CAMINITI EXCEPTIONAL CENTER

2024-25 Schoolwide Improvement Plan

Table of Contents

School Board Approval

This plan has not yet been approved by the Hillsborough County School Board.

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 parents), 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://cims2.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)	
I.E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II.A-E: Data Review		6A-1.099827(4)(a)(2)
III.A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III.B, IV: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
V: 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. The printed version in CIMS represents the SIP as of the "Printed" date listed in the footer.

I. School Information

A. School Mission and Vision

Provide the school's mission statement

To provide a welcoming, safe, and nurturing environment, support the diverse needs of our students, provide an educational setting that individualizes learning, and build on the unique skills of each student.

Provide the school's vision statement

Prepare students to function independently, self-advocate, and participate in the community.

B. School Leadership Team

School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

Leadership Team Member #1

Employee's Name

Joseph Hilbush

Position Title

Principal

Job Duties and Responsibilities

The principal is the Instructional Leader responsible for the implementation and monitoring of all aspects of Tier 1, Tier 2, and Tier 3 instruction; building a strong culture and climate; professional learning for teachers and staff; recruitment and retention; observation and feedback

Leadership Team Member #2

Employee's Name

Tyvan Lindbeck

Position Title
Assistant Principal

Job Duties and Responsibilities

 Supports the vision and mission of the school under the leadership of the principal; Serve as an instructional leader; organize instructional master schedules, calendars, assessments, planning of instruction and assessments; Supports the SAC guidelines and voting rules with the principal and the SAC chairperson; school-based threat assessment team chair; all other duties as assigned by the principal

Leadership Team Member #3

Employee's Name
Stacey Manelli

Position Title
ESE Specialist

Job Duties and Responsibilities

Collaborates with all stakeholders about opportunities for ESE students; ensures that IEPs are in compliance and implemented with fidelity; provide strategies and resources to implement accommodations for students; support grade level and/or department teams with collaborative planning, effective teaching practices, organizing curriculum and material selection and alignment with state frameworks

Leadership Team Member #4

Employee's Name
Xiomara Mills

Position Title
Behavior Resource Teacher

Job Duties and Responsibilities

Provide behavioral supports in the classroom and around campus; facilitate behavior team meetings, oversea the collection of student behavior data collection, collaborate with teachers and behavior team on development and implementation of effective interventions and individual FBA/PBIPs, classroom behavior management systems and school wide tier 1 positive behavior intervention

Leadership Team Member #5

Employee's Name

Samantha Jennings

Position Title
Speech Pathologist

Job Duties and Responsibilities

Provide individual and group speech and language instruction specific to student IEP goals; support student and teacher with the development and implementation of communication strategies in the classroom such as using a variety of learning methods including visuals/pictures, auditory, tactile and alternative assistive devices; support the use of the Universal Core Board in the classroom and on campus

Leadership Team Member #6

Employee's Name
Cynthia Duffy

Position Title
School Social Worker

Job Duties and Responsibilities

Identify and problem solve solutions to barriers that families and students face with attendance; conduct home visits as needed. As SAC Chair- schedule and publicize SAC meetings; adhere to deadlines and SAC policies and procedures. As FACE Ambassador and Title 1 liaison-support the goals of the District's Strategic Plan, School Improvement Plan, & Title I Plan; ensures that family engagement activities are aligned to the SIP areas of focus: assist in the development and monitoring of parent & family engagement goals and strategies aligned to the SIP area of focus

C. Stakeholder Involvement and Monitoring

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. *(ESEA 1114(b)(2))*

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

SAC meetings are held monthly to discuss instructional priorities and includes community and parent involvement and support. School Areas of focus and SIP goals are developed by the SIP leadership team taking into consideration school data and further addressed and reviewed at SAC meetings and faculty meetings.

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 academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement. *(ESEA 1114(b)(3))*

Data collection is taken at the beginning and end of the academic year to monitor progress across all subjects and PLC and SAC meetings are held regularly to monitor the effectiveness of the plan and is updated/modified as needed following data review.

D. Demographic Data

2024-25 STATUS (PER MSID FILE)	**ACTIVE**
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	**COMBINATION PK-12**
PRIMARY SERVICE TYPE (PER MSID FILE)	**SPECIAL EDUCATION**
2023-24 TITLE I SCHOOL STATUS	**YES**
2023-24 MINORITY RATE	**78.6%**
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	**91.8%**
CHARTER SCHOOL	**NO**
RAISE SCHOOL	**NO**
2023-24 ESSA IDENTIFICATION *UPDATED AS OF 7/25/2024	**CSI**
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2023-24 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	**STUDENTS WITH DISABILITIES (SWD)**
SCHOOL GRADES HISTORY *2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.*	**2023-24:** **2022-23:** * **2021-22: UNSATISFACTORY** **2020-21:** **2019-20: F**

E. Early Warning Systems

1. Grades K-8

Current Year 2024-25

Using 2023-24 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 school days	0	0	2	1	3	3	1	2	3	15
One or more suspensions	0	0	0	0	1	0	1	0	0	2
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	1	0	0	1
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-6.053, F.A.C. (only applies to grades K-3)	0	0	3	2						5
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	0	0	3	2	5					10

Current Year 2024-25

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						1		1		2

Current Year 2024-25

Using the table above, complete the table below with the number of students 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

Prior Year (2023-24) As Last 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 school days			1	2	3	1	3	5	1	16
One or more suspensions									3	3
Course failure in ELA										0
Course failure in Math										0
Level 1 on statewide ELA assessment				1	5	2	4	5	1	18
Level 1 on statewide Math assessment				2	6	1	5	6	2	22
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	1	3	2							36

Prior Year (2023-24) As Last Reported (pre-populated)

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			1	2	6	2	5	6	3	25

Prior Year (2023-24) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year										0
Students retained two or more times										0

2. Grades 9-12 (optional)

Current Year (2024-25)

Using 2023-24 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
	9	10	11	12	
Absent 10% or more school days	4	3	2	17	26
One or more suspensions	0	0	0	3	3
Course failure in English Language Arts (ELA)	0	0	0	0	0
Course failure in Math	0	0	0	0	0
Level 1 on statewide ELA assessment	0	0	0	0	0
Level 1 on statewide Algebra assessment	0	0	0	0	0

Current Year (2024-25)

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
	9	10	11	12	
Students with two or more indicators	0	0	0	2	2

Current Year (2024-25)

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

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Retained students: current year	0	0	0	0	0
Students retained two or more times	0	0	0	0	0

II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))

A. ESSA School, District, State Comparison

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.

> Data for 2023-24 had not been fully loaded to CIMS at time of printing.

ACCOUNTABILITY COMPONENT	2024			2023			2022**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement *		56	58	6	51	53	12	51	55
ELA Grade 3 Achievement **		55	59		50	56			
ELA Learning Gains		58	59				8		
ELA Learning Gains Lowest 25%		55	54						
Math Achievement *		55	59	5	50	55	4	41	42
Math Learning Gains		60	61				30		
Math Learning Gains Lowest 25%		55	56						
Science Achievement *		49	54	0	48	52	0	48	54
Social Studies Achievement *		69	72	0	65	68		57	59
Graduation Rate	64	68	71		83	74		44	50
Middle School Acceleration		67	71		70	70		51	51
College and Career Readiness		30	54		33	53		68	70
ELP Progress		56	59		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.

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2023-24 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL FPPI – All Students	64%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	64
Total Components for the FPPI	1
Percent Tested	0%
Graduation Rate	64%

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
64%	3%	11%	30%		11%	19%

* Pursuant to Florida Department of Education Emergency Order No. 2020-EO-1 (PDF), spring K-12 statewide assessment test administrations for the 2019-20 school year were canceled and accountability measures reliant on such data were not calculated for the 2019-20 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

2023-24 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%
Students With Disabilities	64%	No		

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%
Students With Disabilities	3%	Yes	4	4
Black/African American Students	0%	Yes	1	1
Hispanic Students	8%	Yes	4	4
Economically Disadvantaged Students	5%	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%
Students With Disabilities	11%	Yes	3	3
English Language Learners				
Native American Students				
Asian Students				
Black/African American Students				
Hispanic Students	15%	Yes	3	3
Multiracial Students				
Pacific Islander Students				
White Students				
Economically Disadvantaged Students	5%	Yes	3	3

D. 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)

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students											64%		
Students With Disabilities											64%		

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 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%				5%			0%	0%				
Students With Disabilities	7%				5%			0%	0%				
Black/African American Students					0%								
Hispanic Students	10%				6%								
Economically Disadvantaged Students	5%				4%								

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2020-21	C&C ACCEL 2020-21	ELP PROGRESS
All Students	12%		8%		4%	30%		0%					
Students With Disabilities	12%		8%		4%	30%		0%					
English Language Learners													
Native American Students													
Asian Students													
Black/African American Students													
Hispanic Students	20%				10%								
Multiracial Students													
Pacific Islander Students													
White Students													
Economically Disadvantaged Students	9%		8%		4%	0%							

E. 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.

> There is no assessment data available for this school.

III. Planning for Improvement

A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

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

Most Improvement

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

The most improvement was demonstrated in the area of English Language Arts with 38% of students in the 2023-24 school year achieving a level 2 or higher compared to only 27% of students achieving a level 2 or higher in the 2022-23 school year.

Lowest Performance

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

Our students are significantly below average in all academic areas. On the Florida Alternative Assessment (2023-24) in social studies only 11% of our students scored a level 2 or higher. All our students are unable to perform on grade level due to significant intellectual disabilities.

Greatest Decline

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

On the Florida Alternative Assessment (2022-23) in social studies 35% of our students scored a level 2 or higher. On the Florida Alternative Assessment (2023-24) in social studies only 11% of our students scored a level 2 or higher. A factor that contributed to this decline was 2 out of 3 teachers that taught social studies to students that were assessed by the FAA were new to those subjects and grade levels. Also, all our students are unable to perform on grade level due to significant intellectual disabilities.

Greatest Gap

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

All school and academic data indicates a significant gap when compared to the state average. Our students take the alternative state assessment, they all have severe intellectual disabilities. Learning and achievement for many of our students is further impacted by additional factors, including but not limited to medical diagnosis, physical impairments, and behavioral concerns.

EWS Areas of Concern

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

Student attendance is identified as an ongoing concern.

Highest Priorities

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

1. Attendance
2. Social Studies
3. Math
4. Science

B. Area(s) of Focus (Instructional Practices)

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

Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Student Engagement

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Effective instructional practice focusing on increasing student learning and skill acquisition correlates to student engagement. Student engagement at our school increases when students are better able to communicate their needs and wants and interact with their environment.   Daily instructional practice includes providing students with a variety of tools to communicate specific to their needs, collaborating with therapeutic support staff, and teaching skill acquisition for our students to be successful in the school setting.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Increase students' ability to communicate by 20% for all grade levels.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Communication inventories regarding students' communicative abilities and level of cueing are completed by the classroom case manager and speech pathologist at the beginning and at the end of the school year.

Person responsible for monitoring outcome

Stacey Manelli, Samantha Jennings

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:
Use of assistive technology in the classroom including the Universal Core Board.

Rationale:
The strategies are well documented and are shown to increase students' ability to communicate

Tier of Evidence-based Intervention:
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 to address this Area of Focus or implement this intervention.

Identify 2-3 action steps and the person responsible for each step.

Action Step #1
Completion of communication inventories.

Person Monitoring:	**By When/Frequency:**
Samantha Jennings	Twice annually

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Communication inventories will be taken on all students at the beginning and end of the school year and will be completed by the classroom teachers. At the end of the year all inventories will be compared and analyzed in our ILT meeting.

Action Step #2
Using AAC to increase communication.

Person Monitoring:	**By When/Frequency:**
Samantha Jennings	Daily

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Assistive technology such as switches, picture/visuals, static communication devices, and dynamic communication devices will be distributed to each classroom as needed and implemented during academic and therapeutic activities daily.

IV. Positive Culture and Environment

Area of Focus #1

Positive Behavior and Intervention System (PBIS)

Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Caminiti implements a school wide positive behavioral Intervention system which supports a positive culture and environment. We serve students with special needs, including intellectual disabilities and ASD. Our focus is to build a strong school culture of student engagement and collaboration. Student behavior and disruption can negatively impact student engagement and learning on an individual and classroom level.   Individual student behaviors are managed according to levels of severity with teacher access to and ongoing support of the school's behavior assistance team.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Last year we had 296 assistance calls during the school year across all grade levels. Using our PBIS we aim to reduce that number to 236 calls, a decrease of 20%. This will greatly reduce the disruption to classroom instruction.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

We document every assistance call to a classroom using a form that can be accessed by a QR code on the classroom door and in key locations throughout campus.

Person responsible for monitoring outcome
Tyvan Lindbeck and Xiomara Mills

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:
Positive reinforcement, token economy, FBAs/PBIP, Safety Plans, behavior modification, UKERU-de-escalation techniques, Zones of Regulation, and more engaging lessons to reduce classroom assistance calls.

Rationale:

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

Tier of Evidence-based Intervention:
Tier 2 – Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:

Action Step #1
Behavior intervention team meetings.

Person Monitoring:
Xiomara Mills

By When/Frequency:
Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Using data to implement interventions and brainstorm strategies to reduce maladaptive behaviors.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

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 ESEA Section 1114(b). This section of the SIP is not required for non-Title I schools.

Dissemination Methods

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. (ESEA 1114(b)(4))

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

The SIP is made available at: https://www.hillsboroughschools.org/caminiti
A copy of the SIP is also located in the Parent Infromation Notebook located at the front office and provided for review at SAC meetings. The UnISIG budget, SWP, SIP and progress are made available to stakeholders at SAC meetings.

Positive Relationships With Parents, Families and other Community Stakeholders

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 Parental and Family Engagement Plan (PFEP) is made publicly available. (ESEA 1116(b-g))

The PFEP is made available at: https://www.hillsboroughschools.org/caminiti
Building positive relationships with parents and families as well as community stakeholders is critical to the success of our students and the school. Community stakeholders are working with the school to improve the outside recess areas for students to ensure student safety, accessibility, and independent functioning. We Parents and families are welcomed on campus and actively encouraged to participate in Open House, school wide events/activities, attend SAC meetings, and join Caminiti PTA. Parents are kept informed on the child's progress through regular daily communication with the teacher, IEP meetings, scheduled parent/teacher conferences.

Plans to Strengthen the Academic Program

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 II of the SIP. (ESEA Section 1114(b)(7)ii))

ILT meetings will lead and give information to PLC meetings for all teachers to discuss improving lesson plans for more interactive instruction. Teachers also use ULS to enhance Access Points standards.

How Plan is Developed

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). (ESEA Sections 1114(b)(5) and 1116(e)(4))

No Answer Entered

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

Improving Student's Skills Outside the Academic Subject Areas

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. (ESEA 1114(b)(7)(iii)(I))

All students have an Individualized Education Plan (IEP), and social skills training is built into everyday classroom activities. Counseling as a related service is available to those students determined by the IEP team to be in need of additional support to achieve IEP goals. Specialized support is provided by school based therapeutic services (based on individual needs) includes speech/language therapy and occupational and physical therapy. Specialized behavioral supports for students includes a behavior team which provides individual, and classroom supports. The team includes an ESE specialist, school social worker, psychologist, a behavior resources teacher, as well as the support services of a district BCBA. School student support services are also available to assist with crisis intervention and referral to a school based mental health providers. Some students receive additional community based behavioral and therapeutic services.

Preparing for Postsecondary Opportunities and the Workforce

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. (ESEA 1114(b)(7)(iii)(II))

A large percentage of our student population is made up of high schoolers and students in the 12+ program.   The 12+ program comprises of students aged 18-22 years old. They participate in the GMAC program which provides skills training specific to our student population in preparation for post-secondary opportunities. This includes working with community-based organizations to provide a service, for example, providing volunteer services at The Humane society.   Other programs include access to Harmony House which promotes functional skills training and increases student independence and classroom-based businesses/activities that build job skills. Additional transitional services available to our students and parents includes the organizations of Vocational Rehabilitation and the Agency for Persons with Disabilities.

Addressing Problem Behavior and Early Intervening Services

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 ESEA 1114(b)(7)(iii)(III)).

Classroom behavior management includes differential instruction, and teaching student's daily social skills. Teachers have been trained and can access to the Zones of Regulation program which supports the teaching and implementation of emotional management strategies with students.   Our school wide system is the school store which works of a token economy approach reinforces student effort and motivation and is available to all students meeting academic and behavioral goals in the classroom. Some students require a more targeted approach which includes behavior modification plans and strategies, as well as the presence of additional support staff. The behavior assistance team responds to calls to the classroom.

Professional Learning and Other Activities
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. (ESEA section 11149b)(7)(iii(V)).

All school personnel are required to complete district annual training modules. Due to the heightened student behavioral concerns, all Caminiti teachers. paraeducators, and support services personnel are required to complete UKERU training and maintain their certification through annual updates. Many of the staff are also trained in non-crisis intervention (NCI) which requires maintaining certification   every 1-2 years.   Additional trainings related to instructional practices and classroom behavior management is available to teachers and paraeducators through the district professional development system (PDS). PLC meetings for teachers and paraeducators working in collaboration are held weekly on campus, and instructional leadership team meetings are held monthly.

Strategies to Assist Preschool Children
Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESEA 1114(b)(7)(iii)(V))

Caminiti services children as young as 3 years old.   When applicable, the ESE specialist will participate in transition IEP meetings and review the part C Individual Family Support Plan (IFSP) to determine if Caminiti is an appropriate placement. Parents and students are encouraged to visit and tour the school prior to enrolling at Caminiti. Parent involvement is an integral part of the decision-making progress when it comes to student placement and accessing services.

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI, TSI or CSI (ESEA Sections 1111(d)(1)(B)(4) and (d)(2)(C) and 1114(b)(6)).

Process to Review the Use of Resources

Describe the process to review the use of resources to meet the identified needs of students.

Title 1 and UniSIG funds budget was developed in ILT and administration meetings. The use of the funds will be reviewed in SAC meetings and amendments will be made based on needs expressed at the meeting.

Specifics to Address the Need

Identify the specific resource(s), rationale (i.e., data) and plan to address the need(s) (i.e., timeline).

Title 1 : Create more interactive lessons: Purchase ULS for all departments

Title 1: Create visuals for students: Purchase a poster maker

UniSIG: Improve student communication: Purchase assistive technology

UniSIG: Provide additional planning time for teachers: Allocate funds for T-Pay

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2024-25 UniSIG funds but has chosen not to apply.

No

BUDGET	ACTIVITY	FUNCTION/OBJECT	FUNDING SOURCE	FTE	AMOUNT
Indirect Costs		7200/792	UNISIG	0.0	1,000.00
Indirect costs					
Plan Budget Total					**1,000.00**