Lavoy Exceptional Center

2022-23 Ungraded Schoolwide Improvement Plan

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Lavoy Exceptional Center

4410 W MAIN ST, Tampa, FL 33607

[no web address on file]

Demographics

Principal: Scottie Basham

Start Date for this Principal: 7/1/2020

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* Economically Disadvantaged Students*
School Improvement Rating History	2021-22: Maintaining 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.

All students will develop as future citizens intellectually, physically, socially, emotionally and morally in a safe, least-restrictive environment through the support of well-informed staff, parents, and community members.

Provide the school's vision statement.

Each student is valued as an individual and will be encouraged to develop life skills to his or her fullest potential. Lavoy Exceptional Center recognizes disabilities as a challenge to be surmounted, not as an insurmountable obstacle to be avoided.

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

All students at LaVoy have a significant cognitive disability. Our students have significant medical, behavioral, and cognitive challenges. Students thrive in a very small environment where the ratio for adults to students is 1 to 3. LaVoy is able to provide students will individual instruction and an environment where we provide support based on their individual need. Students receive instruction based on modified standards but complete the necessary requirements to meet graduation requirements. Students receive support in Independent Functioning, Social Skills, along with Curriculum and Instruction, Heath Care, and Communication

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
Basham, Scottie	Principal	Principal is responsible for overseeing all aspects of LaVoy Exceptional Center.
Klein, Lauren	Other	Coach Klein teaches all physical education classes and is our SAC Chair
Cocchiola, Darilyn	Other	Ms. Cocchiola is the ESE Specialist and is responsible for overseeing all IEP's along with providing teacher and student support.
Bownes, Erinn	Behavior Specialist	Mrs. Michaleson is our ESE Specialist along with Behavior Specialist. She provides support for all teachers and students when dealing with student behavior.
Carfore, Danielle	Teacher, ESE	ELA teacher for High School
Watkins, Jayme	Other	Ms. Jayme is the Principal's Secretary and the secretary of SAC.
Bargas, Sanchia	SAC Member	Ms. Bargas is our Secretary 1 for the school and a member of SAC
Bramlett, Glenn	Assistant Principal	Assistant Principal of Curriculum
Dix, Dominica	Paraprofessional	Paraprofessional for all students

Is education provided through contract for educational services?

Yes

If yes, name of the contracted education provider.

Speech Language Pathologist is provided through an agency.

Demographic Information

Principal start date
Wednesday 7/1/2020, Scottie Basham

Total number of students enrolled at the school.
48

Total number of teacher positions allocated to the school.
12

Number of teachers with professional teaching certificates?
11

Number of teachers with temporary teaching certificates?
1

Number of teachers with ESE certification?
11

Identify the number of instructional staff who left the school during the 2021-22 school year.
3

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	0	2	3	0	0	2	1	5	5	4	6	19	48
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	1	3	4
One or more suspensions	0	0	0	0	0	0	0	0	0	1	0	0	1	2
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 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	0	2	3	0	0	2	1	5	5	4	6	19	48

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	1	0	0	2	4

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
Tuesday 8/30/2022

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	0	3	3	2	0	5	1	3	6	6	6	5	18	58
Attendance below 90 percent	0	3	2	1	0	4	1	1	5	5	3	2	9	36
One or more suspensions	0	0	1	2	0	2	0	0	0	0	0	2	0	7
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	3	3	2	0	5	1	3	6	6	6	5	18	58

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	1	1	0	0	2	0	4

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%
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	0%	52%	-52%	58%	-58%
Cohort Comparison		0%				
04	2022					
	2019	0%	55%	-55%	58%	-58%
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						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	0%	54%	-54%	62%	-62%
Cohort Comparison		0%				
04	2022					
	2019	0%	57%	-57%	64%	-64%
Cohort Comparison		0%				
05	2022					
	2019					
Cohort Comparison		0%				
06	2022					
	2019					

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
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	6	13		6	36						
FRL	8	17									

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				5	14			9			
FRL				6	15						

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	9	19		6	17		17				
BLK	9			9							
HSP					27						
FRL	12	19		8	22		20				

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	12
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	59
Total Components for the Federal Index	5

ESSA Federal Index	
Percent Tested	82%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	12
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	
Hispanic Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
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	8
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?

Last year, we focused using grade level standards in ensure rigorous instruction. We conducted walk throughs to gather school wide trends. The ILT analyzed the data and made recommendations on professional development needed. We conducted work shops to provide teachers with assistance in planning with standards in mind. We also did coaching cycles to support teachers. With each one of these steps, we looked at walk through data to see if school wide trends were improving or decreasing. Overall, all teachers began using grade level standards to plan appropriate, rigorous instruction.

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

Last year we went from a unsatisfactory to a maintaining. We tested more students, moving from 53% tested to 82% tested. We also went from 28 total points to 59 total points based on the federal index. Although we still have two subgroups that are testing below 41% and falling below the Federal Index for ESSA, we are making gains. Focusing on grade level standards ensures that students are receiving appropriately rigorous instruction. The walk through form that assisted in gathering school wide data allowed us to monitor and provide targeted professional development.

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?

Our two greatest areas of need are our students with Disabilities, which is 100% of our students and our Economically Disadvantaged students which is approximately 62% of students. Historically, low

expectations for Students with Disabilities is a significant problem, not presuming competency and challenging students as individuals can significantly impact learning gains.

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

Low expectations, and not providing specially designed instruction can negatively impact all students across grade levels, subgroups and all content areas.

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

In order to increase learning, targeted specially designed instruction that is based from individual student data, grounded in IEP goals, and grade level standards has the greatest potential to impact learning gains.

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.

Professional development opportunities:
1. Breaking down grade level standards
2. Understanding specially designed instruction
3. Support in understanding student data
4. Understanding IEP goals and aligning instruction

Areas of Focus:

#1. Instructional Practice specifically relating to Differentiation

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

Teachers need assistance using student data, and grade level standards to design and implement specially designed instruction to specifically target learning needs for each student.

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

Because teachers are using individual data (IEP, FSSA, Brigance) in order to plan and implement rigorous instruction, students data should reflect learning gains across content as evidenced by their increasing scores.

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

Administration will conduct walk throughs to gather data on school wide trends. The ILT will analyze data to decide on targeted support. Also, PLC's will use student data to discuss and plan for instruction using student data, and grade level standards. As a school, we will analyze pre-test and post-test measures to assess gains or losses. Targeted support for student will be provided.

Person responsible for monitoring outcome:

Glenn Bramlett (glenn.bramlett@hcps.net)

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

Teachers will use grade level standards, the 4 Principles of Excellent Instruction to plan and implement specially designed instruction (differentiation). Instruction will be linked to individual student data and tracked throughout the year.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Due to 100% of our students being the subgroup, Students with disabilities, every student can benefit from specially designed instruction. We looked at school wide data and broke data down to the individual student. It became apparent that teachers were not using individual data to plan.

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.

Provide support for teachers aligning instruction with standards, IEP goals and specially designed instruction.

Person Responsible	Darilyn Cocchiola (darilyn.cocchiola@hcps.net)

Meet with ILT to review individual student data and prepare to work with PLC's, breaking down student data into usable pieces.

Person Responsible	Glenn Bramlett (glenn.bramlett@hcps.net)

PLC's meet to discuss student data, and grade level standards to plan across content for specially designed instruction

Person Responsible	Glenn Bramlett (glenn.bramlett@hcps.net)

Conduct targeted walk throughs to gather data on school wide trends specifically targeting standards and specially designed instruction

Person Responsible	Scottie Basham (scottie.basham@hcps.net)

Continue the cycle of collecting data, analyzing with ILT, planning for professional development, and analysis of trends.

Person Responsible	Glenn Bramlett (glenn.bramlett@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.	Student with disabilities: This subgroup is not meeting the 41% threshold. ESE Specialists will conduct coaching cycles aimed at providing feedback specifically for our students with disabilities. Specially designed instruction is designed specifically for students with disabilities as a way to target interventions and maximize learning gains. Because planning is based on individual student data, monitoring gains/losses is based on individual data across time. Economically Disadvantaged Students: This subgroup is not meeting the 41% threshold. Our school Social Worker will conduct home visits to review strategies that the teacher is using with families. Closing the gap of strategies used during specially designed instruction at school and at home provides an opportunity to provide additional support

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.

Other

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

Data will be collected and analyzed to guide decision making through parent surveys, an increase in parent/family involvement on campus, an increased number of stakeholders involved in SAC, and PTA. By asking parents to contribute to surveys we will be able to provide targeted support for families, thus strengthening school climate.

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

As a staff we will review the current Mission and Vision and develop a more targeted and representative one together. Stakeholders will also be asked to review and add suggestions/revision to ensure it is representative from all perspectives. We will post on our website, newsletter and provide updated information via Canvas for all families. We will also post around our school, and make announcement at every event.

Describe how implementation will be progress monitored.

We will compare the number of stakeholders coming to campus for events in the past and during the current year. We will also use the Insight Survey to review the staff perception of school climate, along with asking all stakeholders to complete surveys focusing on this area throughout the year.

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
We will have a fully articulated mission, vision and set of core beliefs that will inform our academic and school climate foci.	Basham, Scottie, scottie.basham@hcps.net
- We will have events for students and staff that foster collaboration, teambuilding, fun and learning	Klein, Lauren, lauren.klein@hcps.net
We will have opportunities for stakeholders to provide feedback throughout the year, in order to plan events for our staff and families	Basham, Scottie, scottie.basham@hcps.net