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## Hillsborough County School District Focused Monitoring System Improvement Strategies

This section includes the issues identified by the Bureau as most significantly in need of improvement. The district is required to provide system improvement strategies to address identified findings, which may include an explanation of specific activities the district has committed to implementing, or it may consist of a broader statement describing planned strategies. For each issue, the plan also must define the measurable evidence of whether or not the desired outcome has been achieved. Target dates that extend for more than one year should include benchmarks in order to track interim progress. Findings identified as “ESE” are those findings that reflect issues specific to ESE students. Findings identified as “All” are those findings that reflect issues related to the student population as a whole, including ESE students.

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Category	Findings	ESE	All	System Improvement Strategies	Evidence of Change and Reporting Date
Decision-Making	Decisions regarding participation of some students in statewide assessment are based on the perceived anxiety level or projected performance level of the student rather than on the criteria in Rule 6A-1.0943, FAC.	X		<p>The district is required to develop and implement a system of staff training and district self-monitoring to ensure that the criteria for exclusion from the FCAT is followed.</p> <p>Additional recommendations are included in the respective section of this report and/or under <i>General Recommendations and Technical Assistance</i>.</p>	<p>District training and self-monitoring to ensure criteria for exclusion from FCAT. District review of 15 IEPs, of students exempt from FCAT, verify 100% compliance.</p> <p>Report of self-assessment will reveal 100% compliance with the use of the State Board of Education Rule.</p> <p>May 2006 November 2006</p>

Category	Findings	ESE	All	System Improvement Strategies	Evidence of Change and Reporting Date
Access to the General Curriculum	<p>Many students at Grady Elementary are removed from the general education environment for “special area” classes due to scheduling issues, not because the IEP team has determined that placement in the general education setting for these classes cannot be successful, even with supplemental supports and services.</p> <p>Students at Middleton High School who are deaf or hard of hearing are not provided access to elective courses other than art.</p> <p>IEP teams do not always consider the supports and services needed to maintain a student in the general education setting prior to placement in an ESE class.</p>	X		<p>District and/or school staff are required to review the staffing plan and course options at Grady Elementary school and Middleton High School; based on the results, a plan will be developed to ensure appropriate access to the general education setting for all students with disabilities, including elective periods.</p> <p>Incorporate decision-making and placement decisions into the district’s existing IEP training to ensure that placement decisions result in students with disabilities only being removed from the general education setting when education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.</p> <p>Additional recommendations are included in the respective section of this report and/or under <i>General Recommendations and Technical Assistance</i>.</p>	<p>Review of records at Grady Elementary School and Middleton High School reveal 100% of students have appropriate access to the general curriculum.</p> <p>District training held on the placement decision process.</p> <p>May 2006 November 2006</p>

Category	Findings	ESE	All	System Improvement Strategies	Evidence of Change and Reporting Date
Student Preparation	No findings of noncompliance in this area.			Recommendations are included in the respective section of this report and/or under <i>General Recommendations and Technical Assistance</i> .	
Parental Involvement	No findings of noncompliance in this area.			Recommendations are included in the respective section of this report and/or under <i>General Recommendations and Technical Assistance</i> .	
DJJ Facilities	IEPs are not always reviewed and revised to ensure that they accurately reflect the individual needs of the students and the services and placement that will be provided to meet those needs.	X		The district is required to develop and implement a system of self-monitoring to ensure that the IEPs of students in DJJ facilities are reviewed and revised in accordance with all requirements.	The district self-assessment of ten DJJ records reveals no evidence of noncompliance in the review and revisions of IEPs.  May 2006 November 2006
Charter Schools	No findings of noncompliance in this area.				
Counseling	Some SED students at Foster Elementary, Middleton High, Sligh Middle, King High and Van Buren Middle School are not receiving counseling as a related service.	X		IEP teams for the identified SED students are required to reconvene to address the need for counseling as a related service.  Additional recommendations are included in the respective section	Documentation of this corrective action received by the Bureau.  October 2005

Category	Findings	ESE	All	System Improvement Strategies	Evidence of Change and Reporting Date
Counseling (continued)				of this report and/or under <i>General Recommendations and Technical Assistance</i> .	
Speech and Language	No findings of noncompliance in this area.				
Transition	Agency participation in transition planning was not evident in the IEPs of trainable mentally handicapped students who were in their last school year of eligibility under the IDEA.	X		<p>The district shall develop and implement a plan to ensure that agencies are invited to participate in transition planning for students who may be expected to need such assistance, and that an IEP team member or designee provides oversight to ensure the students' needs are met. The plan must include a self-assessment component that includes periodic reviews of transition IEPs for students whose age, area of eligibility, and/or severity of disability would likely warrant agency participation (at least 4 schools, at least 5 students per school).</p> <p>Additional recommendations are included in the respective section of this report and/or under <i>General Recommendations and Technical Assistance</i>.</p>	<p>District report of self-assessment reveals no findings of noncompliance regarding appropriate agency participation requirements.</p> <p>May 2006 November 2006</p>

<b>Category</b>	<b>Findings</b>	<b>ESE</b>	<b>All</b>	<b>System Improvement Strategies</b>	<b>Evidence of Change and Reporting Date</b>
Gifted	Gifted services are delivered primarily in the areas of math and science; services are not individualized to address the students' specific areas of need beyond the general curriculum.	X		The district shall develop and implement a plan to expand gifted services to ensure that students' individual needs are addressed.	Self assessment of 20 EPs from random schools show individual needs of gifted students are being addressed 100% of the time.  May 2006 November 2006
Review of Student Records	36 IEP teams were required to be reconvened and five matrix documents required adjustment.	X		The district shall reconvene 36 IEPs for individual findings of noncompliance. Five matrix of services records will be corrected.	Documentation of 36 IEPs reconvened. Five corrected matrix of services documented.  October 2005
Review of District Forms	Sixteen forms required correction.	X		The district will revise all forms indicated in need of correction in the letter sent to the ESE director dated March 21, 2005.	All forms corrected  May 2006































































**Appendix A:**  
**District Data**















































































