

Hillsborough County Public Schools

Lopez Exceptional Center



2022-23 Ungraded Schoolwide Improvement Plan

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Lopez Exceptional Center

315 W OLD HILLSBOROUGH AVE, Seffner, FL 33584

[no web address on file]

Demographics

Principal: Sara Schwanzl

Start Date for this Principal: 8/31/2022

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)	90%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	
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 was approved by the Hillsborough County School Board on 10/19/2022.

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.

Provide support to empower student communication and understanding to be successful citizens.

Provide the school's vision statement.

Preparing self-advocating independent students for life through engaging interactions.

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

Our students have significant disabilities with challenging behaviors and/or intensive medical needs. The supports provided to our students are a low student to teacher ratio as well as partnerships with the school speech/language pathologist, school social worker, school psychologist, and district behavior analysts. A focus on communication and the use of core vocabulary and other classroom visuals increase opportunities for communication and engagement in our students.

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
Schwanzl, Sara	Principal	SAC Member
Mulrenin, Stacey	SAC Member	SAC chair: assists the principal and staff in the development, implementation, and monitoring of the School Improvement Plan (SIP) required in accountability legislation.
Meyer, Heidi	Parent Engagement Liaison	Encourage parents/guardians to participate in school-based activities and support the school's vision and mission with their children at home.

Is education provided through contract for educational services?

Yes

If yes, name of the contracted education provider.

Hillsborough County Public Schools using Florida State Common Core Curriculum and Access Points standards

Demographic Information

Principal start date

Wednesday 8/31/2022, Sara Schwanzl

Total number of students enrolled at the school.

49

Total number of teacher positions allocated to the school.

14

Number of teachers with professional teaching certificates?

13

Number of teachers with temporary teaching certificates?

1

Number of teachers with ESE certification?

12

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

6

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

6

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	3	0	2	0	3	5	3	3	5	3	3	2	17	49
Attendance below 90 percent	0	0	0	0	0	0	0	1	0	0	0	0	1	2
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	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

Monday 10/10/2022

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	0	2	1	3	2	7	3	3	3	26	53
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	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	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	0
Level 1 on 2019 statewide FSA ELA assessment	0	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	0
Number of students with a substantial reading deficiency	0	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	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

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	5	35		10	43						
FRL	7	36		15							
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		14		15	33						
WHT				27							
FRL		17		19	40						
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	5	19			27						
WHT	8	9									
FRL	5	21			23						

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	23
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	93
Total Components for the Federal Index	4
Percent Tested	95%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	23
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	
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	19
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?

Communication was progress monitored through IEP goals and Access Points standards achievement. Behavior management was progress monitored through district triage meetings, behavior tracker, and PBIP data collection.

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

Our data focus is on student communication and self-advocacy skill increases as opposed to academic gains. We have been working on implementing core vocabulary skills with our students through weekly lessons on specific words provided by a district initiative. To address problem behavior, Ukeru training was given to all faculty and staff and 88% of our faculty and staff are current with NCI training.

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?

Comparable data is challenging for our faculty to collect as our students' needs are very individualized and distinct.

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

NA

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

Enhanced communication with technology, materials, and training to meet our students' specific needs.

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.

PLCs based on communication strategies, behavior management, and feasible data collection techniques. Support by district behavior analyst.

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.

Improving student engagement through increased communication opportunities, which supports learning and positive behavior outcomes.

Measurable Outcome:

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

Increase in FSAA scores and decrease in physically aggressive behavior.

Monitoring:

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

Communication matrix and walk-throughs.

Person responsible for monitoring outcome:

Sara Schwanzl (sara.schwanzl@hcps.net)

Evidence-based Strategy:

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

Teachers will use core word visual communication boards and devices to increase engagement, communication, and decrease problem behavior.

Rationale for Evidence-based Strategy:

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

Students are able to more effectively express their wants and needs when they have access to multiple modes of communication which results in increased engagement and decreased problem behaviors.

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.

Increase amount of communication-enhancement technology devices for students with disabilities (all of our students).

Increase amount of referrals to ACAT for students with disabilities.

Provide monthly training for teachers on using communication devices for students with disabilities.

Increase amount of low-tech communication devices for students with disabilities.

Increase parent involvement in use of communication devices at home for students with disabilities, including those who have economic disadvantages.

Person Responsible

Sara Schwanzl (sara.schwanzl@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.

All of our students have identified disabilities and many also have economic disadvantages. By increasing their self-advocacy skills through utilizing communication devices and programs, staff will better understand the needs of students on a daily basis. In turn, our students will be more effective communicators in their community and with their families and peers. Increasing communication skills leads to decreased problem behaviors and allows for instruction in self-advocacy.

#2. Other specifically relating to Positive Behavior Interventions and Supports

Area of Focus Description and Rationale:

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

Offering and encouraging participation in trainings for behavior management will help staff create safe environments on campus to decrease problem behaviors and increase positive behavior, improving instructional outcomes.

Measurable Outcome:

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

PBIP data, behavior tracker data, and staff injury reports.

Monitoring:

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

Data collection charts for PBIPs and injury reports.

Person responsible for monitoring outcome:

Sara Schwanzl (sara.schwanzl@hcps.net)

Evidence-based Strategy:

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

Teachers will participate in Ukeru, NCI, and/or other behavior management trainings offered through professional development in the district.

Rationale for Evidence-based Strategy:

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

Staff will be able to provide de-escalation techniques and encourage self-regulation in students. Safety of students and staff will increase with use of 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.

1. Ongoing consultation between staff and district behavior analyst team, school psychologist, and school social worker to create effective positive individual behavior strategies.
2. Providing breaks to staff as needed for refreshment in classrooms with students with disabilities and/or those who are economically disadvantaged who have highly intensive behavior needs.
3. Monitoring staff participation in behavior trainings.
4. Monitoring PBIP data collection and behavior tracker data and analyzing for trends.
5. Monitoring staff injury reports.

Person Responsible

Sara Schwanzl (sara.schwanzl@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.

Self-regulation skills will increase in our students with disabilities as well as those who have economic disadvantages through coaching with de-escalation strategies. Staff and students with disabilities, including those who have economic disadvantages, will experience less injury and frustration.

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.

Parent Engagement

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

Attendance at parent trainings offered at school and survey responses.

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

Parents will be invited to join School Advisory Committee (SAC) and provide input into development and improvement of School Improvement Plan (SIP).

Describe how implementation will be progress monitored.

Attendance at parent trainings.
Increase in communication and decrease in problem behaviors at school.

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
Parent trainings will be offered to teach families how to utilize communication techniques at home.	Schwanzl, Sara, sara.schwanzl@hcps.net
Parent trainings will be offered to teach families appropriate behavior interventions and positive behavior strategies to use at home.	Schwanzl, Sara, sara.schwanzl@hcps.net