Lavoy Exceptional Center School

2023-24

Schoolwide Improvement Plan (SIP)

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Lavoy Exceptional Center

4410 W MAIN ST, Tampa, FL 33607

[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.

Empower students to meet their individual needs through personalized learning experiences and meaningful engagement.

Provide the school's vision statement.

Foster a school culture where all learning is meaningful.

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
Basham, Scottie	Principal	Principal of the school. Oversees all aspects of the school.

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.

LaVoy's SAC team reviews assists with the development of the SIP plan. We also post the draft plan for all faculty members and staff to review. We made changes based on the feedback form all parties.

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))

SAC reviews the plan monthly to ensure successful implementation of the action steps. Our MTSS/RTI process breaks down school wide and student data to monitor academic performance and individual data to determine that resources are being used to support our students that have the greatest achievement gap.

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

2023-24 Status (per MSID File)	Active

School Type and Grades Served (per MSID File)	Combination School PK-12
Primary Service Type (per MSID File)	Special Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	61%
2022-23 Economically Disadvantaged (FRL) Rate	94%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	CSI
Eligible for Unified School Improvement Grant (UniSIG)	Yes
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* Economically Disadvantaged Students (FRL)*
School Grades History *2022-23 school grades will serve as an informational baseline.	
School Improvement Rating History	2021-22: MAINTAINING 2018-19: UNSATISFACTORY 2017-18: MAINTAINING
DJJ Accountability Rating History	

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	2	0	2	3	1	1	1	0	10
One or more suspensions	0	0	0	0	0	1	0	1	0	2
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	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.	0	0	0	0	0	0	0	0	0	

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	0	0	0	1	0	0	2	3

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	0	0	0	0	0	0	0	0	0	4
One or more suspensions	0	0	0	0	0	0	0	0	0	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	0	2	3	0	0	2	1	5	48

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	0	0	0	0	0	0	0	1	4

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	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	
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	0	2	3	0	0	2	1	5	14

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	0	0	0	0	0	0	0	1	1

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*	11	51	53	5	51	55	0		
ELA Learning Gains				13			0		
ELA Lowest 25th Percentile									
Math Achievement*	17	50	55	5	41	42	5		
Math Learning Gains				36			14		
Math Lowest 25th Percentile									

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
Science Achievement*	18	48	52	0	48	54			
Social Studies Achievement*		65	68		57	59	9		
Middle School Acceleration		70	70		51	51			
Graduation Rate		83	74		44	50			
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	15
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	46
Total Components for the Federal Index	3
Percent Tested	98
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL Federal Index – All Students	12
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	59
Total Components for the Federal Index	5
Percent Tested	82
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	15	Yes	4	4
ELL				
AMI				
ASN				
BLK				
HSP				
MUL				
PAC				
WHT				
FRL	4	Yes	4	4

2021-22 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	12	Yes	3	3
ELL				
AMI				
ASN				
BLK				
HSP				
MUL				
PAC				
WHT				
FRL	8	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)

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2021-22	C & C Accel 2021-22	ELP Progress
2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
All Students	11			17			18					
SWD	11			17			18				3	
ELL												
AMI												
ASN												
BLK												
HSP												
MUL												
PAC												
WHT												
FRL	0			8							2	

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
2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
All Students	5	13		5	36		0					
SWD	6	13		6	36		0					
ELL												
AMI												
ASN												
BLK												
HSP												
MUL												
PAC												
WHT												
FRL	8	17		0								

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
2020-21 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
All Students	0	0		5	14			9				
SWD	0	0		5	14			9				
ELL												

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
AMI												
ASN												
BLK												
HSP												
MUL												
PAC												
WHT												
FRL	0	0		6	15							

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 on Free and Reduced Lunch and Students with Disabilities are continuing to score low and not meet the achievement level. Most students continue to be a level 1 and it is difficult to see progress based on the assessment data.

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

The two subgroups mentioned above continue to be the areas that we struggle with. Again, all of our students have IEP's and have individual academic needs that need to be addressed in the classroom. Even though we saw an increase in growth for our students, they are not meeting the achievement level, which continually puts them at a level 1.

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.

Again, the gap that we see continue to be with these two subgroups. However, students are making gains with individual growth, but not achievement level.

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

There were gains in ELA and Math assessment data with measuring student growth. Our instructional focus last year was to use specially designed instruction to meet the academic needs of each individual student. We saw gains in this area to the school wide professional development and academic focus. Teachers used similar assessment models to state assessments.

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

Our two ESSA subgroups continue to be areas of concern. Since all of our students have disabilities, this group impacts all of our students.

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

1. Increase in academic achievement for ESSA sub groups, and all students.
2. Continued growth for all students, ESSA sub groups included.
3. Continue to decrease behaviors and have increase time on task for students.

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

#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 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.

We will use the Best Practices in a Highly Structured Classrooms to positively impact student learning.

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

Student growth will be measured by progress monitoring and end of the year assessments.

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

This will be monitored through administrative walk-throughs, progress monitoring, and student time on task.

Person responsible for monitoring outcome:

Scottie Basham (scottie.basham@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.)

Best Practices for Highly Structured Classrooms is a research based strategy for students with profound disabilities.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

By removing stimuli that may cause students frustration, increasing visual use to aid in communication, and providing a highly structured academic environment, students know what to expect and therefore frustration is kept to a minimum allowing for more time on academic tasks and learning.

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.

All of our students have severe disabilities and therefore should benefit with this research based practice. Assistant Principal will monitor through progress monitoring in PLC's to ensure this ESSA subgroup of SWD is addressed.

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

By When: This will be monitored monthly during PLC's.

Students that are on FRL will be monitored through PLC''s as well, and take home support will be provided to assist famlies in engaging in learning as well.

Person Responsible: Erinn Bownes (erinn.bownes@hcps.net)

By When: On going throughout school year with the assistance of ESE specialist and Social Worker.

#2. 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.

We will continue to build a positive, collaborative culture through common planning time and common planning spaces on campus encouraging teachers to plan and work together.

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

Monitored through end of the year survey (Insight)

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

Informal surveys, teacher feedback and anecdotal evidence will be used to assess gains in positive culture.

Person responsible for monitoring outcome:

Scottie Basham (scottie.basham@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.)

Common planning time is a researched based practice that historically yields positive outcomes.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Teachers that plan and collaborate together feel less isolated and share great ideas that help instruction in the classroom.

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

#3. ESSA Subgroup specifically relating to Students with Disabilities

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.

We will use the Best Practices for Highly Structured Classrooms to positively impact student learning.

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

Students will have growth in IEP goals, state assessment data and/or progress monitoring.

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

SWD specific data will be monitored during monthly PLC meetings where progress monitoring will take place by teachers.

Person responsible for monitoring outcome:

Darilyn Cocchiola (darilyn.cocchiola@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.)

Best Practices in Highly Structured Classroom is a researched based practice that has been shown to positively impact students with severe disabilities.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

By reducing stressors, student frustration, increasing visuals and time on task, student learning will increase.

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?

Yes

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.

Increasing hands on technology (IPADs, Interactive Boards) for student use will allow students to access the curriculum more readily.

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

By When: The end of the first 9 weeks

The use of screens to limit visual interference for students and provide a focus will assist in increased academic performance. Screens will also be used to place individual visuals for students to reduce frustration and aid in student communication.

Person Responsible: Erinn Bownes (erinn.bownes@hcps.net)

By When: End of first 9 weeks.

Professional development for teachers and paras on the use of new equipment and coaching cycles to assure best practices in teaching are being used in the classroom.

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

By When: Will begin in pre-planning and continue monthly during the school year.

Purchase 2 65" Newline Interactive Boards to support student's learning in whole and small group instruction.

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

By When: End of October

Planning time will be held after school with a focus on specific subgroups. The teachers will plan lesson based on the needs of each subgroup according to data on current assessments. The planning is for 20 teachers at a rate of $38 for 5 hours per week for 10 weeks.

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

By When: End of October

Purchase subscription Symbol Stix. The subscription supports individuals with communication disabilities, enabling unique learners to understand the world around them and express their thoughts and needs.

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

By When: End of October

Purchase classroom libraries for 10 classrooms at $250 per class. The classroom libraries will support small group instruction.

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

By When: End of October

Purchase supplemental materials to support small group instructions for students with disabilities that will impact their learning and understanding of standards for their grade level.

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

By When: End of October

#4. ESSA Subgroup specifically relating to Economically Disadvantaged

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.

We will use the Best Practices for a Highly Structured Classroom in order to positively impact student learning.

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

Student IEP goals, progress monitoring and/or state assessment data will improve.

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

Monitoring will occur through monthly monitoring of progress monitoring, and state assessment data in order to provide targeted intervention to this sug-group.

Person responsible for monitoring outcome:

[no one identified]

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.)

Best Practices of a Highly Structured Classroom is an evidenced based practice through TEeACH for students with profound disabilities.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

By reducing frustration, increasing opportunities for communication through visuals, and providing structured academic interventions students time on task will increase.

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?

Yes

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.

Increasing hands on technology (IPADs, Interactive Boards) for student use will allow students to access the curriculum more readily.

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

By When: First 9 Weeks

The use of screens to limit visual interference for students and provide a focus will assist in increased academic performance. Screens will also be used to place individual visuals for students to reduce frustration and aid in student communication.

Person Responsible: Erinn Bownes (erinn.bownes@hcps.net)

By When: First 9 weeks.

Professional development for teachers and paras on the use of new equipment and coaching cycles to assure best practices in teaching are being used in the classroom.

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

By When: Beginning in pre-planning and continuing throughout the school year.

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).

Data is reviewed as a school team. Using our school wide data along with our instructional priority to assess how we as a school can best support our students to learn and grow. Students have challenges accessing the curriculum because of navigating transitions, communication and different instructional approaches by teachers. Simplifying the learning environment and instructional practices will help students stay focused. The team believes additional professional development and teacher support is needed to fully implement these practices. Also, sub time ensures that teachers can continue to build our relationship with school in other district and collaborate together in order to plan impactful lessons.

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.

Webpage: hillsboroughschools.org
Information is also provided by school Newsletter, staff bulletin, Parent Link phone calls, announcements at Title 1 meetings, conference nights. All information disseminated in English and Spanish

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))

Website: hillsboroughschools.org
Information is also provided by school Newsletter, staff bulletin, Parent Link phone calls, announcements at Title 1 meetings, conference nights. All information disseminated in English and Spanish.

Also, teachers communicate progress at least twice a nine weeks during progress reports, and conference night. Also, yearly during IEP meetings which we will do virtually if parent is unable to attend

in person. Parents are also encouraged to visit on campus during Open House, Conference Nights, and other activities.

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))

In order to increase academic program in the school, LaVoy will deliver visuals and strategies to families, so they are able to reinforce learning from the school. When teachers reach out to parents we will share how a visual is being used so parents can integrate into their home learning program.

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))

Not applicable.

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))

All of our students have a Social Emotional goal through their IEP and daily lessons occur in 1st period. We also use Zones of Regulation with our students to assist them in identifying how they feel and strategies to assist them when they might feeling a certain emotion. Our health services team individually council students and provide additional support whenever needed. All faculty are trained in de-escalation strategies.

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))

All of our students have an IEP and transitioning planning begins at age 14. We talk with students, parents and other stakeholders to plan an appropriate transition plan for each individual student.

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).

The MTSS team meets every 2 weeks to review individual data and discuss the appropriate intervention. Student academic, behavioral, and attendance data are reviewed as a team and then the team determines if individual, small group or whole school intervention is appropriate. Every student has a token board that allows them to receive positive rewards for completion of tasks and we use a school wide PBIS model, where students earn LaVoy dollars to use in our school store.

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))

Professional learning is directly tied to teacher observation data, non-evaluative walk through data and student progress monitoring data. Administration, and ESE Specialists, engage in coaching with paraprofessionals and teachers based on walk-through data. Walk-through data trends are brought to the Instructional Leadership Team to determine professional development support that is needed and then taken brought to grade level bands PLC. PLC use individual student data to focus on specific strategies with the classroom. Progress monitoring allows teachers to bring student data back to the PLC to assess overall progress. Teachers are provided support through admin, ESE specialists, School Psychologist, School Social Worker, and other teachers to build a support environment where collaboration is valued. Teachers meet with support staff regularly to identify areas of support needed and then that is provided by one of our support people on staff.

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))

Our teacher that works with our kindergarten students in certified in Early Childhood Education. The teacher and ESE Specialist reaches out to the family to answer any questions and provide support. Families are invited to take a one-on-one tour of the school and meet with the entire academic and support team.

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: Instructional Practice: Student Engagement				$0.00
2	III.B.	Area of Focus: Positive Culture and Environment: Other				$0.00
3	III.B.	Area of Focus: ESSA Subgroup: Students with Disabilities				$45,903.08
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5200	648	3782 - Lavoy Exceptional Center	UniSIG		$3,077.90
			Notes: Purchase 2 65" Newline Interactive Boards to support student's learning in whole and small group instruction.			
	5200	649	3782 - Lavoy Exceptional Center	UniSIG		$690.10
			Notes: Purchase the mobile cart for 2 Newline Boards			
	5200	359	3782 - Lavoy Exceptional Center	UniSIG		$648.22
			Notes: Assembly for the 2 Newline Boards			
	6300	120	3782 - Lavoy Exceptional Center	UniSIG		$27,781.43
			Notes: Planning time will be held after school with a focus on specific subgroups. The teachers will plan lesson based on the needs of each subgroup according to data on current assessments. The planning is for 20 teachers at a rate of $38 for 5 hours per week for 10 weeks.			
	6300	210	3782 - Lavoy Exceptional Center	UniSIG		$3,769.94

			Notes: Retirement			
	6300	220	3782 - Lavoy Exceptional Center	UniSIG		$1,722.45
			Notes: FICA			
	6300	220	3782 - Lavoy Exceptional Center	UniSIG		$402.83
			Notes: Medicare			
	6300	240	3782 - Lavoy Exceptional Center	UniSIG		$108.35
			Notes: Worker compensation			
	5200	520	3782 - Lavoy Exceptional Center	UniSIG		$500.00
			Notes: Purchase subscription Symbol Stix. The subscription supports individuals with communication disabilities, enabling unique learners to understand the world around them and express their thoughts and needs.			
	5200	510	3782 - Lavoy Exceptional Center	UniSIG		$1,375.00
			Notes: Purchase supplies to support teachers and students. The supplies includes surge protectors, crayons, pencils, pens, copy paper, file folders. notebooks, and dividers.			
	5200	520	3782 - Lavoy Exceptional Center	UniSIG		$2,500.00
			Notes: Purchase classroom libraries for 10 classrooms at $250 per class. The classroom libraries will support small group instruction.			
	5200	520	3782 - Lavoy Exceptional Center	UniSIG		$2,184.05
			Notes: Purchase supplemental materials to support small group instructions for students with disabilities that will impact their learning and understanding of standards for their grade level. Purchase High Noon books provides a means to expose and reinforce the common words in English to at-risk, struggling readers, and special education populations for the purpose of getting students reading on grade level. They will purchase level 1- It's All About Animals and Life Skills in Action: Job Skills.			
	5200	519	3782 - Lavoy Exceptional Center	UniSIG		$1,142.81
			Notes: The school will purchase technology supplies to support students learning. They will purchase headphones, toner, thumb drives, and adapters.			
4	III.B.	Area of Focus: ESSA Subgroup: Economically Disadvantaged				$0.00
					Total:	$45,903.08

Budget Approval

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

No