Executive Summary of Nina Harris ESE Center’s 2014 School Improvement Plan

Nina Harris ESE Center has 233 students in grades PreK to 12th , two administrators, 43 teachers, and 98 staff members. 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.

To accomplish this mission, Nina Harris ESE Center has 10 goals;

1. Increase the percentage of students making learning gains in Reading on the 2015 Florida Alternate Assessment in Levels 1-3 by 5 points or more and increasing Level 4 or above by 5 points or more.
2. Increase the percentage of students making learning gains in Writing on the 2015 Florida Alternate Assessment in Levels 1-3 by 5 points or more and increasing Level 4 or above by 5 points or more.
3. Increase the percentage of students making learning gains in Math on the 2015 Florida Alternate Assessment in Levels 1-3 by 5 points or more and increasing Level 4 or above by 5 points or more.
4. Increase the percentage of students making learning gains in Science on the 2015 Florida Alternate Assessment in Levels 1-3 by 5 points or more and increasing Level 4 or above by 5 points or more.
5. Increase student engagement by increasing student attendance by 5% and reducing the number of behavior calls by 5%.
6. 50% or more students will show learning gains in their knowledge of civics/government based on their progress from ULS pre-test to ULS post-test progress monitoring.
7. All students will have an opportunity to experience and use a variety of software, hardware and augmentative devices for the purpose of reinforcing academics and communication.
8. High School transition students will participate in a variety of work experiences within the school and community setting to help prepare them for Supportive Competitive Employment throughout the 2014-2015 school year.
9. Increase the number of black students at Level 4 or above in reading, writing, math and science by 5 points or more as measured by the 2015 Florida Alternate Assessment.
10. Decrease the number of behavior calls generated by black students with autism by 5% or more by June 2015 as measured by number of behavior calls.

The core instructional strategies included in our action plans are:

1. increasing learning time through supplemental instruction provided by the Title l hourly teacher and Promise Time teacher;
2. pre-testing all students using the ULS pre-number concepts probe to determine starting points for mathematics instruction;
3. aligning expanded ULS curriculum units to the Access course requirements allowing for additional practice of skills and knowledge;
4. implementing TEACCH and STOIC classroom management strategies in order to increase on task behavior and minimize disruptions.

 The professional development efforts include: implementation of Lesson Study schoolwide; additional training on the development and use of the Communication Matrix Report; continued training on communication strategies for teachers of PreK, elementary and intermediate students; training for case managers on pre-number math concepts; TEACCH training for teachers of students with Autism Spectrum Disorder; True Colors diversity training.

The parent involvement efforts for us as a Title l school are detailed in our Parent Involvement Plan (PIP). We will focus on holding parent workshops to provide information about our curriculum and assessment, as well as learning strategies for parents to help their students at home. We will hold the workshops at flexible times in the morning and evenings to increase the options for parents to attend.

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