

Hillsborough County Public Schools

Willis Peters Exceptional Center School



2023-24

Schoolwide Improvement Plan (SIP)

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Willis Peters Exceptional Center

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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.

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.

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
Yacinich, Cara	Principal	<p>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.</p>
Nance, Rebecca	Other	<p>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 district mandates, and FTE auditing procedures. Effectively communicates with respect for all stakeholders and promotes building staff capacity.</p>

Name	Position Title	Job Duties and Responsibilities
Konar, Brenda	Instructional Coach	Provide communication resources to include professional development to staff, individual support to students with communication systems, and provide communication support to families/care givers.
Mahon, Georgianna	SAC Member	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.
Touchton, Kelley	Attendance/Social Work	Monitor student attendance and provide connections to families/caregivers to support students in the community.

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.

Our school has a leadership team composed of the principal, instructional coaches, the social worker, teachers, non-instructional support staff, parents, and students. In August, we meet to review data, discuss results, identify trends, barriers to instruction, and problem-solve solutions. Through open house conferences, parents are encouraged to participate in the School Advisory Council (SAC Team) which meets monthly and allows all stakeholders to identify areas needing to develop as a school and work as a team to increase student achievement.

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))

The whole faculty meets monthly to discuss school wide planning. The leadership team meets monthly to identify trends and evaluate formative data (specific class data, grade bands, and specific targeted students) and make adjustments to planning and instructional approaches. Student behavior data, attendance reports, and communication skills are reviewed monthly to determine if implementation of current interventions are appropriate or needs to be modified. Based on previous year's data, the faculty reviewed/revised strategies to include Math skills/strategies, and increase opportunities for exposure to multiple presentations while making answer selections.

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	62%
2022-23 Economically Disadvantaged (FRL) Rate	100%
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)* Hispanic Students (HSP)* Economically Disadvantaged Students (FRL)*
School Grades History *2022-23 school grades will serve as an informational baseline.	
School Improvement Rating History	2021-22: UNSATISFACTORY 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	1	2	0	0	2	1	2	1	9
One or more suspensions	0	0	0	0	0	0	0	0	0	0
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0	0
Course failure in Math	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide ELA assessment	0	0	0	0	2	0	0	0	0	2
Level 1 on statewide Math assessment	0	0	0	0	1	0	0	1	0	2
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	3	3	3	1	1	4	1	5	2	23
	0	0	0	0	0	0	0	0	0	0
	0	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	1	2	0	0	2	1	2	1	9

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	
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.	5	3	1	2	4	1	4	2	2	56

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	3	0	0	3	1	4	1	2	32

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	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0
Course failure in ELA	0	0	0	0	0	0	0	0	0	0
Course failure in Math	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide Math assessment	0	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.	5	3	1	2	4	1	4	2	2	24

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	3	0	0	3	1	4	1	2	14

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	0
Students retained two or more times	0	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*		51	53	14	51	55	5		
ELA Learning Gains				22			25		
ELA Lowest 25th Percentile									
Math Achievement*	6	50	55	4	41	42	0		
Math Learning Gains				27					
Math Lowest 25th Percentile									

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
Science Achievement*		48	52	27	48	54			
Social Studies Achievement*		65	68		57	59			
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	6
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	6
Total Components for the Federal Index	1
Percent Tested	98
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL Federal Index – All Students	19
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	4
Total Points Earned for the Federal Index	94
Total Components for the Federal Index	5
Percent Tested	100
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	6	Yes	4	4
ELL				
AMI				
ASN				
BLK				
HSP				
MUL				
PAC				
WHT				
FRL	9	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	19	Yes	3	3
ELL				
AMI				
ASN				
BLK				
HSP	10	Yes	3	3
MUL				
PAC				
WHT	0	Yes	3	3
FRL	18	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												
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
All Students				6								
SWD				6							1	
ELL												
AMI												
ASN												
BLK												
HSP												
MUL												
PAC												
WHT												
FRL				9							1	

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	14	22		4	27		27					
SWD	14	22		4	27		27					
ELL												
AMI												
ASN												
BLK												
HSP	10			10								
MUL												
PAC												
WHT				0								
FRL	20	27		6								

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	5	25		0								
SWD	5	25		0								
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								

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.

Math performance was the lowest; 1 out of the 19 students demonstrated gains (.05%) in the area of math. Students were able to make answer selections accurately on task 1 and then performance significantly dropped on tasks 2 and 3. Students showed significant struggle in being able to navigate the higher order questioning that takes place during the 2nd and 3rd tasks of the performance task questions (2022 = 27% gains down to 5% in 2023).

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

Students made minimal or no gains in the area of math and remained in the same level of performance. Students were focused on communication skills to allow them to make those types of choices (recall, identification, selection) but needed additional practice opportunities to successfully work through alternative formats of questioning (reasoning, planning, sequential).

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.

Math gains demonstrated a signific gap and a contributing factor is related to the instruction in test taking skills related to higher order questions.

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

The students assessed for the ELA component of FSAA demonstrated the most improvement (22% in 2022 increased to 60% in 2023). All staff was trained on providing effective instruction to increase communication skills in the classroom. All staff was trained on importance of visuals and how to create visuals for lessons. Monitoring included weekly data collection, monthly staff meetings, and ongoing professional development.

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

Student attendance is a concern related to student performance. Students in our school suffer from many medical conditions that require them to attend doctor appointments, private therapies, miss school due to illness, and this greatly impacts classroom performance/ learning.

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

1. Communication
2. Reading/ ELA Skills
3. Math Skills
4. Attendance and School Culture

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 Differentiation**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.

The area of communication has been identified as an area of critical need based on the significant cognitive impairments of our student population, the related speech/language impairments, results from language evaluations such as 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 to increase functional communication skills 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:

Rebecca Nance (rebecca.nance@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.)

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 Intervention:

Explain the rationale for selecting this specific 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.

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.

At the beginning of the year the ECT team will review prior year progress and needs and will provide an overview of ECT for new staff 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 When: By the end of August, all staff will work together to complete a current year pre-Communication Matrix on all students and develop Activity Based Objectives for every student during breakfast/morning routine, or other specified classroom times throughout the day and across contents.

All year, every classroom will implement ECT strategies during the breakfast/morning routine (or other specified activities). Some students do not eat due 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)

By When: On going, all school year across all content areas.

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

By When: On going, Monthly

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. 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, using individualized visuals and strategies, and the subsequent development of students' effective communication.

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

By When: Monthly, ending in May when all data is reviewed to plan for the following year.

#2. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups**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.

The use 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.

Measurable Outcome:

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

Using specific strategies to teach communication skills, all students will increase functional literacy skills and functional mathematics skills and increase student achievement as measured by formative and standardized assessments.

Monitoring:

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

Progress will be monitored weekly and reviewed by grade bands monthly to adjust for individual learning needs.

Person responsible for monitoring outcome:

Cara Yacinich (cara.yacinich@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.)

Staff will implement the use of News2You, SybolStix, Unique Learning Systems programs across all content and grades to increase communication for all students by providing a common system of pictures. Staff will integrate the use of Newpath Online Learning (technology) subscriptions to provide support for mathematics learning in elementary grades levels. Middle grade staff will implement the use of News-O-Matic technology resources to promote literacy skills.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

This is an integrated program that provides students with communication tools to express their learning or ask questions, by using a set of symbols that are a lifeline for individuals with communication disabilities, enabling unique learners to understand the world around them and to express their thoughts and needs.

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.

In August, the Speech Language Pathologist will provide staff with current devices, communication systems, and update symbols for student devices. Teachers will share needs for student devices to contain targeted symbols for individual instructional needs.

Person Responsible: Brenda Konar (brenda.konar2@sc.hcps.net)

By When: Preplanning- ongoing

Staff will implement the use of online/technology resources to facilitate on-going formative data collection and planning support resources to increase the effectiveness of strategies and adjust teaching as needed for individual learners.

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

By When: By the end of August, ongoing monthly progress monitoring.

Purchase math manipulatives for grades K-12. The manipulatives will support small group instruction and support learning at all grade levels. They will purchase place value blocks, pattern blocks, magnetic counters, ten frames class sets, fractions, giant magnetic fraction circles, magnetic coins, multiplication and division cards, geometric foam shapes, and decimal operations.

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

By When: By the end of October

To increase academic achievement in science, the school will purchase materials for K-12 classrooms. The materials will include growing gators, weather watcher, thermometers, hand lens, forceps, tape measures, stop watches, graduated cylinder, eye droppers, mirror, flashlights, solar race cars, five senses, sound kits, sink and float kits, magnets, rocks, owl pellets, turning forks and batteries.

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

By When: By the end of October

The school will purchase the following software to support students' learning: NewPath Learning -teaching resources that are aligned to state standards, customize lessons for differentiated instructions. (\$204.42) New-O-Matic - is for K-8 students and is built to captivate even the most reluctant of readers. It enhances reading skills through differentiated texts (\$2,495.00). News2You - this program supports special education. It provides an online standards-based program that provides students with meaningful access to the general education curriculum.(\$3,884.00). SymbolStix Prime - is a lifeline for individuals with communication disabilities, enabling unique learners to understand the world around them and to express their thoughts and needs. (\$2,508.00) Unique Learning System is a one-of-a-kind solution designed specifically to help students with special learning needs master their state extended standards. (\$11,327)

Person Responsible: Latoshia Woodson (latoshia.woodson@hcps.net)

By When: By the end of October

Students will attend fieldtrips to Zoo Tampa (\$3778) Florida Aquarium (\$3,323) and Community Connections (High School students \$940.00). The fieldtrips will allow students to explore and connect standards to their learning.

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

By When: Throughout the year

Purchase 2 Newline boards to be used in classrooms. The boards will support the subscriptions purchased as well as enhance teaching in the classroom. It will allow opportunities for students to enhance their learning through technology.

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

By When: By the of October

Purchase of classroom library resources.

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

By When: By the end of October

Purchase of classroom library resources.

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

By When: By the end of October

#3. Positive Culture and Environment specifically relating to Teacher Attendance

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.

Staff attendance was identified as an area of focus based on the following data:

total staff (43)

2 staff missed 0-5 days,

14 staff missed 6-10 days,

and 27 staff missed 11 or more days out of the 198 workdays for the 2022-2023 school year.

Student achievement is negatively impacted when staff is absent, and a substitute or other staff member is covering assignments.

Measurable Outcome:

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

Staff attendance will be monitored monthly to ensure that teachers and staff are in attendance and absences decrease from prior year, planning for instruction, have resources available to support high quality teaching, and data collection resources. Staff will be provided planning time, team building opportunities, community resources, and connections with parents/ families to support individual student needs.

Monitoring:

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

Staff attendance will be monitored monthly and staff needing to improve attendance will be offered support by school administration to find win-win solutions (provide medical/community resources, support from social services or provided EAP, etc.).

Person responsible for monitoring outcome:

Cara Yacinich (cara.yacinich@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.)

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

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 4 - Demonstrates a Rationale

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.

Weekly attendance reports will be reviewed, and staff will have the opportunity to conference with administration to find solutions and increase attendance.

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

By When: Weekly, starting. 8/21/2023.

Monthly attendance will be reviewed, and incentives provided to those staff with attendance for more than 90% during the previous month.

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

By When: Incentives provided monthly on the 2nd Tuesday of each month starting September 13, 2023.

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).

School wide assessment results are reviewed as faculty to identify areas of need. Staff identified a continued need to support communication skills in all grades and across all content areas. The use of an evidence-based program to support the learning and communication needs of students with disabilities was addressed and an increase in technology-based subscriptions that are age and developmentally appropriate is recommended.

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.

Stakeholders are provided a monthly meeting schedule (monthly meetings held in person or online) to share/discuss school improvement needs, progress, spending, and planning. Stakeholders are also provided reminders via social media accounts connected to the school. The School Social Worker publishes and sends home a monthly newsletter also providing dates for school activities. The Family Community Engagement ambassador also meets with parents in the carline to share information face to face and provides resources during open house and conference nights.

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))

The school website is: <https://www.hillsboroughschools.org/willispeters>. The FACE ambassador will also facilitate events such as Donuts with Dad, Muffins with Mom, invite parents to support learning activities such as the science fair, and opportunities to connect with community resources.

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)

After reviewing school wide data and identifying trends, the staff plans to continue to use a communication program that provides consistent methods through symbols for all students to seek help, provide input, and share learning with staff.

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))

Our students are supported through healthy nutrition options provided to families by the local food pantry, the Veggie Van offers bi-weekly food choices to take home over the weekend, and our students are supported through monthly social groups to foster positive relationships in the community and home living settings.

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))

The school provides counseling for students in individual and group settings as described in the Individual Education Plan for each student. The social worker also provides opportunities to meet with her to discuss safety and build character in learning activities such as patrols, delivering good bags to classes through the food bank, and sorting fresh veggies from the veggie van.

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))

Students in high school and beyond are enrolled in courses that prepare them for careers and explore skills needed for independent living to the level as individually appropriate. Students explore opportunities to work with the neighboring elementary school and complete community service through clerical skills (sorting, shredding, passing out supplies and mail, and serving students).

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 school uses a positive behavior support program that provides incentives for making positive behavior choices and also rewards good attendance; students receive daily, weekly, and monthly incentives for both behavior and attendance.

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))

School staff meets weekly to review data and is afforded time for planning to make adjustments to instruction. School wide trends are identified and staff reviews progress and areas of need monthly. Individual Education Plans are reviewed and revised according to annual goal progress through formative and standardized assessments.

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))

The school supports the transition from Pre-K to Elementary through a communication between staff to articulation needs and progress. Students and staff are able to visit to the transitioning "new" class and become familiar with the environment before moving to a new setting. The school staff is also able to support the student in transitioning to a new school should they be better served in a less restrictive environment.

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: Differentiation				\$0.00
2	III.B.	Area of Focus: ESSA Subgroup: Outcomes for Multiple Subgroups				\$45,883.44
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5200	510	1202 - Willis Peters Exceptional Center	UniSIG		\$8,083.83
			<i>Notes: Purchase math manipulatives for grades K-12. The manipulatives will support small group instruction and support learning at all grade levels. They will purchase place value blocks, pattern blocks, magnetic counters, ten frames class sets, fractions, giant magnetic fraction circles, magnetic coins, multiplication and division cards, geometric foam shapes, and decimal operations.</i>			
	5200	510	1202 - Willis Peters Exceptional Center	UniSIG		\$5,242.24
			<i>Notes: To increase academic achievement in science, the school will purchase materials for K-12 classrooms. The materials will include growing gators, weather watcher, thermometers, hand lens, forceps, tape measures, stop watches, graduated cylinder, eye droppers, mirror, flashlights, solar race cars, five senses, sound kits, sink and float kits, magnets, rocks, owl pellets, turning forks and batteries.</i>			
	5200	520	1202 - Willis Peters Exceptional Center	UniSIG		\$20,418.42
			<i>Notes: The school will purchase the following software to support students' learning: NewPath Learning -teaching resources that are aligned to state standards, customize lessons for differentiated instructions. (\$204.42) New-O-Matic - is for K-8 students and is built to captivate even the most reluctant of readers. It enhances reading skills through differentiated texts (\$2,495.00). News2You - this program supports special education. It provides an online standards-based program that provides students with meaningful access to the general education curriculum.(\$3,884.00). SymbolStix Prime - is a lifeline for individuals with communication disabilities, enabling unique learners to understand the world around them and to express their thoughts and needs. (\$2,508.00) Unique Learning System is a one of a kind solution designed specifically to help students with special learning needs master their state extended standards. (\$11,327)</i>			
	5200	330	1202 - Willis Peters Exceptional Center	UniSIG		\$8,041.00

			<i>Notes: Students will attend fieldtrips to Zoo Tampa (\$3778) Florida Aquarium (\$3,323) and Community Connections (High School students \$940.00). The fieldtrips will allow students to explore and connect standards to their learning.</i>		
	5200	648	1202 - Willis Peters Exceptional Center	UniSIG	\$3,077.90
			<i>Notes: Purchase 2 Newline boards to be used in classrooms. The boards will support the subscriptions purchased as well as enhance teaching fin the classroom. It will allow opportunities for students to enhance their learning through technology.</i>		
	5200	649	1202 - Willis Peters Exceptional Center	UniSIG	\$152.14
			<i>Notes: 2 flat wall mounts for Newline display</i>		
	5200	510	1202 - Willis Peters Exceptional Center	UniSIG	\$36.00
			<i>Notes: Purchase 2 surge protectors for Newline boards.</i>		
	5200	359	1202 - Willis Peters Exceptional Center	UniSIG	\$648.22
			<i>Notes: Assembly of Newline boards</i>		
	5200	520	1202 - Willis Peters Exceptional Center	UniSIG	\$183.69
			<i>Notes: Purchase of classroom library resources.</i>		
3	III.B.	Area of Focus: Positive Culture and Environment: Teacher Attendance			\$0.00
Total:					\$45,883.44

Budget Approval

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

No