Willis Peters Exceptional Center

2022-23 Ungraded Schoolwide Improvement Plan

Table of Contents

Willis Peters Exceptional Center

2919 NELSON AVE, Dover, FL 33527

[no web address on file]

Demographics

Principal: Cara Yacinich

Start Date for this Principal: 8/21/2022

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)	100%
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: 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.

We will provide each student with purposeful academic instruction, opportunities for communication, and vocational experiences within the school and community environment. Faculty, parents, and community personnel will work together in order to challenge the student learners to reach their fullest potential. This will be achieved by using environmental communication techniques and innovative teaching strategies.

Provide the school's vision statement.

We will create a positive and respectful school community to foster independence, communication, self-advocacy, and problem-solving skills, while celebrating success.

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

Willis Peters Exceptional Center is a school that serves students in Pre-school through age 22 with individual learning and behavioral needs. All students are taught through Access Points curriculum in small group settings, for both academics and life skills lessons. Once students complete the requirements for their high school diploma, they move into the "transition" class and participate in the classes enterprises and gain employability and independence skills such as: food preparation, laundry services, recycling, shredding, and independent living. The staff at WPEC collaborates with district transition specialist to provide families/ care givers with services/ supports following completion of the program after they turn 22. Each classroom has a certified teacher and an instructional support staff member who works with the students.

The student population includes students identified with Autism, Intellectual Disabilities, and some with a range of medical needs. Some of our students who are medially fragile also receive support from a private nurse and in many cases students are fed through a feeding tube. A large number of students are non verbal and receive Speech Therapy to increase modes of communication. Some students have individualized behavior plans and there is also a school wide behavior/ incentive plan to provide support for all students. We also have several students utilizing wheel chairs for mobility and require weekly therapy sessions.

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
Yacinich, Cara	Principal	Is the instructional leader and oversees the daily operations of the school site. Provides mentoring and coaching to staff to increase students success and opportunities for collaboration with colleagues. Works collaboratively with district support staff to provide students with resources to be safe and successful. Ensures that staff are in compliance with all district and state mandates and that school safety is a priority. Conducts observations and provides feedback to increase student learning outcomes and help educators grow in their practice. Responsible for budget and being fiscally responsible for spending to meet the needs of students and staff. Provides opportunities for staff to collaborate and plan to meet the needs of student through regularly scheduled faculty meetings, Leadership planning meetings, and School Improvement Team meetings.
Nance, Rebecca	Other	Provides support and/ or direct instruction to students with disabilities and coaching/ modeling to staff based on individual student needs. Develops schedule to meet the needs of all students and collaborates with administration to ensure FTE compliance. Demonstrates advanced knowledge and practices of instructional and behavioral strategies, collaborates with school and district team to implement best practices, collects and utilizes data to make responsive decisions for all students. Monitors data and adjusts academic and behavioral supports; when needed provides professional development for staff to adjust to meet the individual student needs. Ensures all staff are in compliance with supports and services according to IDEA, state and distirct mandates, and FTE auditing procedures. Effectively communicates with respect for all stakeholders and is a promotes building staff capacity.
Mudge, Amy	SAC Member	Ms. Mudge is the SAC Chair; she facilitates meetings and collaborates with team members to ensure we are completing school wide activities to plan, implement, monitor, and review/revise our school improvement plan.
Butler, Leah	Teacher, ESE	Collaborate with teachers and staff to provide professional development and best practices to students to improve communication skills.
Touchton, Kelley	Attendance/ Social Work	Monitor student attendance and provide connections to families/caregivers to support students in the community.
Konar, Brenda	Instructional Coach	Provide communication resources to include professional development to staff, individual support to students with communication devices, and provide communication support to families/care givers.

Is education provided through contract for educational services?

Yes

If yes, name of the contracted education provider.

Brenda Konar

Demographic Information

Principal start date
Sunday 8/21/2022, Cara Yacinich

Total number of students enrolled at the school.
57

Total number of teacher positions allocated to the school.
17

Number of teachers with professional teaching certificates?
17

Number of teachers with temporary teaching certificates?
0

Number of teachers with ESE certification?
17

Identify the number of instructional staff who left the school during the 2021-22 school year.
0

Identify the number of instructional staff who joined the school during the 2022-23 school year.
0

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	5	3	1	2	4	1	4	2	2	2	5	5	21	57
Attendance below 90 percent	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	1	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	5	3	1	2	4	1	4	2	2	2	5	5	20	56

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	3	0	0	3	1	4	1	2	2	2	1	13	32

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

Thursday 8/18/2022

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	0	3	3	1	7	2	3	1	3	6	5	20	55
Attendance below 90 percent	1	0	3	0	1	4	1	2	1	3	2	3	7	28
One or more suspensions	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	
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	1	0	3	3	1	7	2	3	1	3	6	5	19	54

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	1	0	3	3	1	4	1	2	1	3	2	3	7	31

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					
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						
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	14	22		4	27		27				
HSP	10			10							
WHT											
FRL	20	27		6							
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	25									
FRL											

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD		24			9						
HSP											
WHT		42			17						
FRL		29			6						

Table title: 2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS

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	19
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	4
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	94
Total Components for the Federal Index	5
Percent Tested	100%

Subgroup Data

Students With Disabilities

Federal Index - Students With Disabilities	19
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	
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	10
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	0
White Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years White Students Subgroup Below 32%	3

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	18
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's area of focus was to provide specialized training to provide effective instruction in order to increase communication in the classroom. The goal was for seventy-five percent (10/13) classes to implement the Environmental Communication Teaching (ECT) strategy to increase functional communication systems among student with the most significant behavioral and/or medical challenges. All staff was trained on ECT strategies and our goal of 75% implementation was achieved. As a result, targeted students showed notable improvement in the area of expressive communication. Progress monitoring included, regular meetings, video review of ECT in action, data collection on students progress and classroom observation.

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

Pre to Post Communication Matrix scores showed the greatest improvement among students and staff consistently implementing ECT strategies. We purchased tokens to utilize the online resource to determine what level of communication our students were currently functioning at, in order to ensure appropriate and meaningful communicative strategies were being put in to place.

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?

The greatest need for improvement is in the area of consistency and staff training. The most problematic component of this is ensuring a time to implement ECT and utilizing staff effectively to ensure full student participation. These areas of need were determined based on end of year reviews with all staff members and classroom observations throughout the year.

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

Trends related to communication that occur across grade levels, subgroups and core content areas are that students with more challenging communication deficits, medical needs and behavioral challenges are not being provided functional and meaningful ways to communicate throughout the day and across settings.

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

This year we have established a universal time/activity for ECT implementation, provided an updated prompt hierarchy, utilized support staff to ensure enough coverage for all students to participate in routines incorporating ECT strategies and collaborated with our SLP to provide on-going modeling.

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 will work with a class of the week to facilitate implementation of ECT strategies with all students. This will provide an opportunity for modeling a variety of communication systems and brainstorming through obstacles to ensure effective implementation of ECT strategies. Videos will be taken during this time and staff will meet monthly to review the videos and learn together through constructive feedback.

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.

The area of communication has been identified as an area of critical need based on the significant cognitive impairments of our student population, the diagnosed speech/language impairments, results from language evaluations and use of the Communication Matrix, as well as documented Individual Education Plan goals and objectives.

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

All classes and staff will implement specific communication strategies via the Environmental Communication Teaching (ECT) process, in order to increase functional communication systems among all students.

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

This will be monitored via observable daily implementation in the classrooms, weekly data collection on all students, monthly staff meetings to review and collaborate and pre/post Communication Matrix data.

Person responsible for monitoring outcome:

Cara Yacinich (cara.yacinich@hcps.net)

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

Environmental Communication Teaching (ECT) is a team-based professional development series that incorporates video taping for feedback, in order to teach participants how to increase participation and initiation, decrease inappropriate behaviors, change partner (adult) behavior and manipulate the environment to create communication opportunities.

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

This strategy was selected after two years of implementation within our school on a smaller scale. Started with one class/team participating in the year long district/ state wide training series, then the following year two classes/teams participated. The Communication Matrix was completed on the targeted students each year and undeniable growth was documented for all participants! Year three, the trained teams brought the strategy to the entire staff and began our own school based professional development. Several of the students targeted in year three also demonstrated documented growth utilizing the Communication Matrix.

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.

At the beginning of the year the ECT team will provide an overview of ECT and the prompt hierarchy, provide time for role playing and ensure everyone has access to the Communication Matrix.

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

By the end of August, all staff will work together to complete a pre Communication Matrix on all students and develop Activity Based Objectives for every student during breakfast/morning routine.

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

All year, every classroom will implement ECT strategies during the breakfast/morning routine. Some students do not eat do to medical needs or personal preference, so other activities will be provided as options during this time. Support personnel will be assigned to specific classes to assist with communication.

Person Responsible   Cara Yacinich (cara.yacinich@hcps.net)

All year, staff will collect weekly data on all students participating in the breakfast/morning ECT.

Person Responsible   Cara Yacinich (cara.yacinich@hcps.net)

September will begin our rotations for the class of the week to work together with our SLP for modeling and feedback. Videos will be taken during this time to review with the entire staff during our monthly meetings. Classes will have the opportunity for three turns as Class of the Week.

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

Every 3rd Monday of the month, we will meet school-wide to review the videos from the past month and provide constructive feedback, as well as check in with data collection and student progress.

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

At the end of the year, every class will have pre intervention, intervention and post intervention videos to review and reflect on staff improvement of effectively working through the prompt hierarchy and the subsequent development of students' effective communication.

Person Responsible   Rebecca Nance (rebecca.nance@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.

The implementation of a universal implementation of ECT time with all students addresses the ESSA subgroups (White, Hispanic, Students with Disabilities, and economically disadvantaged) and will provide all students with increased communication opportunities, staff with professional development to increase effectiveness, and will be monitored frequently to adjust needed skills/strategies for individual learners. The student population consists exclusively of students identified as having disabilities, therefore we will be focused on ensuring all students have support and services to increase communication. Students with disabilities are evaluated for pre-instruction skills and monitored for progress during implementation, and then assessed at the end of the year to identify how the increased communication has also impacted independence.

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.
Student Attendance

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

For the 2021-2022 school year, we had 32 students with 2 or more indicators for attendance. Student attendance will be monitored and incentive programs developed to increase student attendance. Students who need to miss school due to medical or therapy appointments are encouraged to share documentation with the office in order to ensure absences are excused. Attendance awards will be given for students with positive attendance and also class incentives for students have absences excused.
Willis Peters Exceptional Center Report Card

Category Chronic Absenteeism by Subgroup
0 Total Students 40
1 American Indian/Alaska Native *
1 Asian *
1 Black/African American 6
1 Hispanic 17
1 Multiracial *
1 Native Hawaiian/Other Pacific Islander *
1 White 17
2 Current English Language Learners *
2 Former English Language Learners 9
3 Students with Disabilities 40
4 Female 22
4 Male 18

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

We will produce and publish a monthly newsletter that will be posted on various social media accounts such as Facebook and twitter, along with posted on the school's webpage. Parents will also be shared this information through daily communication books.

Describe how implementation will be progress monitored.

Weekly attendance reports will be printed and reviewed and when needed parent communication to ensure students who are absent have documentation to be excused.

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
Teachers will report daily and period by period attendance. Weekly attendance reports will be printed and reviewed. School social worker will collaborate with leadership team to ensure families needing resources are made available and when necessary, make sure they have access to community resources. Connections with families / care givers of students with ongoing medical or therapeutic appointments are consistent and ensure that necessary documentation is collected routinely to excuse absences.	Touchton, Kelley, kelley.touchton@hcps.net