

Hillsborough County Public Schools

# Caminiti Exceptional Center School



2023-24

Schoolwide Improvement Plan (SIP)

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## Caminiti Exceptional Center

2600 W HUMPHREY ST, Tampa, FL 33614

[ no web address on file ]

### SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

#### Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

#### Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

#### Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and

Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

## **Purpose and Outline of the SIP**

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Department encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

## 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.

### School Leadership Team, Stakeholder Involvement and SIP Monitoring

**School Leadership Team**

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the 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 & Behavior Support
Blackwell Owensby, Deborah	Teacher, ESE	High School teachers/Team Leader
Duffy, Cynthia	Attendance/Social Work	Social Worker/SAC Chair/FACE Ambassador
Manelli, Stacey	Teacher, ESE	ESE Specialist

**Stakeholder Involvement and SIP Development**

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

SAC meetings held to discuss instructional priorities to enhance student learning. All required stakeholders are members of SAC: principal, CTA rep, Chair, teacher, para, community members, & parents.

**SIP Monitoring**

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

Data collection at beginning and end of academic calendar year to monitor communication growth across all subjects. PLC & SAC meetings will be held monthly to monitor effectiveness of plan and will be updated as needed following data review.

### Demographic Data

Only ESSA identification and school grade history updated 3/11/2024

<b>2023-24 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Combination School PK-12
<b>Primary Service Type</b> (per MSID File)	Special Education
<b>2022-23 Title I School Status</b>	Yes
<b>2022-23 Minority Rate</b>	83%
<b>2022-23 Economically Disadvantaged (FRL) Rate</b>	94%
<b>Charter School</b>	No
<b>RAISE School</b>	No
<b>ESSA Identification</b> *updated as of 3/11/2024	CSI
<b>Eligible for Unified School Improvement Grant (UniSIG)</b>	Yes
<b>2021-22 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* Hispanic Students (HSP)* Economically Disadvantaged Students (FRL)*
<b>School Grades History</b> *2022-23 school grades will serve as an informational baseline.	2019-20: F
<b>School Improvement Rating History</b>	2021-22: UNSATISFACTORY 2018-19: UNSATISFACTORY 2017-18: MAINTAINING
<b>DJJ Accountability Rating History</b>	

### Early Warning Systems

Using 2022-23 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	0	1	2	3	1	3	5	1	16	
One or more suspensions	0	0	0	0	0	0	0	0	3	3	
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0		
Course failure in Math	0	0	0	0	0	0	0	0	0		
Level 1 on statewide ELA assessment	0	0	0	1	5	2	4	5	1	18	
Level 1 on statewide Math assessment	0	0	0	2	6	1	5	6	2	22	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	1	3	2	7	2	6	8	7	36	

**Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:**

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	1	2	6	2	5	6	3	25

**Using the table above, complete the table below with the number of students identified retained:**

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	

#### **Prior Year (2022-23) As Initially Reported (pre-populated)**

**The number of students by grade level that exhibited each early warning indicator:**

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	1	1	2	4	2	1	2	2	3	47	
One or more suspensions	0	0	1	0	0	0	0	0	1	2	
Course failure in ELA	0	0	0	0	0	0	0	0	0	1	
Course failure in Math	0	0	0	0	0	0	0	0	0	1	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0		
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0		
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	1	1	2	6	3	4	6	4	4	79	
	0	0	0	0	0	0	0	0	0		

**The number of students by current grade level that had two or more early warning indicators:**



Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	1	1	2	4	2	1	2	2	42

**The number of students identified retained:**

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	

**Prior Year (2022-23) Updated (pre-populated)**

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

**The number of students by grade level that exhibited each early warning indicator:**

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	1	1	2	4	2	1	2	2	3	18	
One or more suspensions	0	0	1	0	0	0	0	0	1	2	
Course failure in ELA	0	0	0	0	0	0	0	0	0		
Course failure in Math	0	0	0	0	0	0	0	0	0		
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0		
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0		
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	1	1	2	6	3	4	6	4	4	31	
	0	0	0	0	0	0	0	0	0		

**The number of students by current grade level that had two or more early warning indicators:**

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	1	1	2	4	2	1	2	2	15

**The number of students identified retained:**

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	

**II. Needs Assessment/Data Review**

**ESSA School, District and State Comparison (pre-populated)**

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

**On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.**

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	6	51	53	12	51	55	7		
ELA Learning Gains				8			33		
ELA Lowest 25th Percentile									
Math Achievement*	5	50	55	4	41	42	25		
Math Learning Gains				30			25		
Math Lowest 25th Percentile									
Science Achievement*	0	48	52	0	48	54			
Social Studies Achievement*	0	65	68		57	59			
Middle School Acceleration		70	70		51	51			
Graduation Rate		83	74		44	50	58		
College and Career Acceleration		33	53		68	70			
ELP Progress		52	55		73	70			

*\* In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.*

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

**ESSA School-Level Data Review (pre-populated)**

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL Federal Index – All Students	3
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	4
Total Points Earned for the Federal Index	11
Total Components for the Federal Index	4

**2021-22 ESSA Federal Index**

Percent Tested	88
Graduation Rate	

**2021-22 ESSA Federal Index**

ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL Federal Index – All Students	11
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	3
Total Points Earned for the Federal Index	54
Total Components for the Federal Index	5
Percent Tested	94
Graduation Rate	

**ESSA Subgroup Data Review (pre-populated)****2022-23 ESSA SUBGROUP DATA SUMMARY**

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	3	Yes	4	4
ELL				
AMI				
ASN				
BLK	0	Yes	1	1
HSP	8	Yes	4	4
MUL				
PAC				
WHT				
FRL	5	Yes	4	4

**2021-22 ESSA SUBGROUP DATA SUMMARY**

<b>ESSA Subgroup</b>	<b>Federal Percent of Points Index</b>	<b>Subgroup Below 41%</b>	<b>Number of Consecutive years the Subgroup is Below 41%</b>	<b>Number of Consecutive Years the Subgroup is Below 32%</b>
SWD	11	Yes	3	3
ELL				
AMI				
ASN				
BLK				
HSP	15	Yes	3	3
MUL				
PAC				
WHT				
FRL	5	Yes	3	3

**Accountability Components by Subgroup**

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

**2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS**

<b>Subgroups</b>	<b>ELA Ach.</b>	<b>ELA LG</b>	<b>ELA LG L25%</b>	<b>Math Ach.</b>	<b>Math LG</b>	<b>Math LG L25%</b>	<b>Sci Ach.</b>	<b>SS Ach.</b>	<b>MS Accel.</b>	<b>Grad Rate 2021-22</b>	<b>C &amp; C Accel 2021-22</b>	<b>ELP Progress</b>
All Students	6			5			0	0				
SWD	7			5			0	0			4	
ELL												
AMI												
ASN												
BLK				0							1	
HSP	10			6							2	
MUL												
PAC												
WHT												
FRL	5			4							2	

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	12	8		4	30		0					
SWD	12	8		4	30		0					
ELL												
AMI												
ASN												
BLK												
HSP	20			10								
MUL												
PAC												
WHT												
FRL	9	8		4			0					

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	7	33		25	25					58		
SWD	7	33		25	25					58		
ELL												
AMI												
ASN												
BLK												
HSP												
MUL												
PAC												
WHT												
FRL	0	30		19						64		

### Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (\*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

### III. Planning for Improvement

#### Data Analysis/Reflection

Answer the following reflection prompts after examining any/all relevant school data sources.

**Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.**

Our students are significantly below average for reading and math - the FSAA reflects 18 students scored level 1 in ELA and 22 scored level 1 in Math (K-8 data). Our students all carry significant and often comorbid intellectual disabilities.

**Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.**

ELA Learning Gains declined from 33 to 8 between 21-22 and 22-23 school year. Our students all carry significant and often comorbid intellectual disabilities.

**Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.**

All data components demonstrate a large gap when compared to the state average, due to our students' significant intellectual disabilities. Our students take alternative state assessments.

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

Math Learning Gains improved from 25 to 30 between 21-22 and 22-23 school year. A curriculum leadership team was developed to focus on varied instruction of math concepts.

**Reflecting on the EWS data from Part I, identify one or two potential areas of concern.**

Student attendance is identified as a potential area of concern.

**Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.**

- 1 Attendance
- 2 ELA
- 3 Math

#### Area of Focus

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

**#1. Positive Culture and Environment specifically relating to Other****Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Using our PBIS system to reduce classroom assistance calls by 20%.

**Measurable Outcome:**

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

Last year we have 416 assistance calls during the school year across all grade levels. Using our PBIS system we aim to reduce that number to 332 calls. This will greatly reduce the disruption to classroom instruction.

**Monitoring:**

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

We document every assistance call to a classroom using a Form that can be accessed by a QR code on the classroom door.

**Person responsible for monitoring outcome:**

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

**Evidence-based Intervention:**

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Positive Reinforcement, token economy and more engaging lessons to reduce classroom assistance calls.

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

These strategies will increase engagement, positive reinforcement, and accountabilities of students.

**Tier of Evidence-based Intervention**

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 2 - Moderate Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**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***

**#2. Instructional Practice specifically relating to Student Engagement****Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Increase all students' ability to communicate and self-advocate.

**Measurable Outcome:**

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

Increase students' ability to communicate by 20%.

**Monitoring:**

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

Communication inventory is done during the beginning, middle, and end of the school year.

**Person responsible for monitoring outcome:**

Stacey Manelli (stacey.manelli@hcps.net)

**Evidence-based Intervention:**

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Core board,

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

These strategies are known and well-documented to increase students' ability to communicate.

**Tier of Evidence-based Intervention**

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**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***

**CSI, TSI and ATSI Resource Review**

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

SAC Teams review funding allocations for all resources.

**Reading Achievement Initiative for Scholastic Excellence (RAISE)**



**Area of Focus Description and Rationale**

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

**Grades K-2: Instructional Practice specifically relating to Reading/ELA**

N/A

**Grades 3-5: Instructional Practice specifically related to Reading/ELA**

N/A

**Measurable Outcomes**

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data-based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K -3, using the coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment;
- Each grade 3-5 where 50 percent or more of its students scored below a Level 3 on the most recent statewide, standardized ELA assessment; and
- Grade 6 measurable outcomes may be included, as applicable.

**Grades K-2 Measurable Outcomes**

N/A

**Grades 3-5 Measurable Outcomes**

N/A

**Monitoring****Monitoring**

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will impact student achievement outcomes.

N/A

**Person Responsible for Monitoring Outcome**

Select the person responsible for monitoring this outcome.

**Evidence-based Practices/Programs****Description:**

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term “evidence-based” means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. §7801(21)(A)(i). Florida’s definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida’s definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district’s K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

N/A

**Rationale:**

Explain the rationale for selecting practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified evidence-based practices/programs show proven record of effectiveness for the target population?

N/A

**Action Steps to Implement**

List the action steps that will be taken to address the school’s Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

**Action Step****Person Responsible for Monitoring**

N/A

**Title I Requirements**

### **Schoolwide Program Plan (SWP) Requirements**

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

**Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))**

List the school's webpage\* where the SIP is made publicly available.

This SIP will be disseminated via Parent Information Notebook, School Website, SAC

**Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.**

List the school's webpage\* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

PTA, conference nights, IEP, open house, SAC, Special school-wide Events

**Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii)**

A curriculum learning team was developed to focus on these topics.

**If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))**

N/A

### **Optional Component(s) of the Schoolwide Program Plan**

Include descriptions for any additional strategies that will be incorporated into the plan.

**Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))**

Full time Psychologist & Social Worker on Campus, Parent Resource Center, Mental Health Clinician, district BCBA, access to SEDNET rep

**Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))**

school businesses, GMAC program, access to a Voc Rehab counselor, APD information sessions, Students visit Harmony House

**Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).**

NCI, Ukeru, Positive Behavior Intervention, Zones of Regulation, differentiated instruction

**Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))**

Annual required training modules, district professional development (PDS), PLCs,

**Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))**

IFSP review prior to arrival, family involvement, thorough IEPs

## Budget to Support Areas of Focus

### Part VII: Budget to Support Areas of Focus

The approved budget does not reflect any amendments submitted for this project.

1	III.B.	Area of Focus: Positive Culture and Environment: Other				\$0.00
2	III.B.	Area of Focus: Instructional Practice: Student Engagement				\$45,765.49
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5200	510	4562 - Caminiti Exceptional Center	UniSIG		\$2,375.00
			Notes: Purchase supplies to support learning for teachers and students. This will include Ultimate Ball and Wobble Switch, Classroom Switch Kit, Pal Pad			
	5200	520	4562 - Caminiti Exceptional Center	UniSIG		\$7,243.00
			Notes: Purchase subscriptions to support learning in the classroom. The subscriptions are Brain Pop, Brain Pop Jr., Starfall, and Rosetta Stone. The subscriptions will engage students and encourage them on their unique learning paths.			
	5200	330	4562 - Caminiti Exceptional Center	UniSIG		\$7,317.00
			Notes: The 90 students will participate in educational fieldtrips to MOSI, Tampa Zoo, and Florida Aquarium. The fieldtrips will engage students and give them the ability to work on their communication skills and self-advocate for themselves.			
	7800	390	4562 - Caminiti Exceptional Center	UniSIG		\$3,600.00
			Notes: Transportation to support the educational fieldtrips.			
	6300	120	4562 - Caminiti Exceptional Center	UniSIG		\$16,787.07
			Notes: The teachers will receive additional planning time after school to develop lessons to meet the needs of their students based on standards and academic needs. There will be 20 teachers at a rate of \$38 per hour for 2 hours per week for 13 weeks.			

	6300	210	4562 - Caminiti Exceptional Center	UniSIG		\$2,278.00
			<i>Notes: Retirement</i>			
	6300	220	4562 - Caminiti Exceptional Center	UniSIG		\$1,040.80
			<i>Notes: FICA</i>			
	6300	220	4562 - Caminiti Exceptional Center	UniSIG		\$243.41
			<i>Notes: Medicare</i>			
	6300	240	4562 - Caminiti Exceptional Center	UniSIG		\$65.47
			<i>Notes: Workers Compensation</i>			
	5200	510	4562 - Caminiti Exceptional Center	UniSIG		\$4,750.00
			<i>Notes: Purchase iTalk 2 and iTalk4 to support ways for students to communicate to their teachers and peers as they are learning.</i>			
	5200	520	4562 - Caminiti Exceptional Center	UniSIG		\$65.74
			<i>Notes: Purchase literacy materials. 3 BrainSpring Sound Wall set. This speech to print visual organization of phonemes and graphemes leads students to locate each sound easily, and then connect that sound to the available spelling options.</i>			
					<b>Total:</b>	<b>\$45,765.49</b>

### Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

No