

Hillsborough County Public Schools

Simmons Exceptional Center



2018-19 School Improvement Plan

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Simmons Exceptional Center

1202 W GRANT ST, Plant City, FL 33563

[no web address on file]

School Demographics

School Type and Grades Served
 (per MSID File)

Combination School
 KG-12

2018-19 Title I School

Yes

2018-19 Economically Disadvantaged (FRL) Rate
 (As Reported on Survey 3)

85%

Primary Service Type
 (per MSID File)

Special Education

Charter School

No

2018-19 Minority Rate
 (Reported as Non-white on Survey 2)

52%

School Grades History

Year
Grade

2017-18

School Board Approval

This plan is pending approval by the Hillsborough County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

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 Florida Department of Education 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.

Part I: School Information

School Mission and Vision

Provide the school's mission statement

Simmons Exceptional Center will provide students with an education that promotes tolerance, creativity, and accountability among all students.

Provide the school's vision statement

Simmons Exceptional will provide students with the opportunity and tools needed to acquire the knowledge and skills necessary to reach their maximum potential beyond the classroom.

School Leadership Team

Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Chazares, Cleto	Principal
Yacinich, Cara	Assistant Principal

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

The leadership team includes:

- Principal
- Assistant Principal for Curriculum
- Guidance Counselor
- School Psychologist
- School Social Worker
- * Reading Coach
- ESE teacher
- Subject Area Leaders
- SAC Chair
- ELL Representative
- Attendance Committee Representative
- ESE Specialist

(Note that not all members attend every meeting, but are invited based on the goals and purpose for the meeting)

PSLT Coordinator—Principal/Assistant Principal: Coordinate and oversee the decision making process to ensure integrity and consistency of the PS/Rtl implementation at the building level. The principal should attend PSLT meetings at the Tier 1 level, provide specific procedures for resource allocation, and monitor the fidelity of instruction/

intervention at the school-wide and classroom levels (Tier 1)

PSLT Meeting Facilitator— e.g., School Psychologist, Reading Coach, School Social Worker, Guidance Counselor, and ESE Specialist: The facilitator opens the meeting with a brief description of what the team expects to accomplish during the meeting. The facilitator is to establish and maintain a supportive atmosphere throughout the meeting by encouraging participation from team members, clarifying and summarizing information communicated during the meeting, design specific procedures for ongoing communication between school staff and PSLT, and assist with monitoring the fidelity of intervention implementation across each tier.

PSLT Content Specialist— e.g., Administrator, Reading Coach and ESE Specialist: Ensures that when new content curricular materials are obtained, implementers are adequately trained to use the materials, check fidelity of use of curricular materials and strategies, determine what elements need to be included in an effective core instructional program and assist the team in identifying which instructional strategies are most effective to address areas of concerns. The Content Specialist may also assist with monitoring the fidelity of instruction and intervention implementation across each tier.

PSLT Data Consultant— e.g., Assistant Principal, Reading Coach, Math Coach, Science Coach, Academic Intervention Specialist, Behavior Specialist, Technology Support Personnel, School Psychologist, School Social Worker, ESE Specialist, and/ or Guidance Counselor: Prior to the meeting, the Data Consultant assists team members with collecting, organizing, analyzing, graphing and interpreting data. The data should be presented in easily understandable visual displays to guide the decision making process.

PSLT Timekeeper—Ensures that meeting times are respected and helps the team stay focused on the respective agenda. Because many decisions need to be made during the meeting, the timekeeper should redirect the team's discussion when necessary. The timekeeper should know who are working on specific projects and set timelines for completion/implementation as well as monitor the fidelity across each tier.

PSLT Recorder—Records the plans of the team, including meeting minutes/notes. This person will capture all important information, especially related to instruction/ intervention specifics, progress monitoring, data analysis, and future meeting dates. The recorder may need to ask for clarification several times during the meeting to ensure that enough detail is recorded so that a person who did not attend the meeting would be able to clearly understand the nature and implementation of the instructional/ intervention plan.

The Leadership Team/PSLT communicates with and supports the PLCs in implementing strategies by distributing Leadership Team members across the PLCs to facilitate planning and implementation. Once strategies are put in place, the Leadership Team members who are part of the PLCs regularly report on their efforts and student outcomes to the larger Leadership Team/PSLT.

Early Warning Systems

Year 2017-18

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	0

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Retained Students: Previous Year(s)	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Date this data was collected

Monday 11/5/2018

Year 2016-17 - As Reported

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

Indicator	Grade Level	Total
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

Year 2016-17 - Updated

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Part II: Needs Assessment/Analysis

Assessment & Analysis

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

No school data available for Exceptional Center.

Which data component showed the greatest decline from prior year?

No school data available for Exceptional Center.

Which data component had the biggest gap when compared to the state average?

No school data available for Exceptional Center.

Which data component showed the most improvement? Is this a trend?

No school data available for Exceptional Center.

Describe the actions or changes that led to the improvement in this area

No school data available for Exceptional Center.

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	0%	59%	60%	0%	60%	57%
ELA Learning Gains	0%	56%	57%	0%	60%	57%
ELA Lowest 25th Percentile	0%	49%	52%	0%	53%	51%

School Grade Component	2018			2017		
	School	District	State	School	District	State
Math Achievement	0%	57%	61%	0%	60%	58%
Math Learning Gains	0%	53%	58%	0%	60%	56%
Math Lowest 25th Percentile	0%	47%	52%	0%	54%	50%
Science Achievement	0%	51%	57%	0%	54%	53%
Social Studies Achievement	0%	79%	77%	0%	78%	75%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)													Total	
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Attendance below 90 percent	0 ()	0 ()	0 ()	0 ()	0 ()	0 ()	0 ()	0 ()	0 ()	0 ()	0 ()	0 ()	0 ()	0 ()	0 ()
One or more suspensions	0 ()	0 ()	0 ()	0 ()	0 ()	0 ()	0 ()	0 ()	0 ()	0 ()	0 ()	0 ()	0 ()	0 ()	0 ()
Course failure in ELA or Math	0 ()	0 ()	0 ()	0 ()	0 ()	0 ()	0 ()	0 ()	0 ()	0 ()	0 ()	0 ()	0 ()	0 ()	0 ()
Level 1 on statewide assessment	0 ()	0 ()	0 ()	0 ()	0 ()	0 ()	0 ()	0 ()	0 ()	0 ()	0 ()	0 ()	0 ()	0 ()	0 ()

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	0%	53%	-53%	57%	-57%
	2017	0%	56%	-56%	58%	-58%
Same Grade Comparison		0%				
Cohort Comparison						
04	2018	0%	55%	-55%	56%	-56%
	2017	0%	54%	-54%	56%	-56%
Same Grade Comparison		0%				
Cohort Comparison		0%				
05	2018	0%	51%	-51%	55%	-55%
	2017	0%	52%	-52%	53%	-53%
Same Grade Comparison		0%				
Cohort Comparison		0%				
06	2018	0%	52%	-52%	52%	-52%
	2017	0%	49%	-49%	52%	-52%
Same Grade Comparison		0%				
Cohort Comparison		0%				
07	2018	0%	52%	-52%	51%	-51%
	2017	0%	54%	-54%	52%	-52%
Same Grade Comparison		0%				
Cohort Comparison		0%				

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ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2018	0%	54%	-54%	58%	-58%
	2017	0%	53%	-53%	55%	-55%
Same Grade Comparison		0%				
Cohort Comparison		0%				
09	2018	0%	53%	-53%	53%	-53%
	2017	0%	50%	-50%	52%	-52%
Same Grade Comparison		0%				
Cohort Comparison		0%				
10	2018	0%	52%	-52%	53%	-53%
	2017	0%	47%	-47%	50%	-50%
Same Grade Comparison		0%				
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	0%	55%	-55%	62%	-62%
	2017	0%	54%	-54%	62%	-62%
Same Grade Comparison		0%				
Cohort Comparison						
04	2018	0%	57%	-57%	62%	-62%
	2017	0%	56%	-56%	64%	-64%
Same Grade Comparison		0%				
Cohort Comparison		0%				
05	2018	0%	54%	-54%	61%	-61%
	2017	0%	53%	-53%	57%	-57%
Same Grade Comparison		0%				
Cohort Comparison		0%				
06	2018	0%	48%	-48%	52%	-52%
	2017	0%	47%	-47%	51%	-51%
Same Grade Comparison		0%				
Cohort Comparison		0%				
07	2018	0%	61%	-61%	54%	-54%
	2017	0%	61%	-61%	53%	-53%
Same Grade Comparison		0%				
Cohort Comparison		0%				
08	2018	0%	29%	-29%	45%	-45%
	2017	0%	28%	-28%	46%	-46%
Same Grade Comparison		0%				
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	0%	62%	-62%	65%	-65%
2017	0%	58%	-58%	63%	-63%
Compare		0%			

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2018	0%	65%	-65%	71%	-71%
2017	0%	67%	-67%	69%	-69%
Compare		0%			

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	0%	70%	-70%	68%	-68%
2017					

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2018	0%	63%	-63%	62%	-62%
2017					

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	0%	56%	-56%	56%	-56%
2017	0%	56%	-56%	53%	-53%
Compare		0%			

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1

Title Low attendance rates

Rationale Constant and consistent communication to the parent/guardian of students who are required by law to attend school will increase attendance rates.

Intended Outcome Student achievement and behavior will increase when instructional and non-instructional support work together simultaneously to ensure that students are actively engaged in rigorous tasks that are aligned with the instructional academic goals of the classroom teacher as well as the curriculum.

Point Person Cara Yacinich (cara.yacinich@sdhc.k12.fl.us)

Action Step

Description Monthly attendance reviews at school leadership PSLT meetings.

Person Responsible Cara Yacinich (cara.yacinich@sdhc.k12.fl.us)

Plan to Monitor Effectiveness

Description Weekly totals of student absenteeism. Follow-up communication logs to track correspondence between the administration, social workers, classroom teachers and the family members. Monthly attendance monitoring checks will directly impact student performance in the classroom for the students who have excessive totals.

Person Responsible Cara Yacinich (cara.yacinich@sdhc.k12.fl.us)

Activity #2

Title	need for professional development in carrying out behavior support plan
Rationale	When teacher and classroom support work together simultaneously, student achievement increases.
Intended Outcome	Student achievement and behavior will increase when instructional and non-instructional support work together simultaneously to ensure that students are actively engaged in rigorous tasks that are aligned with the instructional academic goals of the classroom teacher as well as the curriculum.
Point Person	Cara Yacinich (cara.yacinich@sdhc.k12.fl.us)

Action Step

Description	Create meetings/Observe instructional and support meetings Instructional and Support will participate in Positive Behavior Support initiative (PBS) Non-Violent Crisis Intervention Training (continuous use of these interventions throughout the year)
Person Responsible	Cara Yacinich (cara.yacinich@sdhc.k12.fl.us)

Plan to Monitor Effectiveness

Description	Formal and informal data collection, lesson plans, PLC notes. Also Improvement in student behavior and academic success.
Person Responsible	Cara Yacinich (cara.yacinich@sdhc.k12.fl.us)

Part IV: Title I Requirements

Additional Title I Requirements

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

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students

Our school utilizes daily home reports, and parent connect system to encourage parent participation. The School Advisory Committee (SAC) is responsible for the planning, review and improvement of the Title I program. Parents are included as members of the SAC committee and elected by voluntary participation. Parents involved in SAC committee have the right to participate in the decision-making process regarding the utilization and distribution of Title 1 funds. Community and business members are encouraged to participate in our SAC meetings. Local community organizations are asked for donations that would benefit our school with resources for projects and events.

PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

Mental health counseling is offered to students who qualify (per Individual Education Plan or IEP) for this service by licensed school psychologists. Communications and interactions with students and family through telephone calls and written journals help promote continuity of events, behavior indicators, kudos and such happening at school and at home. Friday student incentive activities are in place that enhance social skills, independent functioning and rewards for positive student behavior. Our school social worker is actively involved with our students and families extending services that assists our families and their needs.

Given that one of the main tasks of the Leadership Team/Problem Solving Leadership Team is to monitor student data related to instruction and interventions, the Leadership Team/PLST monitors the effectiveness of instruction and intervention by reviewing student data as well as data related to implementation fidelity (teacher walk-through data).

The Leadership Team/PSLT communicates with and supports the PLCs in implementing the proposed strategies by distributing Leadership Team members across the PLCs to facilitate planning and implementation. Once strategies are put in place, the Leadership Team members who are part of the PLCs regularly report on their efforts and student outcomes to the larger Leadership Team/PSLT.

The Leadership Team/PSLT and PLCs both use the problem solving process (Problem Identification, Problem Analysis, Intervention Design and Implementation and Evaluation) to:

Use the problem-solving model when analyzing data:

1. What is the problem? (Problem Identification)
2. Why is it occurring? (Problem Analysis and Barrier Identification)
3. What are we going to do about it? (Action Plan Design and Implementation)
4. Is it working? (Monitor Progress and Evaluate Action Plan Effectiveness)

-Identify the problem (based on an analysis of the data disaggregated via data sorts) in multiple areas – curriculum content, behavior, and attendance

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

Students are programmed and scheduled appropriately through clear communications with feeder schools utilizing district scheduling guidelines, at-risk lists, and early warning systems based on a student's need for support.

High Schools hold ongoing articulations between and amongst feeder schools to best assist with the transition, through vertical planning sessions with feeder school departments, ESE and ELL articulation amongst schools.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

Schools Build a Collaborative Culture Through Regularly Scheduled PLC Meetings

Core Beliefs:

- No school can help all students achieve at high levels if teachers work in isolation.
- Schools improve when teachers are given the time and support to work together to clarify essential student learning, develop common assessments for learning, analyze evidence of student learning, and use that evidence to learn from one another.
- PLCs measure their effectiveness on the basis of results rather than intentions.
- All programs, policies, and practices are continually assessed on the basis of their impact on student learning.
- All staff members receive relevant and timely information on their effectiveness in achieving intended results.
- PLC meetings will be regularly scheduled.

Essential Characteristics of a PLC

- Shared mission, vision, values, goals
- Educators in a PLC benefit from clarity regarding their shared purpose, a common understanding of the school they are trying to create, collective communities to help move the school in the desired direction, and specific, measurable, attainable, results-oriented, and time-bound (SMART) goals to mark their progress.
- Collaborative teams focused on learning
- In a PLC, educators work together interdependently in collaborative teams to achieve common goals for which they are mutually accountable. The structure of the school is aligned to ensure teams are provided the time and support essential to adult learning.
- Collective inquiry
- Teams in a PLC relentlessly question the status quo, seek new methods of teaching and learning, test the methods, and then reflect on the results. Building shared knowledge of both current reality and best practice is an essential part of each team's decision-making process.
- Action orientation and experimentation
- Members of a PLC constantly turn their learning and insights into action. They recognize the importance of engagement and experience in learning and in testing new ideas. They learn by doing.
- Commitment to Continuous improvement
- Not content with the status quo, members of a PLC constantly seek better ways to achieve mutual goals and accomplish their fundamental purpose of learning for all. All teams engage in an ongoing cycle of:
 - ? Gathering evidence of current levels of student learning
 - ? Developing strategies and ideas to build on strengths and address weaknesses in that learning
 - ? Implementing those strategies and ideas
 - ? Analyzing the impact of the changes to discover what was effective and what was not
 - ? Applying the new knowledge in the next cycle of continuous improvement
- Results orientation
- Educators in a PLC assess their efforts on the basis of tangible results.

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

Courses and coursework are established in Professional Learning Communities, Career Themed Courses, Career Pathways, and Program Completion, to help students see the relationships both cross-curricular and within subjects to establish relevance to a student's

future. Many of these programs help guide and establish a student for post secondary readiness (industry certifications, college credit, job skills, etc).

Part V: Budget

Total:	\$0.00
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