



## **Executive Summary: Nina Harris ESE Center**

### **School Improvement Plan for 2016-17**



Nina Harris ESE Center has 240 students in grades PreK to 12<sup>th</sup>. All students who attend Nina Harris have significant cognitive disabilities and are instructed on Florida State Standards Access Points. The staff includes two administrators, 57 teachers, three Speech Therapists, three Occupational Therapists, one Physical Therapist, two Physical Therapist Assistants, three nurses, two Certified Nursing Assistants and just over 65 support staff. The mission of Nina Harris ESE Center is to provide a safe, nurturing environment where special needs students can build self-esteem to maximize their success at home, school and in the community. Based on our belief that all children can learn and contribute to society, students at Nina Harris are offered a full spectrum of opportunities to participate in and learn appropriate academic, social and daily living skills. Nina Harris ESE Center School has met the requirements of the AdvancED Accreditation Commission and is accredited by the Southern Association of Colleges and Schools Council on Accreditation and School Improvement.

#### **School Celebrations**

A review of our most recent school achievement data has given us reasons to celebrate and build upon as a school. Those improvements include:

1. School-wide ULS data shows that 75% or more students made learning gains on ULS pretest to ULS posttest in reading during all four assessment cycles.
2. ULS data shows that 80% or more of the students in transition classes made learning gains from pretest to posttest in reading during all four assessment cycles.
3. Pre-number Concept data shows that all students made learning gains in all four areas tested (more, less, same, different) by 10% to 12% from pre to post testing.
4. Just over 25% of our families attended Nina Harris Annual Agency Fair. The Agency Fair provides families with resources that are specific to the needs of students with significant cognitive disabilities.
5. The number of behavior calls generated by students with autism decreased by 13%.

#### **Primary Goals**

The 2015-2016 school year was the first year in implementing the Florida Standards Alternate Assessments. At this point in time, the State has not yet provided direction in interpreting the data in order to identify proficiency. Once proficiency is determined we will be able to determine at the end of the 2016-2017 school year if the following academic goals are met.

To accomplish our mission Nina Harris ESE Center has the following primary goals:

- 1) Increase the percentage of students making learning gains in ELA by 5% or more as measured by the 2017 FSAA.
- 2) Increase the percentage of students making learning gains in Math by 5% or more as measured by the 2017 FSAA.
- 3) Increase the percentage of students making learning gains in Science by 5% or more as measured by the 2017 FSAA
- 4) Increase the percentage of students making learning gains in Science and Math as measured by the 2017 FSAA (STEM).
- 5) Work toward Bronze Level recognition with the Alliance for a Healthier Generation by May 2017.
- 6) Decrease the number of behavior support calls of black students by 5% by May 2017 as measured by the number of behavior support calls.

- 7) Increase Daily Student Attendance to 90% or more or reduce students' absences by 5% by May 2017 as measured by Average Daily Attendance.
- 8) Reduce the number of behavior calls school wide by 5% or more by May 2017 as measured by the number of behavior support calls generated.

### **Key Strategies:**

The core instructional and monitoring strategies included in our action plans are:

Nina Harris will focus on the following strategies/elements based on Marzano's Framework. Data obtained from walkthroughs, informal and formal observations will note number of teachers moving upward on the scale – from not using to beginning, from beginning to developing, from developing to applying or from applying to innovative.

1. Establishing classroom routines
2. Engaging Students
3. Identify Critical Content:
4. Chunking Content into digestible pieces

### **Professional Development**

The professional development efforts include:

1. Standards Based Instructional Planning based on Florida Standards Access Points
2. Creating and implementing scales that align to learning targets in order to monitor student progress
3. Book study on ways to increase Rigor for ESE Students
4. Additional training on the development and use of the Communication Matrix Report for identified students in PreK, Elementary and Middle School
5. STOIC training
6. CPI Training
7. Marzano Framework

### **Parent and Community Engagement**

According to our AdvanceEd Parent Survey, parents feel that Nina Harris communicates effectively about school goals and activities offered. Nina Harris will continue to build upon the positive relationships we have with parents through monthly newsletters, school website, SAC/PTO meetings, annual Agency Fair and parent workshops.

Academic tools will be added to the Nina Harris website so families will have access to instructional strategies that can be implemented at home to reinforce what is being taught in the classroom. Every student at Nina Harris has an Individual Education Plan that is updated and reviewed annually with parents.

For more information about Nina Harris' ESE School Improvement Plan, please go to our website at [www.pcsb.org/ninaharris](http://www.pcsb.org/ninaharris)