

Hillsborough County Public Schools

# Willis Peters Exceptional Center



2020-21 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: 8/26/2020

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Combination School PK-12
<b>Primary Service Type</b> (per MSID File)	Special Education
<b>2019-20 Title I School</b>	Yes
<b>2019-20 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2019-20 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* Economically Disadvantaged Students*
<b>School Grades History</b>	2018-19: No Grade 2017-18: No Grade 2016-17: No Grade 2015-16: 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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# Willis Peters Exceptional Center

2919 NELSON AVE, Dover, FL 33527

[ no web address on file ]

## School Demographics

<p><b>School Type and Grades Served</b> (per MSID File)</p> <p>Combination School PK-12</p>	<p><b>2019-20 Title I School</b></p> <p>Yes</p>	<p><b>2019-20 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)</p> <p>%</p>
<p><b>Primary Service Type</b> (per MSID File)</p> <p>Special Education</p>	<p><b>Charter School</b></p> <p>No</p>	<p><b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)</p> <p>%</p>

## School Grades History

<p><b>Year</b></p>	<p><b>2012-13</b></p>	<p><b>2011-12</b></p>
<p><b>Grade</b></p>	<p>F</p>	<p>F</p>

## 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.**

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.**

We will create a positive and respectful school community to foster independence and celebrate success.

### School Leadership Team

#### **Membership**

Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Title	Job Duties and Responsibilities
Hendricks, Lisa	Principal	<p>Administrator, Exceptional Student Education (ESE) Center. Oversees the daily operations and effectiveness of the ESE Center, working collaboratively with school staff, students, parents, district-level staff, and state and community agencies. Provides leadership in the implementation of the state's designated assessment and accountability model. Ensures staff follow and implement IDEA and provides FAPE for students with disabilities. Leads and manages development of personnel through professional development activities that correspond to student data and the school improvement plan. Manages the safety and discipline of all students. Is responsible for the accuracy and timelines of site records and reports. Establishes guidelines for desirable student conduct and follows suspension and expulsion policies and procedures. Assists administrative, supervisory, and site-based personnel by developing and implementing instructional programs, demonstrating appropriate teaching methods and use of materials, monitoring curriculum, and identifying instructional materials. Provides curricular support and assistance, relevant professional development workshops/training to assist appropriate staff in updating skills and increasing knowledge. Provides on-site support to administrators with teacher observation and evaluations, program implementation, and evaluation of program effectiveness. Aids in the objective evaluation of both established and innovative programs to assess the effectiveness of materials, the methodology used in the program, and the educational growth of the learner. Assists staff and site personnel in interpreting student test scores and recommending prescriptive materials and techniques to improve student performance. Requisitions and allocates supplies, equipment, and instructional materials needed. Directs preparation of class schedules, cumulative records, and attendance reports. Walks about school building and property to monitor safety and security. Plans and monitors school budget. Plans for and directs building maintenance.</p>
Butler, Leah	Teacher, ESE	<p>Designs and implements appropriate Specially Designed Instruction, accommodations, and supports assigned in accordance with state standards, district curriculum, and student's needs. Develops and implements individual Education Plans (IEP) plans for students to include present levels of educational performance, special education needs, instructional goals and objectives, and the special education and related services required to meet those goals. Creates a positive educational climate for students with disabilities to learn in an atmosphere of respect and rapport. Employs various teaching techniques, methods, and principles of learning to enable students to meet their IEP goals. Observes and evaluates student performance and mastery of standards, monitor student assessment data, and maintains student grades and attendance. Manages student behavior in the classroom by utilizing effective classroom management strategies, implementing positive behavior supports and evidence-based interventions, and invoking appropriate disciplinary procedures. Communicates with parents and school/district personnel regarding student progress and encourages parent involvement. Takes all responsible precautions to provide for the health and safety of students and to protect equipment, materials, and facilities. Provides oversight to paraprofessionals.</p>

Name	Title	Job Duties and Responsibilities
		<p>Appropriately maintains and secures confidential records, inquiries, data, and FTE documentation.</p> <p>Serves as the Parent Family Liaison for Willis Peters Exceptional Center.</p>
Lykins, KateLynn	Teacher, ESE	<p>Designs and implements appropriate Specially Designed Instruction, accommodations, and supports assigned in accordance with state standards, district curriculum, and student's needs. Develops and implements individual Education Plans (IEP) plans for students to include present levels of educational performance, special education needs, instructional goals and objectives, and the special education and related services required to meet those goals. Creates a positive educational climate for students with disabilities to learn in an atmosphere of respect and rapport. Employs various teaching techniques, methods, and principles of learning to enable students to meet their IEP goals. Observes and evaluates student performance and mastery of standards, monitor student assessment data, and maintains student grades and attendance. Manages student behavior in the classroom by utilizing effective classroom management strategies, implementing positive behavior supports and evidence-based interventions, and invoking appropriate disciplinary procedures. Communicates with parents and school/district personnel regarding student progress and encourages parent involvement. Takes all responsible precautions to provide for the health and safety of students and to protect equipment, materials, and facilities. Provides oversight to paraprofessionals. Appropriately maintains and secures confidential records, inquiries, data, and FTE documentation.</p>
Nance, Rebecca	Other	<p>Exceptional Student Education Specialist: Provides support and/or direct instruction to students with disabilities based on site needs. Assists with the organization, management, and coordination of supports and services provided to students with disabilities. Demonstrates advanced knowledge and practices of instructional and behavioral strategies, collaborating with the school team to implement best practices of data collection, analysis, inclusive practices, and responsive instructional decisions for students with disabilities. Monitors and supports the efficacy of instruction provided to students with disabilities. Designs and delivers job-embedded professional development to ensure that school staff maintain updated skills and knowledge of ESE-related best practices. Assists administrators in ensuring implementation of ESE supports and services align with IDEA, state statutes, district procedures, and FTE accounting and reporting. Effectively collaborates and communicates with all stakeholders in order to facilitate student success. Collaborates with administration and district leaders to develop supportive systems that build teacher capacity and improve effective case management practices.</p>
Relay, Valerie	Attendance/ Social Work	<p>Conducts home visits and provides outreach services for students, parents, and families. Serves as a liaison between the school, family, and community agencies. Consults with classroom teachers, administrators, and others to</p>



Name	Title	Job Duties and Responsibilities
		<p>provide insight for students and understanding regarding a particular child's or group of children's needs/behavior. Completes a comprehensive, diagnostic assessment of the child's social, emotional, and interpersonal relationships within the school, home, and community. Serves on the Child Study Team (CST) at each school to assist students experiencing attendance, academic, social, emotional, and/or health problems. Participates in staffing with local school personnel, parents, and appropriate community agency staff to provide coordinated evaluation and planning. Advocates for children ensuring student's and families' rights are observed. Provides and participates in training programs. Coordinates services with other agencies to develop a comprehensive service and delivery system. Refers and helps families access community, medical, mental health, and social welfare services. Encourages an understanding of, and sensitivity to multicultural values and traditions.</p>
<p>Mulrenin, Stacey</p>	<p>Psychologist</p>	<p>Participates actively in problem-solving teams to assist in defining student difficulties, developing interventions, and monitor response to interventions. Conducts comprehensive psychological evaluations of referred students in accordance with departmental standards and in compliance with State Department of Education statutes and Federal regulations. Interprets educational data and psychological findings to parents, school personnel, and other professionals during individual conferences and team meetings. Consults with parents, students, school staff, and other professions regarding student, class, school or district issues. Passes knowledge of legal, ethical, and professional issues related to the practice of school psychology. Completes comprehensive psycho-educational evaluations and produces written reports utilized for educational planning. Participates in the formulations and implementation of in-school intervention programs. Provides mental health services to students. Initiates, participates in, and contributes to the development of a school environment conducive to learning.</p>
<p>Barden, Mary</p>	<p>Teacher, ESE</p>	<p>Designs and implements appropriate Specially Designed Instruction, accommodations, and supports assigned in accordance with state standards, district curriculum, and student's needs. Develops and implements individual Education Plans (IEP) plans for students to include present levels of educational performance, special education needs, instructional goals and objectives, and the special education and related services required to meet those goals. Creates a positive educational climate for students with disabilities to learn in an atmosphere of respect and rapport. Employs various teaching techniques, methods, and principles of learning to enable students to meet their IEP goals. Observes and evaluates student performance and mastery of standards, monitor student assessment data, and maintains student grades and attendance. Manages student behavior in the classroom by utilizing effective classroom management strategies, implementing positive behavior supports and evidence-based interventions, and invoking appropriate disciplinary procedures. Communicates with parents and school/district personnel regarding student progress and encourages parent involvement. Takes all responsible</p>

Name	Title	Job Duties and Responsibilities
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precautions to be provided for the health and safety of students and to protect equipment, materials, and facilities. Provides oversight to paraprofessionals. Appropriately maintains and secures confidential records, inquiries, data, and FTE documentation.

**Demographic Information**

**Principal start date**

Wednesday 8/26/2020, Cara Yacinich

**Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

**Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

**Total number of teacher positions allocated to the school**

17

**Demographic Data**

<b>2020-21 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Combination School PK-12
<b>Primary Service Type</b> (per MSID File)	Special Education
<b>2019-20 Title I School</b>	Yes
<b>2019-20 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2019-20 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* Economically Disadvantaged Students*
<b>School Grades History</b>	2018-19: No Grade 2017-18: No Grade 2016-17: No Grade 2015-16: 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, [click here](#).

**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	6	1	7	2	2	2	4	6	4	6	5	22	71
Attendance below 90 percent	0	1	4	0	2	1	1	1	2	3	2	2	10	29
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA	0	0	0	0	0	0	0	2	0	0	0	0	0	2
Course failure in Math	0	0	0	0	0	0	0	0	0	2	0	0	0	2
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide Math 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

Date this data was collected or last updated

Thursday 10/29/2020

**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	
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	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	
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	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		
	(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.**

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					

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
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.

<b>ESSA Federal Index</b>	
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%

<b>Subgroup Data</b>	
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<b>Students With Disabilities</b>	
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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%	2

<b>English Language Learners</b>	
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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%	0

<b>Native American Students</b>	
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Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0

<b>Asian Students</b>	
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Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0

<b>Black/African American Students</b>	
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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%	0



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%	2
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%	0
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%	0
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%	2
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%	2

## 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.**

Student attendance dropped in 2018 - 2019 to 79.5 % from 81.6% in 2017-2018. Currently, WPEC attendance is at 83.1%, but continuously fluctuates. Absenteeism in early grades lowers graduation rates. Parents don't appear to understand the importance of students with significant intellectual disabilities attending school daily, nor do they understand the requirements for students on the access point curriculum or that the same rules apply to students with significant intellectual disabilities. It is still a culture shift that all means all. Attending school regularly makes students feel more connected to their community and school family, helps students to improve social skills and friendships, and are likely to be more successful in their academics. Learning is a progressive activity; each day's lessons build upon the previous day(s) lessons. Per the National Center of Educational

Outcomes, in the article, "Chronic Absenteeism and Students with Disabilities: Frequently Asked Questions", dated April of 2018, in 2013 - 2014, 19% of all chronically absent students were students with disabilities. During the same year, students with disabilities likely missed a minimum of 19.3 million days of instruction. According to the article, "Students with Disabilities & Chronic Absenteeism" by the National Center on Educational Outcomes, the benefits of increased attention of chronic absenteeism of students with disabilities could bring about fairer attendance policies, improved academic achievement, increased graduation rates, the reduction of suspensions, and the reduction of dropout rates.

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

In 2017/2018 23% of students made gains in ELA on the FSAA. 2018/19 to 24% of students made gains in ELA. In Math, in 2017/18, 36% of students made gains, only 9% made gains in 2018/19. In 18/19 6% scored Level 3 or above in ELA and 5% scored a level 3 or above in math. Students continue to struggle with the testing format (i.e. making choices, communication, attention to task, etc). Teachers should break down the Access Standards to increase exposure, differentiate instruction, and practice test taking strategies. Evidence shows that students that are equipped with test taking strategies perform better on standardized assessments. According to the article, "Preparing Students with Mild Disabilities for Taking State and District Tests by Conderman and Pedersen, recommend preparing in advance for the test by analyzing the testing environment, planning for accommodations, and utilizing practice opportunities. The Florida DOE provides resource guides for teachers to use for students on the alternative assessment. The resource guides include Performance Task sample items sets. The FLDOE also provides yearly practice materials for the Florida Standards Alternative Assessment. According to the 2019 - 2020 document for the FLDOE, "2019 -2020 Practice Materials Refresh", "the practice materials provide teachers and students with the opportunity to become familiar with the assessment materials, the administration procedures, the type of preparation needed by the teacher, the anticipated student mode of communication to answer selected-and open-response items, pacing, administration durations, and more." The document recommends using the materials throughout the school year.

**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.**

Student attendance has improved from 79% to 85%, but continues to sit well below the 90+% average within the state. When reviewing the 2019 - 20 data, the average daily attendance of the Willis Peters EC student started off in August of 2019 at just above 85%, dipped as low as 78% and ended the school year at 85%. Factors contributing to the gap could include parent/family involvement and understanding the need for consistent student attendance and how non-attendance creates gaps in learning, consistent follow up from the school to encourage attendance, families of our 18 - 22 year old students understanding that if they are deferring to continue education, attendance should also be consistent so learning can occur without gaps. Addressing our medically fragile student needs with their families and professional team members.

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

Staff attendance improved over the last two years. Incentives were given for good attendance. Data on staff attendance was shared with staff during faculty meetings. Planning meetings were held with staff that exhibited high rates of absences. Individual meetings were held with staff that incurred four days of accumulated absences before the end of the first semester.

**Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?**

The number of students with less than 90% increased from 30 students to 36.

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

1. Improve student attendance
2. Increase gains in reading and math
- 3.
- 4.
- 5.

## **Part III: Planning for Improvement**

**Areas of Focus:**

**#1. Culture & Environment specifically relating to Student Attendance**

**Area of Focus Description and Rationale:** Student attendance dropped in 2018 -2019 to 79.5% from 81.6% in 2017-2018. Currently Willis Peters EC attendance is at 83.1%, but continuously fluctuates. Students with less than 90% daily average attendance increased from 30 students to 35 students. Student learning is impacted when students don't attend school consistently, thereby creating gaps in learning. The Willis Peters attendance plan will be refined, student attendance incentives will be in place, the school will identify barriers to consistent attendance, and a family education series will be offered.

**Measurable Outcome:** Students average daily attendance will increase by 5% to 87% over the duration of the 2020/2021 school year for all students with disabilities.

**Person responsible for monitoring outcome:** Lisa Hendricks (lisa.hendricks@hcps.net)

**Evidence-based Strategy:** Staff will follow a student attendance monitoring plan, including student and family incentives, parent/family education in order to increase student attendance to 87% by the end of 2021 school year.

**Rationale for Evidence-based Strategy:** Absenteeism in early grades lowers graduation rates. Attending school regularly makes students feel more connected to their community and school family, helps students to improve social skills and friendships, and are likely to be more successful in school. Learning is a progressive activity; each day's lessons build upon the previous day(s) lessons. Per the National Center of Educational Outcomes, in the article, "Chronic Absenteeism and Students with Disabilities: Frequently Asked Questions", April 2018, in 2013 - 2014, 19% of all chronically absent students were SWD. During the same year, SWD likely missed a minimum of 19.3 million days of instruction. According to the article, "Students with Disabilities & Chronic Absenteeism" by the National Center on Educational Outcomes, the benefits of increased attention of chronic absenteeism of students with disabilities could bring about fairer attendance policies, improved academic achievement, increased graduation rates, reduction of suspensions, and reduction of dropout rates.

**Action Steps to Implement**

Refine the Willis Peters EC attendance plan: Administration, school social worker, data processor, ESE Specialist will create a step by step document for school wide attendance procedures. The document will address 5 day letter, 10 day letter, excused and unexcused absences, teacher responsibilities, parent/family communication, and attendance incentives. The document will be distributed and reviewed during pre-planning. Attendance data will be reviewed monthly. Attendance procedures will be reviewed with families during Conference Nights and parent meetings. A flyer will be created to share with families in the first day packet and upon entry to WPEC.

**Person Responsible** Lisa Hendricks (lisa.hendricks@hcps.net)

In school attendance incentive: Each quarter awards will be given for perfect attendance. (i.e. most improved, perfect, near perfect, shout outs).

**Person Responsible** Valerie Relay (valerie.relay@sdhc.k12.fl.us)

Weekly monitoring of graduating seniors will occur to ensure that students are maintaining their graduation requirements and establish transition plans for all students with disabilities to increase the graduation rates by 10%.

**Person Responsible** Rebecca Nance (rebecca.nance@hcps.net)

Identify the barriers families with SWD face in their children attending school regularly and problem solve: Schedule parent conferences to discuss the barriers of students attending school regularly (i.e. no private duty nurse, health issues, private therapy). Create a workshop for families with SWD to address the topic of the importance of consistent school attendance to include activities the families can work on at home, connection with state agencies, and positive communication between home and school. Monthly newsletters, Parent Links and daily communication notebooks will be used to communicate with families. Zoom meetings will be held regularly to involve all families and share activities that occur on campus.

**Person Responsible** Lisa Hendricks (lisa.hendricks@hcps.net)

**#2. Instructional Practice specifically relating to Student Engagement**

**Area of Focus Description and Rationale:**

In 2017/2018 23% of students made gains in ELA on the FSAA. 2018/19 to 24% of students made gains in ELA. In Math, in 2017/18 there was a 36% of students made gains, but only a 9% made gains in 2018/19. In 18/19 6% of students scored a Level 3 or above in ELA and 5% scored a level 3 or above in math. Students struggle with the testing format (i.e. making choices, communication, attention to task, etc). Teachers need to break down the Access Standards, using the benchmarks as points to check for understanding in order to increase student knowledge of the standards, continue to find ways to differentiate instruction to address individual needs, and to practice test taking with students in order to learn how students communicate and the conditions in which students are the most successful.

**Measurable Outcome:**

Students with disabilities, Hispanic, White and Economically Disadvantaged students will Increase academic gains in ELA and Math by 2% (ELA to 25% and Math to 38%) on the standardized test (FSAA).

**Person responsible for monitoring outcome:**

Lisa Hendricks (lisa.hendricks@hcps.net)

**Evidence-based Strategy:**

Over the 2020/2021 school year, teachers will use case management time to expose students to standardized test taking format and test taking strategies to include choice making, communicating, gesturing, coping strategies, and increasing attention to task. They will also offer family workshops to address reading and math activities and strategies that can be worked on at home, an overview of the FSAA, positive behavior strategies, communication strategies, and the importance of consistently attending school.

**Rationale for Evidence-based Strategy:**

Evidence shows students equipped with test taking strategies perform better on standardized assessments. According to article, "Preparing Students with Mild Disabilities for Taking State and District Tests by Conderman and Pedersen, recommend preparing in advance for testing by analyzing the testing environment, planning accommodations, and utilizing practice opportunities. The FLDOE provides resource guides for teachers to use for students on the alternative assessment. The resource guides include Performance Task sample items sets. FLDOE also provides yearly practice materials for the Florida Standards Alternative Assessment. According to the 2019 - 2020 document for FLDOE, "2019 -2020 Practice Materials Refresh", "the practice materials provide teachers and students with the opportunity to become familiar with the assessment materials, administration procedures, type of preparation needed by the teacher, anticipated student mode of communication to answer selected-and open-response items, pacing, administration duration, and more." The document recommends using the materials throughout the school year.

**Action Steps to Implement**

Teachers will participate in trainings to increase their knowledge of the access points standards and work together in PLCs to create lessons that are rigorous for all students with disabilities, Hispanic, White and Economically Disadvantaged subgroups to engage in. Teachers will post instructional outcomes that are aligned with Access Points. Teachers will use instructional strategies that will engage all students in all subgroups to increase their learning.

**Person Responsible**

Lisa Hendricks (lisa.hendricks@hcps.net)

Utilize scheduled case management time for individual student learning and problem solving: Teachers will use scheduled case management time to work on test taking strategies, including choice making,

functional communication, assistive technology (low tech/high tech), technology, gesturing, coping strategies, and attention to task.

**Person Responsible** Lisa Hendricks (lisa.hendricks@hcps.net)

Family Education Series: Schedule family workshops to address topics such as communication, behavior, overview of the FSAA, reading and math activities they can do at home, and the importance of attending school consistently. Workshop for families addressing functional communication and Sensory integration: Provide a workshop for families on functional communication and sensory integration with a make and take activity. The make and take activity will give families the opportunity to create communication boards that can be used at home and have ideas of how to use sensory strategies with their students. Small sensory fidgets will be provided, as well as core communication boards.

**Person Responsible** Rebecca Nance (rebecca.nance@hcps.net)

Professional Development for staff addressing functional communication to include wait time, technology, and eye gaze boards for our most significantly impacted students: A two part training: Part 1: Teachers will learn how to include wait time when working with students. Part 2: Teachers will learn how to use devices, such as voice output or switches, that work for the classroom and/or the individual student. Teachers will learn how to use eye gaze boards.

**Person Responsible** Rebecca Nance (rebecca.nance@hcps.net)

### Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

N/A

## Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

Willis Peters Exceptional Center (WPEC) strives to create a positive school culture. WPEC uses yearly surveys to determine how the needs of the community, families, students and staff can be addresses and maintain an open line of communication for all stake holders. Teachers maintain daily communication with families through an agenda. Family workshops are planned to address student needs at home, in school, and in their future. The school follows a weekly behavioral incentive plan where student behavioral success

is celebrated. Student academic, behavioral and attendance success is also celebrated quarterly with the WPEC staff and their families. A sunshine committee plans monthly and holiday activities for staff. Administration plans appreciation and recognition activities and maintains an open line of communication with staff, families, students, and the community. The school hold appreciation "thank you" luncheons for our supporters, to include district personnel, community supporters, and school board members. Quarterly activities are held for students to socially interact and celebrate. WPEC utilizes an Instructional Leadership Team, a Problem Solving Leader Team, and a SAC committee, as well as other committees to involve all stakeholders, including family, staff, and community members in creating plans to support the learning to support student learning and create a positive culture for all.

**Parent Family and Engagement Plan (PFEP) Link**

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

**Part V: Budget**

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

1	III.A.	Areas of Focus: Culture & Environment: Student Attendance				\$3,967.49
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5100	359-Technology-Related Repairs and Maintenance	1202 - Willis Peters Exceptional Center	Title, I Part D		\$2,000.00
<i>Notes: Ricoh copier maintenance</i>						
	5100	519-Technology-Related Supplies	1202 - Willis Peters Exceptional Center	Title, I Part D		\$500.00
<i>Notes: Printer ink and toner</i>						
	5100	510-Supplies	1202 - Willis Peters Exceptional Center	Title, I Part D		\$250.00
<i>Notes: Copy paper</i>						
	5100	510-Supplies	1202 - Willis Peters Exceptional Center	Title, I Part D		\$249.90
<i>Notes: Student awards: certificates and ribbons</i>						
	6150	510-Supplies	1202 - Willis Peters Exceptional Center	Title, I Part D		\$200.00
<i>Notes: Paper, card stock, Velcro, highlighters, pencils, markers, chart paper, laminate</i>						
	6150	519-Technology-Related Supplies	1202 - Willis Peters Exceptional Center	Title, I Part D		\$250.00
<i>Notes: ink and toner used to create visuals</i>						
	6150	510-Supplies	1202 - Willis Peters Exceptional Center	Title, I Part D		\$417.59
<i>Notes: Family post cards, student agendas,</i>						
	6150		1202 - Willis Peters Exceptional Center	Title, I Part D		\$100.00
<i>Notes: Postage</i>						
2	III.A.	Areas of Focus: Instructional Practice: Student Engagement				\$5,845.01



Hillsborough - 1202 - Willis Peters Exceptional Center - 2020-21 SIP

	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5100	369-Technology-Related Rentals	1202 - Willis Peters Exceptional Center	Title, I Part D		\$2,353.61
<i>Notes: Online software: Unique Learning Systems/News 2 You; Brain Pop Jr.; Lesson Pix</i>						
	5100	510-Supplies	1202 - Willis Peters Exceptional Center	Title, I Part D		\$200.00
<i>Notes: School wide Case management time: Paper, card stock, Velcro, Pencils, crayons, markers, whiteboards, construction paper, glue</i>						
	5100	644-Computer Hardware Non-Capitalized	1202 - Willis Peters Exceptional Center	Title, I Part D		\$2,126.70
<i>Notes: Laptops for student use: 5 Lenovo 300e Convertible Touch Tablet 11/6 inch touch screen @ \$350.34 each plus \$75.00 per tablet set up fees.</i>						
	6150	510-Supplies	1202 - Willis Peters Exceptional Center	Title, I Part D		\$200.00
<i>Notes: Parent family workshops: Paper, card stock, Velcro, highlighters, pencils, markers, chart paper, laminate.</i>						
	5100	510-Supplies	1202 - Willis Peters Exceptional Center	Title, I Part D		\$276.60
<i>Notes: Timers: 3 Time Timers 3" @ \$31.95 each; 3 Time Timers 8" @ \$35.95 each; 10 pocket timers @ \$7.29 each. School Health Catalog with free shipping unit 12/31/20 over \$100.</i>						
	5100	519-Technology-Related Supplies	1202 - Willis Peters Exceptional Center	Title, I Part D		\$250.00
<i>Notes: Colored ink and toner for visuals/picture symbols.</i>						
	6150	510-Supplies	1202 - Willis Peters Exceptional Center	Title, I Part D		\$238.10
<i>Notes: Parent Workshop: Sensory fidgets</i>						
	6150	510-Supplies	1202 - Willis Peters Exceptional Center	Title, I Part D		\$200.00
<i>Notes: Parent meetings and communication: colored paper, chart paper, markers, pens, pencils, copy paper</i>						
<b>Total:</b>						<b>\$9,812.50</b>