Hillsborough County Public Schools

Caminiti Exceptional Center

2022-23 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: 8/24/2022

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
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	94%
2021-22 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.

Our student population is aged 3-22 years old with special needs including physical and intellectual disabilities, and Autism Spectrum Disorder. Specific supports include modified curriculum and instruction, State Alternative Assessment, intensive behavioral supports and interventions, post secondary transitioning and planning, and the GMAC program.

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
Blackwell Owensby, Deborah	Teacher, ESE	Middle school teacher/team leader
Duffy, Cynthia	Attendance/Social Work	School social worker, SAC Chair, Face Ambassador
Manelli, Stacey	Teacher, ESE	ESE Specialist

Is education provided through contract for educational services?

No

If yes, name of the contracted education provider.

N/A

Demographic Information

Principal start date
Wednesday 8/24/2022, Joseph Hilbush

Total number of students enrolled at the school.
81

Total number of teacher positions allocated to the school.
20

Number of teachers with professional teaching certificates?
18

Number of teachers with temporary teaching certificates?
2

Number of teachers with ESE certification?
20

Identify the number of instructional staff who left the school during the 2021-22 school year.
1

Identify the number of instructional staff who joined the school during the 2022-23 school year.
1

Demographic Data

Early Warning Systems

2022-23

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	2	6	3	4	6	4	4	3	7	8	30	79
Attendance below 90 percent	1	1	2	4	2	1	2	2	3	4	2	5	18	47
One or more suspensions	0	0	1	0	0	0	0	0	1	0	0	0	0	2
Course failure in ELA	0	0	0	0	0	0	0	0	0	1	0	0	0	1
Course failure in Math	0	0	0	0	0	0	0	0	0	1	0	0	0	1
Level 1 on 2022 statewide FSA ELA assessment	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	
Number of students with a substantial reading deficiency	1	1	2	6	3	4	6	4	4	3	7	8	30	79
	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	1	1	2	4	2	1	2	2	3	4	2	18	42

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

Date this data was collected or last updated

Wednesday 8/24/2022

2021-22 - 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	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	
Course failure in Math	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	
Level 1 on 2019 statewide FSA Math assessment	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	

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	

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	
Students retained two or more times	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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement		51%	55%					57%	61%

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Learning Gains								56%	59%
ELA Lowest 25th Percentile								52%	54%
Math Achievement		41%	42%					55%	62%
Math Learning Gains								57%	59%
Math Lowest 25th Percentile								49%	52%
Science Achievement		48%	54%					50%	56%
Social Studies Achievement		57%	59%					77%	78%

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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019					
Cohort Comparison		0%				
04	2022					
	2019					
Cohort Comparison		0%				
05	2022					
	2019					
Cohort Comparison		0%				
06	2022					
	2019					
Cohort Comparison		0%				
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019					
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019					
Cohort Comparison		0%				
04	2022					
	2019					
Cohort Comparison		0%				
05	2022					
	2019					
Cohort Comparison		0%				
06	2022					
	2019					
Cohort Comparison		0%				
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019					
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019					
Cohort Comparison						
06	2022					
	2019					
Cohort Comparison		0%				
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019					
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	12	8		4	30						
HSP	20			10							
FRL	9	8		4							
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			

ESSA Data Review

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)	CSI
OVERALL Federal Index – All Students	11
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	54
Total Components for the Federal Index	5
Percent Tested	94%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	11
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	3
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%	0
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%	0
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%	0
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%	0

Hispanic Students	
Federal Index - Hispanic Students	15
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	3
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	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	5
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	3

Part III: Planning for Improvement

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 related to the Areas of Focus?

Our Area of Focus was to raise our ELA scores.

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

Math Gains on the FSAA were our greatest improvement. The biggest impact was using a teacher-created curriculum.

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?

To increase our learning gains in ELA for the 22/23 school year.
The biggest contributing factor to the need to improve is the decreased learning gains in
ELA. The action plan will be to increase collaborative planning amongst teachers to develop a more robust
ELA lesson plans.

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

Due to our sample size of data, it is quite difficult to determine a trend. Scores in ELA decreased across all subgroups with students who test on FSAA - Learning gains decreased from 29 points to 15 points.

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

Cross curriculum use of ELA strategies
Utilize CORE Board throughout the campus
Differentiated Instruction
Incorporating Sensory Learning
Use of Visuals across campus
Use of AAC across campus
Multimedia Instruction
Classroom/Campus Behavior Management Strategies

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

- Our SLP provided communication training to assist our staff by providing more opportunities for communicating with our students.
- Monthly PLCs to help provide professional development with lesson planning.

Areas of Focus:

#1. Instructional Practice specifically relating to Professional Learning Communities	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	The biggest contributing factor to the need to improve is the decreased learning gains in ELA. The action plan will be to increase collaborative planning amongst teachers to develop an even more robust ELA lesson plan focused on student achievement. The teacher will plan a lesson to start by activating students' prior knowledge and refreshing them to remember what they already know about the topic.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Students will raise their learning gains in ELA on the FSAA by 15 points.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Student work samples and quarterly testing created by each team to align with the FSAA
Person responsible for monitoring outcome:	Stacey Manelli (stacey.manelli@hcps.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Activating prior knowledge is an evidence-based strategy that we will focus on with the Area of Focus.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	Activating prior knowledge is a powerful evidence-based strategy that we will focus on in the Area of Focus because many of our students struggle with remembering what they learned and what they know so these strategies will help make that less of a barrier for our students to overcome.

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.

No action steps were entered for this area of focus

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.	We will monitor each sub-group separately to insure all subgroups are making gains similar to all other students in the school.

#2. Instructional Practice specifically relating to Collaborative Planning	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	We will use teacher collaboration to increase academic rigor and promote communication by implementing various supports specific to student needs.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Informal Communication Inventory will be implemented school wide with a goal to use differential communication to help increase ELA learning gains scores.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Teachers have monthly PLCs, the team lead will address the following at each meeting: - Use of AAC - Use of Resources - Data on Informal Communication Inventory - Use of Curriculum - Use of Accommodations with Students
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.	Based on student room for growth in the communication inventory, evidence based CORE vocabulary is used campus wide to help students understand and express academic and functional topics.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	CORE vocabulary is intended to support and generalized communication across campus to help support the various levels of our students abilities. The use of visuals and AAC will support communication within the classroom to expand the access to ELA, along with all other academics.

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.

No action steps were entered for this area of focus

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.	We will monitor each sub-group separately to insure all subgroups are making gains similar to all other students in the school.

Positive Culture & Environment
A positive school culture and environment is critical in supporting sustainable schoolwide improvement initiatives. When schools implement a shared focus on improving school culture and environment, students are more likely to engage academically. A positive school culture and environment can also increase staff satisfaction and retention.

Select a targeted element from the menu to develop a system or process to be implemented for schoolwide improvement related to positive culture and environment.

PBIS linked to classroom management strategies

Describe how data will be collected and analyzed to guide decision making related to the selected target.

All Caminiti students have an opportunity to participate in the Cougar Store, a Tier 1 school wide behavior system. Students earn cougar dollars to spend at the store on a weekly basis through use of a point sheet system. Student behavior, IEP goals, and academic performance are monitored daily by teachers and para educators and points are assigned accordingly. The Cougar Store is a Tier 1 intervention that supports a positive school culture and environment by promoting student learning and reinforcement of appropriate behaviors through the use of incentives.

Describe how the target area, related data and resulting action steps will be communicated to stakeholders.

the school's PBIS is communicated to all stakeholders
Students: Participating in learning and follow appropriate classroom/school wide behavior expectations
Classroom teachers/para-educators: Supporting student learning and behavior through the distribution of cougar dollars
Administration: Promoting school wide tier 1 interventions
School Social Worker: Oversea the running of the Cougar Store
Parents: Supporting students' access to the Cougar Store and daily communication with teachers to reinforce positive behaviors

Describe how implementation will be progress monitored.

Student referrals
Daily behavior data sheets
Number of cougar dollars each student earns per week
IEP goals/progress

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.

Action Step	Person Responsible for Monitoring
Cougar Store will be set up and Cougar Store procedures and accessibility will be shared with teachers and paraeducators during pre-planning	Duffy, Cynthia, cynthia.duffy@hcps.net
Parents are provided with information about the Cougar Store	Duffy, Cynthia, cynthia.duffy@hcps.net
Teachers talk to students about earning cougar dollars for the store and distribute the dollars on a daily basis to each student accordingly	Duffy, Cynthia, cynthia.duffy@hcps.net
Students come to the store on Fridays to use their Cougars Dollars to buy items of their choice.	Duffy, Cynthia, cynthia.duffy@hcps.net