

Hillsborough County Public Schools

Caminiti Exceptional Center



2021-22 Ungraded Schoolwide Improvement Plan

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Caminiti Exceptional Center

2600 W HUMPHREY ST, Tampa, FL 33614

[no web address on file]

Demographics

Principal: Joseph Hilbush

Start Date for this Principal: 8/23/2021

2021-22 Status (per MSID File)	Active
School Function (per accountability file)	ESE
School Type and Grades Served (per MSID File)	Combination School PK-12
Primary Service Type (per MSID File)	Special Education
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	94%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* Hispanic Students* Economically Disadvantaged Students*
School Improvement Rating History	2021-22: Unsatisfactory 2020-21: No Rating 2018-19: Unsatisfactory 2017-18: Maintaining 2016-17: No Rating
DJJ Accountability Rating	2023-24: No Rating

School Board Approval

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

SIP Authority

A Schoolwide Improvement Plan (SIP) is a requirement for Comprehensive Support and Improvement (CSI) ungraded schools pursuant to 1001.42 F.S. and the Every Student Succeeds Act (ESSA) and for DJJ schools

receiving a rating of Unsatisfactory pursuant to Sections 1003.51 and 1003.52, F.S. and Rule 6A-1.099813, F.A.C.

CSI schools can be designated as such in 2 ways:

1. Have a graduation of 67% or lower; or
2. Have an overall Federal Index below 41%.

DJJ Unsatisfactory Ratings are based on percentages by program type:

- Prevention and Intervention: 0%-50%
- Nonsecure Programs: 0%-59%
- Secure Programs: 0%-53%

SIP Plans for Ungraded CSI schools and DJJ schools receiving an Unsatisfactory rating must be approved by the district and reviewed by the state.

Purpose and Outline of the SIP

The School Improvement Plan (SIP) provides schools and Local Educational Agencies (LEAs) the opportunity to identify the academic and priority goals along with strategies for each school. School leadership teams may refine their SIP annually to define their school's academic and priority goals to increase student achievement.

Schools and LEAs are strongly encouraged to collaborate in the development and implementation of this plan.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

To expand opportunities for our students to fully participate in the community.

Provide the school's vision statement.

Preparing students for independence.

Briefly discuss the population unique to your school and the specific supports provided to meet the mission and vision.

Caminiti student population is aged 3-22 years with special needs including physical and intellectual disabilities, and Autism Spectrum Disorder. Specific supports include modified curriculum and instruction, State alternative assessment, additional behavioral supports and interventions and post secondary transitioning and planning.

School Leadership Team

Membership

Identify the name, email address, position title, and job duties/responsibilities as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Hilbush, Joseph	Principal	Educational Leader
Lindbeck, Tyvan	Assistant Principal	Curriculum and behavior support
Manelli, Stacey	Teacher, ESE	ESE specialist
Duffy, Cynthia	Attendance/ Social Work	School Social Worker, SAC chair, Parent and family Engagement coordinator (Title 1)
Blackwell Owensby, Deborah	Teacher, ESE	Middle School Teacher

Is education provided through contract for educational services?

Yes

If yes, name of the contracted education provider.

Speech/Language services- Beth Ingram

Demographic Information

Principal start date

Monday 8/23/2021, Joseph Hilbush

Number of teachers with professional teaching certificates?

17

Number of teachers with temporary teaching certificates?

1

Total number of teacher positions allocated to the school.

18

Total number of students enrolled at the school.

62

Identify the number of instructional staff who left the school during the 2020-21 school year.

4

Identify the number of instructional staff who joined the school during the 2021-22 school year.

1

Demographic Data

Early Warning Systems

2021-22

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	2	2	2	3	3	4	3	6	6	28	61
Attendance below 90 percent	1	0	1	1	0	2	1	2	2	1	2	2	11	26
One or more suspensions	0	0	0	0	0	0	0	0	0	0	1	0	0	1
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Number of students with a substantial reading deficiency	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

Friday 8/27/2021

2020-21 - 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	1	2	3	3	5	4	4	7	9	11	5	42	100
Attendance below 90 percent	1	0	1	1	0	2	2	1	4	1	5	1	16	35
One or more suspensions	0	0	0	0	0	0	0	0	1	0	0	0	1	2
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide FSA 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	1	0	0	0	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	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

Part II: Needs Assessment/Analysis

School Data Review

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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement					57%	61%		59%	60%
ELA Learning Gains					56%	59%		56%	57%
ELA Lowest 25th Percentile					52%	54%		49%	52%
Math Achievement					55%	62%		57%	61%
Math Learning Gains					57%	59%		53%	58%
Math Lowest 25th Percentile					49%	52%		47%	52%
Science Achievement					50%	56%		51%	57%
Social Studies Achievement					77%	78%		79%	77%

Grade Level Data Review - State Assessments

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	2021					
	2019					
Cohort Comparison						
04	2021					
	2019					
Cohort Comparison		0%				
05	2021					
	2019					
Cohort Comparison		0%				
06	2021					
	2019					
Cohort Comparison		0%				
07	2021					
	2019					
Cohort Comparison		0%				
08	2021					
	2019					
Cohort Comparison		0%				
09	2021					
	2019					
Cohort Comparison		0%				
10	2021					
	2019					
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019					
Cohort Comparison						
04	2021					
	2019					
Cohort Comparison		0%				
05	2021					
	2019					
Cohort Comparison		0%				
06	2021					
	2019					
Cohort Comparison		0%				
07	2021					

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019					
Cohort Comparison		0%				
08	2021					
	2019					
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019					
Cohort Comparison						
08	2021					
	2019					
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD	7	33		25	25					58	
FRL		30		19						64	

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	3	11		8	33			13			
BLK				7							
HSP	8			8							
WHT				9							
FRL	4	14		8	38			9			

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

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or 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	148
Total Components for the Federal Index	5
Percent Tested	53%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	30

Students With Disabilities	
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	
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	28
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

Reflect on the Areas of Focus from the previous school year. What progress monitoring was in place for low performing ESSA subgroups related to the Areas of Focus?

Use mini bit sessions and triage to reduce restraints of our economically disadvantaged students.

Based on ESSA subgroup progress monitoring, which data component showed the most improvement? What new actions did your school take in this area?

Overall behavior data. Staff debriefed after each restraint and reviewed PBIP.

What area is in the greatest need of improvement? What specific component of this area is most problematic? What is your basis (data, progress monitoring) for this conclusion?

There has been a regression in our ELA and Math scores over the course of three years. The most problematic issue with this data is the the limited sample size from reviewing FSAA data.

What trends emerge across grade levels, subgroups and core content areas?

It is difficult to find trends with a such a small sample size of data, but currently ELA scores show 50% of our students scored level 1 in Spring 2021 of the FSAA ELA test.

What strategies need to be implemented in order to accelerate learning?

- Cross curriculum use of ELA strategies
- Utilize CORE Board
- Differential instruction
- Incorporating sensory learning
- Use of Visuals
- Multimedia Instruction
- Differential Instruction
- One on One Instruction
- Classroom behavior management strategies

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Our SLP will train and review the proper way to use Core Board
School administration will provide PD on ways to implement ELA across subject areas
Partner with ESE leadership to provide differentiated instruction to meet visual and sensory learning
UKERU-training to improve classroom management strategies

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Student Engagement

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Our students have severe disabilities including limited communication skills and behavior difficulties that creates barriers to student engagement and learning.

Measurable Outcome:

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

Last year 92% of K-12 teachers were accomplished or higher on the teacher evaluation form in the area of engaging students. This year the goal is to increase this by 3% with a focus on establishing an improved culture of learning and as evidenced by teachers using a varied of strategies to communicate with students, and effective classroom management strategies. Increased student engagement will be measured by by test outcomes- FSAA and EOC's in Spring 2022.

Monitoring:

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

Administration will perform monthly formal/informal classroom walk through and quarterly data checks with individual teachers.

Person responsible for monitoring outcome:

Tyvan Lindbeck (tyvan.lindbeck@sdhc.k12.fl.us)

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

Classroom teacher Evaluation Instrument- rubric outcomes.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

The Evaluation Instrument is district approved and provides a breakdown of components specifically addressing student engagement and learning through effective classroom management and communication strategies.

Action Steps to Implement:

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Administration will carry out monthly classroom walk through.
 Administration will perform quarterly data checks with teachers
 Teachers will be provided professional development opportunities in the area of communication- ACC training provided by the Speech Therapist (monthly) and behavior/classroom management- UKERU training and NCI meetings (Monthly)
 Monthly PLCS -teachers as part of a team share communication and behavior strategies and review data

Person Responsible

Tyvan Lindbeck (tyvan.lindbeck@sdhc.k12.fl.us)

Monitoring ESSA Impact:

If this Area of Focus is not related to one or more ESSA subgroups, please describe the process for progress monitoring the impact of the Area of Focus as it relates to all ESSA subgroups not meeting the 41%

Students enrolled at Caminiti are ESE students of different ethnic backgrounds including, White, Black/African American, Hispanic, and Asian all with varying learning abilities that require individualized support in the classroom, and includes subgroups-our economically disadvantaged students with additional needs and access to wraparound services in the community. In addition our Hispanic students and their parents whose primary language is Spanish are provided with access to a translator as need and materials written in

threshold according to the Spanish.
Federal Index.

#2. Culture & Environment specifically relating to Student Attendance

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Many of our students have a chronic pattern of (unexcused) absences. Student absences are due to a number of reasons including, DNE-non enrollment, ill-health, undocumented medical and therapy appointments, and missing the school bus with no other means of transportation, as well as, parent failure to notify the school when the student is absent.

Measurable Outcome:

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

For the school year 2020-21, the percent of students with 10 or more (unexcused) absences was 40%. For the current year the goal is to decrease the rate of (unexcused) absences and increase the overall attendance rate by 3%.

- Attendance committee will meet monthly. This will address;
- School wide monitoring of students with a pattern of unexcused absences.
- Review school attendance system for documentation of absences and attendance data.
- Monitor teacher/parent communication and documentation addressing the issue of attendance.
- Follow up and request documentation for absences due to medical related issues and/or community based therapy sessions.
- Identify DNE students and address barriers to enrollment and attendance.
- Transportation issues impacting regular school attendance.

Monitoring:

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

Person responsible for monitoring outcome:

Cynthia Duffy (cynthia.duffy@hcps.net)

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

Non school attendance negatively impacts student academic learning and progress. Regular teacher/parent communication and collaboration to address barriers to learning leads to increased parent involvement which positively impacts attendance and student progress.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Educating parents on the importance of regular school attendance as it relates to student learning gains. Parent engagement is critical to student success. Establishing a better understanding of the barriers to student attendance and working as a team (including the parent) to break down those barriers.

Action Steps to Implement:

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

- Home visits and parent/teacher conferences- Identify and provide wraparound services to students and families that supports increased attendance and promote a culture that is inviting and welcoming to all stakeholders.
- Share attendance committee updates with administration.
- Provide training opportunities for teachers that addresses accurate attendance monitoring and recording and create a school wide/classroom incentive system that supports increased attendance.

Person Responsible

Cynthia Duffy (cynthia.duffy@hcps.net)

Monitoring ESSA Impact:

If this Area of Focus is not related to one or more ESSA subgroups, please describe the process for progress monitoring the impact of the Area of Focus as it relates to all ESSA subgroups not meeting the 41% threshold according to the Federal Index.

School Attendance is an area of focus that impacts all of our students with disabilities who come from diverse ethnic backgrounds, including White, Black/African American, Asian, and Hispanic as well as economically disadvantaged students. Student absences and the supports needed to increase student attendance is addressed on an individual basis and is specific to the needs of each student and family.

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.

Our school will build relationships with stakeholders by increased communication via planners, newsletters, and social media (Twitter). we will support increased parent engagement through volunteer opportunities, meet and greet activities as well as parents participation in student learning/development (IEP's, PBIP, Caminiti University, after school and extracurricular activities).

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

- PTA president- give stakeholders a voice in school improvement
- School social worker- monitor attendance, provide family supports
- Teachers-promote a positive culture and environment in the classroom
- Administration- promote a positive culture and environment school wide
- Paraeducators- promote a positive culture and environment in the classroom
- Students- will be accountable for treating others appropriately and respectfully