
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	9
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.

FSAA Math data showed that most of the students (27 students) scored a level 1, with 21 of those students scoring in the high range of level 1, meaning they were points from a level 2. Overall, only 10 students made gains in Math.

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

FSAA Math data showed the greatest decline. The contributing factors were gaps in learning created by student attendance (students missing more than 10 days of school), student behavior (gaps in

learning due to staff addressing student behaviors or the behavior itself, and student communication needs (which can create student behaviors) and/or differentiating instruction.

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.

Due to being an exceptional center and all students take the FSAA, there is nothing to compare scores to.

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

N/A

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

The areas of concern are students behavior, student attendance and parent/family involvement, all contributing to students not making gains in learning.

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

1. Improve student attendance
2. Improve student behavior
3. Improve parent/family involvement.
4. Improve student's functional communication skills and self advocacy

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Students will increase learning gains through parent and family involvement, increase student school attendance, improving student behavior, and student communication/self advocacy.
Rationale	There has been minimal increase in student gains in the area of ELA and a decrease in Math gains, per the FSAA data. Attendance data shows there has been an increase in student absenteeism in the 2018 -2019 school year by 4%, an increase in student behaviors (4 suspensions, 49 referrals, 47 restraint/seclusion reports) to include self-injurious behavior and aggressive behaviors, and a slight overall decrease in parent involvement. All areas affect student academic success and provide opportunities for gaps in learning.
State the measurable outcome the school plans to achieve	As measured by state, district, and classroom formal and informal assessments and data, students will make gains in the area of English Language Arts and Math to move Willis Peters EC from the school improvement rating of unsuccessful to the rating of maintaining.
Person responsible for monitoring outcome	Claudia Jimenez (claudia.jimenez@hcps.net)
Evidence-based Strategy	Encourage families involvement through parent meetings, mini-workshops, and conferences, daily written communication, provide professional development for faculty and staff to include behavior management, positive behavior support, student communication intervention, Universal Design for Learning (UDL) strategies utilizing low tech and high tech, and family/school partnerships. Develop a concise system for monitoring lost student time, along with follow up actions (i.e. letters, conferences, social worker involvement, CST, and reinforcement for regular school attendance) for student attendance.
Rationale for Evidence-based Strategy	Our data shows that students are not making adequate gains on state and district assessments. Student missed time in school has increased, as well as gaps caused by teachers not being able to instruct due to student behavior. Many of our students require individual behavior plans and have no way to advocate for themselves due to no or limited communication skills. Using both low tech and high tech devices with our student population is a way to move learning forward by differentiating instruction to meet their needs, as well as giving them a way to communicate and advocate. Families are a vital part of student success in school and should be included and given the knowledge to assist with moving their children forward. Sharing behavioral strategies, learning strategies, and community supports through family meetings ensures families have needed knowledge to work with their children at home.
Action Step	
Description	<ol style="list-style-type: none"> 1. Bimonthly parent meetings and topics for the 2019 - 2020 school year will be set up and shared with all families via school calendar, website, social media, school newsletter, and parent link. School information and activities will be shared in student planners, the school website, social media, school newsletters, and via parent link. Create a survey to find out the easiest time for parents to meet, as well as needs, such as child care, location, and the possibility of virtual meetings. 2. Professional development will be offered to school staff on parent involvement and communication. 3. Professional development will be arranged to address student communication needs,

behavioral supports, and family - school involvement. The ESE ACCESS department, district personnel, FDLR's will be asked to assist with the professional development. Teachers and administration will monitor for follow thru and outcomes. The professional development will occur by the end of the 1st semester (by Dec. 2019). The topics will include student communication/advocacy, behavior management, and differentiating instruction.

4. Beginning August 2019, the Instructional Leadership Team will meet bi-weekly to monitor outcomes and plan for supporting weekly PLC discussions/actions for the 2019 - 2020 school year. Weekly small group/grade-band teach and learn activities will occur to address best practices in the areas of strategies, technology, student concerns specific to their grade band, and data dives.

5. Bi-weekly behavioral triage meetings will occur to monitor student data and to plan for specific student needs. Bi-weekly Case Study Team will meet to address student needs, as well as attendance concerns of individual students. The team will consist of the school psychologist, school social worker, ESE Specialist, Teachers, and administration. Monthly behavior triage meetings will occur with the district support team.

6. Switches, communication devices, online and/or digital programs, and computers will be used to address student communication/advocacy, student behavior, and individual learning needs beginning August 2019. A communication matrix will be utilized to track data as to what developmental level a student is at and should be the next steps to address student needs.

7. A system to monitor student attendance will be created, presented to teachers and staff. The school social worker will assist in monitoring student attendance and will assist in providing awards/reinforcement for good attendance to both students and families. Teachers will provide daily written communication to families, conference with parents when students are missing school, as well as when students are attending school regularly, and will communicate with the school social worker when a pattern of poor attendance occurs. Students will learn the importance of attending school daily.

Person Responsible Claudia Jimenez (claudia.jimenez@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.

WPEC will hold bi-monthly parent/family meetings on topics of behavior, communication, communication services, transition to adulthood services, host a parent open house or meet and greet. Parent communication will include email, parent link, school website, social media, school newsletter, and daily teacher/parent communication.

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 engaged in SEL programs based on their needs and within the HCPS “Building Strong School Culture” 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 the fabric of a school’s culture. Students will be engaged in an evidence-based program that is designed to improve social, emotional, and academic skills and strengthen relationships between students and teachers.

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 include:

- Bring 6th/9th graders back early for orientation
- Train a cadre of student ambassadors to help orient other students
- Parent information and/or education opportunities
- Hold articulation meetings between 5th and 6th grade teachers
- Campus visits
- Shadow days
- Middle school students visit, tutor and or perform at elementary schools
- High school students visit, tutor, or perform at middle schools.

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).

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 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 problem solving process for appropriate data-driven decisions. Team members include administrator(s), guidance counselor(s), school psychologist, ESE specialist, content area coaches/specialists, PLC teacher liaisons, others as needed

Title I:

PartA

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

PartD

Funds support the Alternative Education Program, providing transition services from alternative education to school of choice, and includes mentoring, intervention services and educational support using transition specialists, teachers, paras and tutors.

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.

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

Students in the transition program and the GMAC program practice job skills and review, as part of their curriculum, careers. The GMAC program works off campus in a local church and preschool, participates in food prep for the local Lions Club, and has daily jobs at the neighboring elementary school. The curriculum the students utilize is career based and covers work skills, on the job training, and life skills. The parents are also introduced and tour post school options within the community for students with

disabilities. Assistance is given by the transition specialist and the classroom teachers. A parent/family meeting is held with all student's families invited (ages 3 - 22) to learn about transition services, APD, Voc Rehab. and how to prepare for their children becoming adults, as well as age of majority information.

Once students enter the Transition Program (12a- 12d) the educational focus shifts from academics to functional life skills and job training skills including:

- pre-vocational work skills
- on-site job training
- life skills training
- functional literacy
- community job shadowing
- community based instruction

The Transition Specialist meets with students and families to determine appropriate post graduation options.

Part V: Budget

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

1	III.A.	Areas of Focus: Students will increase learning gains through parent and family involvement, increase student school attendance, improving student behavior, and student communication/self advocacy.				\$8,774.54
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5200	644-Computer Hardware Non-Capitalized	1202 - Willis Peters Exceptional Center	Title, I Part A		\$1,707.15
<i>Notes: Lenovo 100e non-touch laptop x 5 (266.43) CASA \$75 per computer x 5 (\$375.00)</i>						
	5200	369-Technology-Related Rentals	1202 - Willis Peters Exceptional Center	Title, I Part A		\$1,861.39
<i>Notes: Brain Pop \$175, News 2 You 177.54, Unique Learning Systems 1508.85</i>						
	5200	359-Technology-Related Repairs and Maintenance	1202 - Willis Peters Exceptional Center	Title, I Part A		\$1,000.00
<i>Notes: Copier maintenance</i>						
	5200	399-Other Technology-Related Purchased Services	1202 - Willis Peters Exceptional Center	Title, I Part A		\$1,000.00
<i>Notes: Printer ink</i>						
	5200	519-Technology-Related Supplies	1202 - Willis Peters Exceptional Center	Title, I Part A		\$100.00
<i>Notes: Ethernet cords x 10</i>						
	5200	369-Technology-Related Rentals	1202 - Willis Peters Exceptional Center	Title, I Part A		\$324.00
<i>Notes: Lesson Pix (10 subscriptions) to make visuals for student communication.</i>						
	6400	510-Supplies	1202 - Willis Peters Exceptional Center	Title, I Part A		\$750.00

			<i>Notes: Cardstock, velcro, colored ink, Picture Exchange Communication System (PECS) Training Manual x 5 @ \$69.00 ea., PECS large sentence strips x 15 @ \$5.25. ea,</i>			
	5200	644-Computer Hardware Non-Capitalized	1202 - Willis Peters Exceptional Center	Title, I Part A		\$1,624.00
			<i>Notes: HP Elie Desk 705 G4 SFF x 4 and CASA x 4</i>			
	5200	529-Technology-Related Textbooks	1202 - Willis Peters Exceptional Center	Title, I Part A		\$408.00
			<i>Notes: Communication Matrix www.communicationmatrix.org \$6.00 per report times 80 reports. Group access. Communication data and goal planning</i>			
Total:						\$9,990.00