

Pinellas County Schools

# Nina Harris ESE Center



## 2022-23 Ungraded Schoolwide Improvement Plan

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## Nina Harris ESE Center

6000 70TH AVE N, Pinellas Park, FL 33781

<http://www.ninaharris.pinellas.k12.fl.us>

### Demographics

**Principal: Jacqueline Cassidy**

Start Date for this Principal: 9/25/2019

<b>2021-22 Status</b> (per MSID File)	Active
<b>School Function</b> (per accountability file)	ESE
<b>School Type and Grades Served</b> (per MSID File)	Combination School PK-12
<b>Primary Service Type</b> (per MSID File)	Special Education
<b>2021-22 Title I School</b>	Yes
<b>2021-22 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	<i>[Data Not Available]</i>
<b>2021-22 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Black/African American Students Economically Disadvantaged Students Hispanic Students Students With Disabilities White Students
<b>School Improvement Rating History</b>	2021-22: Maintaining 2020-21: No Rating 2018-19: Unsatisfactory 2017-18: Unsatisfactory 2016-17: No Rating
<b>DJJ Accountability Rating</b>	2022-23: No Rating

### School Board Approval

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

### SIP Authority

A Schoolwide Improvement Plan (SIP) is a requirement for Comprehensive Support and Improvement (CSI) ungraded schools pursuant to 1001.42 F.S. and the Every Student Succeeds Act (ESSA) and for DJJ schools receiving a rating of Unsatisfactory pursuant to Sections 1003.51 and 1003.52, F.S. and Rule 6A-1.099813, F.A.C.

CSI schools can be designated as such in 2 ways:

1. Have a graduation of 67% or lower; or
2. Have an overall Federal Index below 41%.

DJJ Unsatisfactory Ratings are based on percentages by program type:

- Prevention and Intervention: 0%-50%
- Nonsecure Programs: 0%-59%
- Secure Programs: 0%-53%

SIP Plans for Ungraded CSI schools and DJJ schools receiving an Unsatisfactory rating must be approved by the district and reviewed by the state.

### **Purpose and Outline of the SIP**

The School Improvement Plan (SIP) provides schools and Local Educational Agencies (LEAs) the opportunity to identify the academic and priority goals along with strategies for each school. School leadership teams may refine their SIP annually to define their school's academic and priority goals to increase student achievement.

Schools and LEAs are strongly encouraged to collaborate in the development and implementation of this plan.

## Part I: School Information

### School Mission and Vision

#### **Provide the school's mission statement.**

Nina Harris is dedicated to exposing students with special needs to real world academic concepts in a safe, nurturing environment to maximize their success at home, school and in the community.

#### **Provide the school's vision statement.**

100% student success.

#### **Briefly discuss the population unique to your school and the specific supports provided to meet the mission and vision.**

Nina Harris Exceptional Education Center School is a Kindergarten through Extended Transition public school that serves students with disabilities, specifically students with severe cognitive delays, autism spectrum disorders, and/or mental health concerns. Approximately 20 percent of the student population is identified as living in foster care and entering school with documented mental health services and involvement with outside agencies. Approximately 85% of our students do not have sustainable verbal skills to communicate or self-advocate. All students receive free/reduced lunch services. To address the communication needs of our students we have embraced the Project-Core Communication system to enhance our student's opportunities to communicate and advocate for themselves. We have engaged in the VB MAPP assessment to build communication and behavior plans for students with Autism to increase communication and decrease negative behavior events.

The strategic and consistent implementation of these practices will help equip students and teachers with tools to monitor and self-regulate social-emotional learning, behavior, and academic progress, thus supporting a climate of continuous learning.

### School Leadership Team

#### **Membership**

Identify the name, email address, position title, and job duties/responsibilities as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Cassidy, Jacqueline	Principal	<p>The Principal is the instructional and operational leader within the school community and is critical to improving student outcomes, through the hiring, development, support, supervision and retention of high-quality instructional and support staff. As the school leader, the Principal creates a culture of rigorous learning, belonging and engagement for staff, students and families through collaboration and distributive leadership. In alignment with the Florida Principal Standards, the Principal leads the school team to increased school and student outcomes by prioritizing instruction while effectively balancing the operational, safety, and policy responsibilities of a school-building leader.</p>
Vermeer, Kent	Assistant Principal	<p>The Assistant Principal is an instructional and operational leader within the school community and is critical to improving student outcomes through staff development and effectiveness. In collaboration with and aligned to the direction of the Principal, the Assistant Principal supports the creation of the culture of rigorous learning, belonging and engagement for staff, students and families throughout the school community. In alignment with the Florida Assistant Principal Standards, the Assistant Principal supports and leads assigned school teams to increased school and student outcomes through ongoing training, coaching, feedback and support by prioritizing instruction while effectively balancing operational, safety and policy responsibilities, as assigned.</p>
Otto, Chris	Teacher, ESE	<p>Coordinates the Exceptional Student Education (ESE) referral, placement, reevaluation, and registration process within the school. Serves as Local Education Agency (LEA) representative at staffing and IEP meetings and assists the principal in coordinating all ESE functions within the school.</p>
Bower, Joey	Parent Engagement Liaison	Parent
Grimes, Jacquie	Behavior Specialist	<p>Establishes principles of behavior change procedures with basic understanding of applied behavior analysis. Conducts and facilitates Functional Behavior Assessments and implements Positive Behavior Intervention Plans.</p>

Name	Position Title	Job Duties and Responsibilities	
		Establishes specific behavior management programs for students as needed. Consults with school personnel, parents, and others regarding behavior strategies. Functions in the areas of behavior management and crisis intervention and is responsible to the school principal.	
Thompson, Courtney	Instructional Coach	To provide assistance in the development and coordination of teaching and learning projects with an emphasis on technology, curriculum development and teacher training.	
Avery-Wright, Joycelyn	Teacher, ESE	All duties associated with typical classroom instructors.	
Vaughan, Christina	Other	VE Specialist	Compliance

**Is education provided through contract for educational services?**

No

**If yes, name of the contracted education provider.**

None at this time.

**Demographic Information**

**Principal start date**

Wednesday 9/25/2019, Jacqueline Cassidy

**Total number of students enrolled at the school.**

193

**Total number of teacher positions allocated to the school.**

30

**Number of teachers with professional teaching certificates?**

29

**Number of teachers with temporary teaching certificates?**

1

**Number of teachers with ESE certification?**

30

**Identify the number of instructional staff who left the school during the 2021-22 school year.**

4

Identify the number of instructional staff who joined the school during the 2022-23 school year.

4

Demographic Data

Early Warning Systems

2022-23

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	1	3	3	10	8	5	12	15	21	16	17	14	68	193
Attendance below 90 percent	1	2	3	7	7	0	5	7	11	8	9	8	36	104
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Number of students with a substantial reading deficiency	1	3	3	10	8	5	12	15	21	16	17	14	68	193

The number of students with two or more early warning indicators:

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

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
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Date this data was collected or last updated

Wednesday 6/22/2022

2021-22 - 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	
Number of students enrolled	3	3	11	10	4	14	14	18	19	18	15	11	76	216
Attendance below 90 percent	2	3	7	9	1	9	11	10	14	13	10	10	44	143
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	3	3	11	10	4	14	14	18	19	18	15	11	76	216

**The number of students with two or more early warning indicators:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	3	3	11	10	4	14	14	18	19	18	15	11	76	216

**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	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

**Part II: Needs Assessment/Analysis**

**School Data Review**

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement								70%	61%
ELA Learning Gains								63%	59%
ELA Lowest 25th Percentile								56%	54%
Math Achievement								72%	62%
Math Learning Gains								63%	59%
Math Lowest 25th Percentile								54%	52%
Science Achievement								64%	56%
Social Studies Achievement								81%	78%

**Grade Level Data Review - State Assessments**

**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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019					
Cohort Comparison		0%				
04	2022					
	2019					
Cohort Comparison		0%				
05	2022					
	2019					
Cohort Comparison		0%				
06	2022					
	2019					
Cohort Comparison		0%				
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019					
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019					
Cohort Comparison		0%				
04	2022					
	2019					
Cohort Comparison		0%				
05	2022					

<b>MATH</b>						
<b>Grade</b>	<b>Year</b>	<b>School</b>	<b>District</b>	<b>School-District Comparison</b>	<b>State</b>	<b>School-State Comparison</b>
	2019					
Cohort Comparison		0%				
06	2022					
	2019					
Cohort Comparison		0%				
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019					
Cohort Comparison		0%				

<b>SCIENCE</b>						
<b>Grade</b>	<b>Year</b>	<b>School</b>	<b>District</b>	<b>School-District Comparison</b>	<b>State</b>	<b>School-State Comparison</b>
05	2022					
	2019					
Cohort Comparison						
06	2022					
	2019					
Cohort Comparison		0%				
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019					
Cohort Comparison		0%				

<b>BIOLOGY EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2022					
2019					

<b>CIVICS EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2022					
2019					

<b>HISTORY EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2022					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

**Subgroup Data Review**

2022 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 2020-21	C & C Accel 2020-21
522581			78								
2021 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 2019-20	C & C Accel 2019-20
SWD	5	20	20	12	31					89	
BLK	9	18									
HSP		30									
WHT	5	19		12	33						
FRL	8	17		5	26						
2019 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 2017-18	C & C Accel 2017-18

**ESSA Data Review**

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	CS&I
OVERALL Federal Index – All Students	23
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	4
Progress of English Language Learners in Achieving English Language Proficiency	

<b>ESSA Federal Index</b>	
Total Points Earned for the Federal Index	181
Total Components for the Federal Index	8
Percent Tested	89%
<b>Subgroup Data</b>	
<b>Students With Disabilities</b>	
Federal Index - Students With Disabilities	23
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	3
<b>English Language Learners</b>	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
<b>Asian Students</b>	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
<b>Black/African American Students</b>	
Federal Index - Black/African American Students	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
<b>Hispanic Students</b>	
Federal Index - Hispanic Students	0
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	3
<b>Multiracial Students</b>	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
<b>Native American Students</b>	
Federal Index - Native American Students	

Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	8
White Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years White Students Subgroup Below 32%	3
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	24
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	3

### Part III: Planning for Improvement

#### Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

#### Reflect on the Areas of Focus from the previous school year. What progress monitoring was in place related to the Areas of Focus?

This past year we implemented a data spreadsheet to monitor student progress for communication and level of response. We are using this as a baseline for improvement of student communication and level of response for the upcoming school year.

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

Our ESSA underperforming subgroups are Black/African American, White, Students with Disabilities, and Economically Disadvantaged students. All of our Black/African American and White students are included in both the Students with Disabilities and Economically Disadvantaged subgroups. Our school monitors each individual student's progress monitoring data, academic grades, behavioral performance, and attendance. Each student we serve has an Individualized Education Plan that is reviewed annually. In addition, teachers/case managers monitor student academic and behavioral data when planning, during instruction, and after each assessment cycle. The School Based Leadership Team utilizes a data driven dialog protocol and continuous improvement cycle model to analyze data, identify barriers, and design actionable next steps. The Child

Study Team meets twice per month to monitor student attendance. All SIP goals and action steps are reviewed mid-year and adjustments are made based on current data. A data spreadsheet was developed to track all student communication, mode of response, and level of prompting.

**What area is in the greatest need of improvement? What specific component of this area is most problematic? What is your basis (data, progress monitoring) for this conclusion?**

2019 (last year recorded) data revealed learning gains in ELA measured on learning target tracking data, which indicates our students are continuing to work toward proficiency. That said, we acknowledge the need for action

steps to improve the achievement of our students across grade levels, and content areas. Factors contributing to student success include, communication barriers, bridging students' home and school lives, interagency collaboration, the implementation of Project-Core communication measures, and PBIS supports. The new actions included, the building of positive classroom culture via restorative practices, and the implementation of the VB Mapp and Project-Core for communication and behavior supports. To assist in this process, we worked to implement high leverage strategies aimed at supporting rigorous student-centered communication, data-based planning aimed at improving communication. Continue to add new students to database and ensure AAC is in place as quickly as possible.

**What trends emerge across grade levels, subgroups and core content areas?**

Students lack of communication ability to fully evaluate their receptive abilities to take in information. We have been completing the Datafolio assessments and are awaiting that data. It will be compared to the previous year; however the number of students taking the assessment is not statistically significant. With an increase of AAC usage behavior calls have decreased.

**What strategies need to be implemented in order to accelerate learning?**

We are completing our second year of intense PD and implementation of MELD Communication, Project-Core, and Comprehensive Literacy for All learnings. We are becoming stronger instructors in teaching students with significant cognitive delays to become communicators. That will enable them to use expressive responses in which ever mode of communication they are using. Continue to use MELD communication and increase the level of expectation for each student to be able to communicate and lower the prompting levels.

**Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided to support teachers and leaders.**

MELD Communication, Project-Core, Comprehensive Literacy for All, and Readtopia are the primary PD's that we have embraced for the improved future of our students.

**Areas of Focus:**

**#1. Instructional Practice specifically relating to ELA**

**Area of Focus Description and Rationale:**  
 Include a rationale that explains how it was identified as a critical need from the data reviewed.

The percent of ESE students who make learning gains will increase from 38% to 50% as measured by 2022-23 FSAA ELA (Performance Task and Datafolio). Our Level of Proficiency (LOP) from the 2022 FSAA Performance Task shows that only the 8th grade had statistically reportable data; no student scored above a Level 2. The majority of our students were performing at Level 2. The problem of limited growth was occurring because our Level 1 and 2 students did not have a reliable method of communication in order for the students to be able to express their understanding of the content – these students would typically be assessed via FSAA Datafolio. During the 2021-2022 school year, students were evaluated (based on the guiding questions within an IEP) as to whether FSAA Performance Task or FSAA Datafolio would be a best fit assessment. Presently, almost 65% of the student body is assessed via FSAA Datafolio. Due to the state DOE’s limited data evaluation tracking system of students’ FSAA Datafolio performance, FSAA Datafolio performance information had not been previously monitored. Now that the majority of students are assessed via this type of assessment, the focus item will include both FSAA Performance Task and FSAA Datafolio assessment information once such scores/ information is available from the 2022 - 23 school year. Additionally, the Nina Harris staff participated in a book study of Dr. Karen Erickson’s Comprehensive Literacy for All which outlines a comprehensive literacy framework for our students with significant disabilities during Spring 2022; implementation of this framework will take place during the 2022-2023 school year.

**Measurable Outcome:**  
 State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

The percent of ESE students who made learning gains will increase from 38% to 50% as measured by FSAA Performance Task and FSAA Datafolio 2022-2023.

**Monitoring:**  
 Describe how this Area of Focus will be monitored for the desired outcome.

FSAA (Performance Task and Datafolio) score reports and FSAA Datafolio Running Record/Evidence Collection Form student accuracy information collected by teachers to be monitored by Assistant Principal and Instructional Teacher Leader \*All action steps requiring professional development will be monitored through walk-through feedback, direct observations, lesson plans.

**Person responsible for monitoring outcome:**

Kent Vermeer (vermeere@pcsb.org)

**Evidence-based Strategy:**

The evidence-based strategy being implemented in this ELA areas includes direct instruction using a variety of teaching strategies (such as visual supports, hands-on materials, core vocabulary supports, sensory-integrated experiences, whole group/small group/individualized instruction, repeated instruction). Project Core/MELD/core vocabulary



Describe the evidence-based strategy being implemented for this Area of Focus.

supports is a classroom-based intervention for students with significant cognitive disabilities who do not use speech, sign language, or symbols to meet a broad range of communication needs. The Tier 1, universal intervention in Project Core calls for modeling the use symbols combined with explicit teaching of the meaning and use of the Universal Core vocabulary. Modeling and teaching are integrated into daily activities (arrival, mealtime, personal care) instructional routines (shared reading, predictable chart writing, alphabet

**Rationale for Evidence-based Strategy:**

Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.

Direct instruction using a variety of teaching strategies includes multiple evidence-based learning strategies to reach the variety of learners with significant cognitive disabilities. The multi-tiered System for Augmenting Language (mSAL) is a three-tiered system for providing communication intervention that offers support to a large number of students with significant cognitive disabilities who do not currently use speech, signs, and/ or symbols to communicate. The first tier of mSAL is focused on the classroom and the classroom teacher using Aided Language Stimulation in a systematic routine. This will help build consistent and reliable modes of communication, so we can accurately assess student progress and determine the most reliable method of assessment.

**Action Steps to Implement:**

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Teachers will incorporate real world culturally relevant ELA lessons aligned to the FL Access Points.

**Person Responsible**

Kent Vermeer (vermeere@pcsb.org)

Staff will participate in PLCs facilitated by Instructional Teacher Leader to support implementation of the Comprehensive Literacy for All literacy strategies, activities, and best practices.

**Person Responsible**

Courtney Thompson (thompsoncour@pcsb.org)

Speech Language Pathologists will model the use of a variety of communication modes during lessons/ therapy sessions to increase student engagement.

**Person Responsible**

Jacqueline Cassidy (cassidyj@pcsb.org)

Teachers will collaborate with Speech Language Pathologists on a variety of communication modes that meet the individual needs of their students.

**Person Responsible**

Courtney Thompson (thompsoncour@pcsb.org)

Teachers will collect progress monitoring data related to FL Access Points ELA learning targets.

**Person Responsible**

Courtney Thompson (thompsoncour@pcsb.org)

All Instructional Staff will receive professional development regarding the use of core vocabulary and AAC systems (Project Core, PCS MELD training) to build language/communication skills and utilize communication boards/systems throughout ELA instruction.

**Person Responsible** Jacqueline Cassidy (cassidyj@pcsb.org)

Additional training for communication strategies or tools which will encompass an overview for new staff and a refresher for returning staff on its use.

**Person Responsible** Jacqueline Cassidy (cassidyj@pcsb.org)

Professional Development on how to utilize the Readtopia curriculum and LessonPix (picture symbol program) will be provided to all teachers and relevant support staff on how to use the web-based programs and individualize students' access to enhance the ELA standards-based lessons.

**Person Responsible** Jacqueline Cassidy (cassidyj@pcsb.org)

Administration will monitor the implementation of the Comprehensive Literacy for All content by walk-through feedback, direct observations, and lesson plans.

**Person Responsible** Jacqueline Cassidy (cassidyj@pcsb.org)

**Monitoring ESSA**

**Impact:**

If this Area of Focus is not related to one or more ESSA subgroups, please describe the process for progress monitoring the impact of the Area of Focus as it relates to all ESSA subgroups not meeting the 41% threshold according to the Federal Index.

Our ESSA underperforming subgroups are Black/African American, White, Students with Disabilities, and Economically Disadvantaged students. All of our Black/African American and White students are included in both the Students with Disabilities and Economically Disadvantaged subgroups. Our school monitors each individual student's progress monitoring data, academic grades, behavioral performance, and attendance. Each student we serve has an Individualized Education Plan that is reviewed annually. In addition, teachers/case managers monitor student academic and behavioral data when planning, during instruction, and after each assessment cycle. The School Based Leadership Team utilizes a data driven dialog protocol and continuous improvement cycle model to analyze data, identify barriers, and design actionable next steps. The Child Study Team meets twice per month to monitor student attendance. All SIP goals and action steps are reviewed mid-year and adjustments are made based on current data.

**#2. Instructional Practice specifically relating to Math**

**Area of Focus Description and Rationale:** The percent of ESE students who made learning gains will increase from 27% to 38% as measured by the 2022 FSAA. Our current level of performance from the 2022 FSAA shows that 80% of students are on a Level 1, 20% are on a Level 2 for 8th Grade math, no other grade had statistically relevant data. The majority of our students are performing at Level One as evidenced in the results of our current FSAA scores. A total of 27% of students made learning gains. The problem is occurring because our level 1 students do not have a reliable method of communication for them to be able to express their understanding of the content. Also, an increase in real world connections, more culturally relevant instruction and use of a Communication Board with core vocabulary will lead to more students moving up a level of Proficiency Project Core/MELD/core vocabulary supports is a classroom-based intervention for students with significant cognitive disabilities who do not use speech, sign language or symbols to meet a broad range of communication needs. The Tier I, universal intervention in Project Core calls for modeling the use of symbols combined with explicit teaching of the meaning and use of the Universal Core vocabulary. Modeling and teaching are integrated into daily activities (arrival, mealtime, personal care) instructional routines (shared reading, predictable chart writing, alphabet knowledge/phonological awareness activities). Communication core boards will be used as a mode of modeling communication during instruction. As the first tier of multi-tiered System for Augmenting Language the intervention is a classroom-based communication intervention for all students with targeted communication needs.

**Measurable Outcome:**

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

The percent of ESE students who made learning gains will increase from 27% to 38% as measured by the 2022 FSAA.

**Monitoring:**

Describe how this Area of Focus will be monitored for the desired outcome.

FSAA and pre/post assessments. \*All steps requiring PD will be monitored through walk-through feedback, direct observations, lesson plans.

**Person responsible for monitoring outcome:**

Kent Vermeer (vermeere@pcsb.org)

**Evidence-based Strategy:**

Strengthen staff practice to utilize questions to help students communicate and respond to math content. Enhance staff capacity to identify critical content from the standards in alignment with

Describe the evidence-based strategy being implemented for this Area of Focus.

District resources.  
Use of new curriculum Readtopia, infused math content.

**Rationale for Evidence-based**

**Strategy:** Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Due to the fact that some of our students have no identified mode of communication compounded by limited intellectual capacity, they require exposure to real world experiences to help them process and retain information. Based on this year's FSAA results, 100% of our students are currently performing at a Level 1 or Level 2. As a result, we will incorporate the use of culturally relevant math lesson plans aligned to the access standards, refine methods of determining students' modes of communication and more accurately collect progress monitoring data.

**Action Steps to Implement:**

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Professional Development on how to utilize Readtopia will be provided to teachers on how to utilize the curriculum to enhance the math standards-based lessons.

**Person Responsible** Jacqueline Cassidy (cassidyj@pcsb.org)

Teachers will incorporate real world culturally relevant math lesson plans aligned to the access standards.

**Person Responsible** Jacqueline Cassidy (cassidyj@pcsb.org)

Teachers will accurately collect math progress monitoring data.

**Person Responsible** Jacqueline Cassidy (cassidyj@pcsb.org)

Concrete objects and manipulatives will be used during math lessons.

**Person Responsible** Jacqueline Cassidy (cassidyj@pcsb.org)

**Monitoring ESSA Impact:**

If this Area of Focus is not related to one or more ESSA subgroups, please

Our ESSA underperforming subgroups are Black/African American, White, Students with Disabilities, and Economically Disadvantaged students. All of our Black/African American and White students are included in both the Students with Disabilities and Economically Disadvantaged subgroups. Our school monitors each individual student's progress monitoring data, academic grades, behavioral performance, and attendance. Each student we serve has an Individualized Education Plan that is reviewed annually. In addition, teachers/case managers monitor student academic and behavioral data when planning, during instruction, and after each assessment cycle. The School Based Leadership Team utilizes a data driven dialog protocol and continuous improvement cycle model to analyze data, identify barriers, and

describe the process for progress monitoring the impact of the Area of Focus as it relates to all ESSA subgroups not meeting the 41% threshold according to the Federal Index.

design actionable next steps. The Child Study Team meets twice per month to monitor student attendance. All SIP goals and action steps are reviewed mid-year and adjustments are made based on current data.

**#3. Instructional Practice specifically relating to Science****Area of Focus  
Description and  
Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

The percentage of all students scoring above a Level 1 will increase by 20% in Science and EOCs as measured by the 2023 FSAA (Performance Task or Datafolio) and EOCs. 50% of students in grades 5 and 8 scored a Level 2 or higher in Science. 19% of students taking the Biology EOC scored a Level 2 or higher. The majority of our students are performing at Level One as evidenced in the results of our current FSAA scores. The problem is occurring because our level 1 students do not have a reliable method of communication (which affects learning in all subject areas) in order for the students to be able to express their understanding of the content -- these students are typically assessed via FSAA Datafolio to better target their most appropriate method of communication and mode of response for assessment.

**Measurable****Outcome:**

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

The percentage of all students scoring above a Level 1 will increase by 20% in Science and EOCs as measured by the 2023 FSAA (Performance Task or Datafolio) and EOCs.

**Monitoring:**

Describe how this Area of Focus will be monitored for the desired outcome.

The percentage of all students scoring above a Level 1 will increase by 5% in Science and EOCs as measured by the 2023 FSAA (Performance Task or Datafolio) and EOCs.

**Person responsible  
for monitoring  
outcome:**

Kent Vermeer (vermeere@pcsb.org)

**Evidence-based  
Strategy:**

Describe the evidence-based strategy being implemented for this Area of Focus.

The evidence-based strategy being implemented in this Science area includes direct instruction using a variety of teaching strategies (such as visual supports, hands-on materials, core vocabulary supports, sensory integrated experiences, whole group/small group/individualized instruction, repeated instruction). Project Core/MELD/core vocabulary supports is a classroom-based intervention for students with significant cognitive disabilities who do not use speech, sign language or symbols to meet a broad range of communication needs. The Tier I, universal intervention in Project Core calls for modeling the use of symbols combined with explicit teaching of the meaning and use of the Universal Core vocabulary. Modeling and teaching are integrated into daily activities (arrival, mealtime, personal care) instructional routines (shared reading, predictable chart writing, alphabet knowledge/phonological awareness activities). Communication core boards will be used as a mode of modeling communication during instruction. As the first tier of multi-tiered System for Augmenting Language the intervention is a classroom-based communication intervention for all students with targeted communication needs. Instructional routines (e.g., shared reading, predictable chart writing, alphabet/phonological awareness) are grounded in evidence-based practices and provide examples of the use of the Universal Core throughout the Science block of instruction.

**Rationale for Evidence-based Strategy:**

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Because some of our students have no identified mode of communication compounded by limited intellectual capacity, they require exposure to real world experiences to help them process and retain information. Based on the 2022 FSA results, 23% of students in grades 5 and 8 scored a Level 2 or higher and 44% of the students who took Biology EOCs scored a Level 2 or higher. As a result, we will incorporate the use of culturally relevant science lessons aligned to the access standards and refine methods of determining students' modes of communication. Direct instruction using a variety of teaching strategies includes multiple evidence-based learning strategies to reach the variety of learners with significant cognitive disabilities. The multi-tiered System for Augmenting Language (mSAL) is a three-tiered system for providing communication intervention that offers support to a large number of students with significant cognitive disabilities who do not currently use speech, signs, and/or symbols to communicate. The first Tier of mSAL is focused on the classroom and the classroom teacher using Aided Language Stimulation in a systematic routine. This will help build consistent and reliable modes of communication so we can accurately assess student progress and determine the most reliable method of assessment.

**Action Steps to Implement:**

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Teachers will incorporate real world culturally relevant science lessons, activities, and materials aligned to the access points standards.

**Person Responsible** Jacqueline Cassidy (cassidyj@pcsb.org)

All Instructional Staff will receive Professional Development regarding the use of "Core Boards" (Project Core, MELD training) to build language/communication skills and utilize Communication Boards throughout Science instruction.

**Person Responsible** Jacqueline Cassidy (cassidyj@pcsb.org)

Professional Development on how to utilize Vizzle will be provided to all teachers on how to use the web-based program and program data to enhance the Science standards-based lessons.

**Person Responsible** Jacqueline Cassidy (cassidyj@pcsb.org)

Instructional staff in Autism Spectrum Disorder classrooms will utilize Verbal Behavior Milestones Assessment and Placement Program (VB-MAPP) and instructional staff in Varying Exceptionalities classrooms will utilize the Communication Matrix to determine and track the current skill of level of students.

\*All steps requiring PD will be monitored through walk-through feedback, direct observations, lesson plans.

**Person Responsible** Jacqueline Cassidy (cassidyj@pcsb.org)

**Monitoring ESSA Impact:**

If this Area of Focus is not related to one or more ESSA subgroups, please describe the process for progress monitoring the impact of the Area of Focus

Our ESSA underperforming subgroups are Black/African American, White, Students with Disabilities, and Economically Disadvantaged students. All of our Black/African American and White students are included in both the Students with Disabilities and Economically Disadvantaged subgroups. Our school monitors each individual student's progress monitoring data, academic grades, behavioral performance, and attendance. Each student we serve has an Individualized Education Plan that is reviewed annually. In addition, teachers/case managers monitor student academic and behavioral data when planning, during instruction, and after each assessment cycle. The School Based Leadership Team utilizes a data driven

as it relates to all ESSA subgroups not meeting the 41% threshold according to the Federal Index.

dialog protocol and continuous improvement cycle model to analyze data, identify barriers, and design actionable next steps. The Child Study Team meets twice per month to monitor student attendance. All SIP goals and action steps are reviewed mid-year and adjustments are made based on current data.



**#4. Instructional Practice specifically relating to Social Studies****Area of Focus  
Description  
and Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Increase the percentage of students scoring above a Level 2 by 10% as measured by the 2023 FSAA and EOCs. 79% of students taking the CIV EOC scored a Level 2 or higher. 14% of the students taking the USH EOC scored above Level 2. The majority of our students are performing at Level One as evidenced in the results of our current FSAA scores. The problem is occurring because our level 1 students do not have a reliable method of communication (which affects learning in all subject areas) in order for the students to be able to express their understanding of the content -- these students are typically assessed via FSAA Datafolio to better target their most appropriate method of communication and mode of response for assessment.

**Measurable  
Outcome:**

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Increase the percentage of students scoring above a Level 2 by 10% as measured by the 2023 FSAA and EOCs.

**Monitoring:**

Describe how this Area of Focus will be monitored for the desired outcome.

The percentage of all students scoring above a Level 2 will increase by 10% on the USH EOC as measured by the 2023 FSAA EOCs.

**Person  
responsible  
for monitoring  
outcome:**

Kent Vermeer (vermeere@pcsb.org)

**Evidence-  
based****Strategy:**

Describe the evidence-based strategy being implemented for this Area of Focus.

The evidence-based strategy being implemented in the area of Social Studies includes direct instruction using a variety of teaching strategies (such as visual supports, hands-on materials, core vocabulary supports, sensory integrated experiences, whole group/small group/individualized instruction, repeated instruction). Project Core/MELD/core vocabulary supports is a classroom-based intervention for students with significant cognitive disabilities who do not use speech, sign language or symbols to meet a broad range of communication needs. The Tier I, universal intervention in Project Core calls for modeling the use of symbols combined with explicit teaching of the meaning and use of the Universal Core vocabulary. Modeling and teaching are integrated into daily activities (arrival, mealtime, personal care) instructional routines (shared reading, predictable chart writing, alphabet knowledge/phonological awareness activities). Communication core boards will be used as a mode of modeling communication during instruction. As the first tier of multi-tiered System for Augmenting Language the intervention is a classroom-based communication intervention for all students with targeted communication needs. Instructional routines (e.g., shared reading, predictable chart writing, alphabet/phonological awareness) are grounded in evidence-based practices and

provide examples of the use of the Universal Core throughout the Social Studies block of instruction. And cross-curricular resources from Readtopia.

**Rationale for Evidence-based Strategy:**

Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.

Because some of our students have no identified mode of communication compounded by limited intellectual capacity, they require exposure to real world experiences to help them process and retain information. Based on the 2022 FSAA results, we will incorporate the use of culturally relevant social studies lessons aligned to the access standards and refine methods of determining students' modes of communication. Direct instruction using a variety of teaching strategies includes multiple evidence-based learning strategies to reach the variety of learners with significant cognitive disabilities. The multi-tiered System for Augmenting Language (mSAL) is a three-tiered system for providing communication intervention that offers support to a large number of students with significant cognitive disabilities who do not currently use speech, signs, and/or symbols to communicate. The first Tier of mSAL is focused on the classroom and the classroom teacher using Aided Language Stimulation in a systematic routine. This will help build consistent and reliable modes of communication so we can accurately assess student progress and determine the most reliable method of assessment.

**Action Steps to Implement:**

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Teachers will incorporate real world culturally relevant social studies lessons, activities, and materials aligned to the access points standards.

All Instructional Staff will utilize and implement techniques and strategies learned during Professional Development trainings in regard to the use of "Core Boards" (Project Core, MELD training), "Comprehensive Literacy for All "(book study) to build language/communication skills and utilize Communication Boards throughout social studies instruction.

**Person Responsible** Jacqueline Cassidy (cassidyj@pcsb.org)

All Instructional Staff will utilize and implement techniques and strategies learned during Professional Development trainings in regard to the use of "Core Boards" (Project Core, MELD training), "Comprehensive Literacy for All "(book study) to build language/communication skills and utilize Communication Boards throughout social studies instruction.

**Person Responsible** Jacqueline Cassidy (cassidyj@pcsb.org)

Teachers will be provided instruction on new program Readtopia to provide instruction. It serves as an integrated comprehensive reading curriculum across several domains of study including ELA Math, Social Studies, Life Skills, and Social Studies.

**Person Responsible** Jacqueline Cassidy (cassidyj@pcsb.org)

Professional Development on how to utilize Vizzle will be provided to all new teachers on how to use the web-based program to enhance the Social Studies standards-based lessons. Teachers will continue to provide instruction using Vizzle to enhance Social Studies standards.

**Person Responsible** Jacqueline Cassidy (cassidyj@pcsb.org)

Instructional staff in Autism Spectrum Disorder classrooms will utilize Verbal Behavior Milestones

**Person Responsible** Jacqueline Cassidy (cassidyj@pcsb.org)

Assessment and Placement Program (VB-MAPP) and instructional staff in Varying Exceptionalities classrooms will utilize the Communication Matrix to determine and track the current skill of level of students.

**Person Responsible** Jacqueline Cassidy (cassidyj@pcsb.org)

**Monitoring ESSA Impact:**  
 If this Area of Focus is not related to one or more ESSA subgroups, please describe the process for progress monitoring the impact of the Area of Focus as it relates to all ESSA subgroups not meeting the 41% threshold according to the Federal Index.

Our ESSA underperforming subgroups are Black/African American, White, Students with Disabilities, and Economically Disadvantaged students. All of our Black/African American and White students are included in both the Students with Disabilities and Economically Disadvantaged subgroups. Our school monitors each individual student's progress monitoring data, academic grades, behavioral performance, and attendance. Each student we serve has an Individualized Education Plan that is reviewed annually. In addition, teachers/case managers monitor student academic and behavioral data when planning, during instruction, and after each assessment cycle. The School Based Leadership Team utilizes a data driven dialog protocol and continuous improvement cycle model to analyze data, identify barriers, and design actionable next steps. The Child Study Team meets twice per month to monitor student attendance. All SIP goals and action steps are reviewed mid-year and adjustments are made based on current data.

**#5. Instructional Practice specifically relating to Career & Technical Education**

**Area of Focus Description and Rationale:**  
 Include a rationale that explains how it was identified as a critical need from the data reviewed.

The percent of ESE students promoted on-track with their cohort will be maintained at 100% as measured by May 2023 graduation rate. Students transcripts of course work taken must be accurately tracked to ensure all required courses are taken for graduation. Lack of credits needed for graduation can exist when students transfer in from another district or state. Transcripts need to be requested and evaluated in a timely manner for these students in order to ensure enrollment in any courses that may still be required.

**Measurable Outcome:**  
 State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

The percent of ESE students promoted on-track with their cohort will be maintained at 100% as measured by May 2023 graduation rate.

**Monitoring:**  
 Describe how this Area of Focus will be monitored for the desired outcome.

Monitor student progress throughout the year for course completion and attendance.

**Person responsible for monitoring outcome:**

Jacqueline Cassidy (cassidyj@pcsb.org)

**Evidence-based Strategy:**  
 Describe the evidence-based strategy being implemented for this Area of Focus.

Ensure all students are enrolled in the appropriate access courses for graduation and monitor progress.

**Rationale for Evidence-based Strategy:**  
 Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Ensure all students are enrolled in the appropriate access courses for graduation.

**Action Steps to Implement:**  
 List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Students' transcripts will be checked by the assistant principal and Data Management Technician to ensure students are on track to earn their high school credits.

**Person Responsible**                      Kent Vermeer (vermeere@pcsb.org)

The assistant principal working with the VE Specialist, and Data Management Technician will enroll students in required courses.

**Person Responsible**                      Kent Vermeer (vermeere@pcsb.org)

Graduation requirements will be discussed with parents at IEP meetings, involving students in the process.

**Person Responsible**                      Christina Vaughan (vaughanc@pcsb.org)

**Monitoring ESSA Impact:**  
 If this Area of Focus is not related to one or more

Our ESSA underperforming subgroups are Black/African American, White, Students with Disabilities, and Economically Disadvantaged students. All of our Black/African American and White students are included in both the

ESSA subgroups, please describe the process for progress monitoring the impact of the Area of Focus as it relates to all ESSA subgroups not meeting the 41% threshold according to the Federal Index.

Students with Disabilities and Economically Disadvantaged subgroups. Our school monitors each individual student's progress monitoring data, academic grades, behavioral performance, and attendance. Each student we serve has an Individualized Education Plan that is reviewed annually. In addition, teachers/case managers monitor student academic and behavioral data when planning, during instruction, and after each assessment cycle. The School Based Leadership Team utilizes a data driven dialog protocol and continuous improvement cycle model to analyze data, identify barriers, and design actionable next steps. The Child Study Team meets twice per month to monitor student attendance. All SIP goals and action steps are reviewed mid-year and adjustments are made based on current data.

**#6. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups**

**Area of Focus Description and Rationale:**  
 Include a rationale that explains how it was identified as a critical need from the data reviewed.

All of our students have significant cognitive disabilities, other developmental disabilities, and the majority of our students have Complex Communication Needs (CCN) which include students with no verbal speech, limited verbal speech, or unintelligible verbal speech. Students with CCN use Augmentative & Alternative Communication (AAC) systems (including core vocabulary) to meet their communication needs with communication partners, a basic human right that improves our students' quality of life. Students' communication mode of response and interaction with their individualized AAC systems can be classified as one of the following qualitative proficiency levels: Emerging – The student is at the beginning of developing a response mode to use (e.g. eye gaze, touch/point, Partner Assisted Scanning) and they are inconsistent/not deliberate in their responding; Consistent – The student has an identified response mode to use (e.g. eye gaze, touch/point, Partner Assisted Scanning) and can respond, however, they do not appear to be making a deliberate choice in their response that aligns with their communicative intent; Reliable – The student can scan their options and make a deliberate response that aligns with their communicative intent. In order for students with CCN to improve their communicative behaviors and intent from the previously-mentioned definitions of emerging to consistent to reliable, the evidence-based strategies of individualized access to core vocabulary, a team approach with content area experts, presuming competence of our learners, aided language input (teacher modeling), repeated instruction with variety, explicit (or direct) instruction, and naturalistic instruction (such as within daily activities/routines) will be used to teach symbolic communication to AAC users. Additionally, comprehensive literacy instruction implementation for emergent and conventional readers and writers will further support the most autonomous communication of our students as they learn to read for information and write to communicate. Via a school-wide database, data collected over the course of the 2021-2022 school year, out of a total 151 students in the database, shows that 14 students (about 9%) increased their communication skills (from either emerging to consistent or consistent to reliable) and 132 students (about 87%) maintained their communication skills (at either the emerging, consistent, or reliable level).

**Measurable Outcome:**  
 State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Increase percentage of students in which their communication skills by one proficiency level (emerging, consistent, or reliable) from 9% to 12% and increase percentage of students who maintain their communication skills at their individualized proficiency level from 87% to 88% through improved communication instructional opportunities within one academic year to be documented via school-wide database.

**Monitoring:**  
 Describe how this Area of Focus will be monitored for the desired outcome.

The Instructional Teacher Leader will monitor in collaboration with teacher feedback, data chats at PLCs, and monitoring of school-wide database.

**Person responsible for monitoring outcome:**

Jacqueline Cassidy (cassidyj@pcsb.org)

**Evidence-based Strategy:**  
Describe the evidence-based strategy being implemented for this Area of Focus.

All students will have individualized access to Augmentative & Alternative Communication (AAC), including core vocabulary. A team approach will be accessed by teachers, SLPs, OTs, other IEP team members, and other content area experts to support this individualized access after instructional staff’s refresher/initial MELD PD, refresher/initial Communication Matrix PD, VB-MAPP PD, completion of the Project Core PD modules, and review of student documentation (e.g. IEPs, Communication Matrix information, VB-MAPP information). Evidence-based strategies to support instruction include presuming competence, aided language input (teacher modeling), repetition with variety, explicit/direct instruction, and naturalistic instruction. Additionally, with instruction on alphabet knowledge/phonological awareness and other literacy concepts, students have access to communicate their thoughts with autonomy instead of via an AAC system with pre-determined words. Dr. Karen Erickson’s book, *Comprehensive Literacy for All*, includes evidence-based instructional strategies for both emergent and conventional readers and writers with significant disabilities and the Nina Harris instructional staff completed a book study on this book/these concepts during Spring 2022. Therefore, implementation of such literacy activities are expected to support students’ communication growth during the 2022-2023 school year as all of these literacy activities requires students’ access to and interaction with their individualized AAC systems. Additionally, instructional staff will be supported by Instructional Teacher Leader to solidify understanding of the qualitative ratings of “emerging,” “consistent,” and “reliable” for improved fidelity and reduced subjectivity as staff interact with the school-wide database and proficiency level ratings.

**Rationale for Evidence-based Strategy:**  
Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

In order for students with CCN to improve their communicative behaviors and intent from the previously-mentioned definitions of emerging to consistent to reliable, the evidence-based strategies of individualized access to core vocabulary, a team approach with content area experts, presuming competence of our learners, aided language input (teacher modeling), repeated instruction with variety, explicit (or direct) instruction, and naturalistic instruction (such as within daily activities/routines) will be used to teach symbolic communication to AAC users. These instructional strategies are evidence-based specifically for our population of students with significant disabilities and are also the most up-to-date instructional strategies used to support the education of our students as identified by lead researchers in our ESE field, including Dr. Karen Erickson. Additionally, the comprehensive literacy activities outlined by Dr. Erickson in her *Comprehensive Literacy for All* book expand upon these evidence-based practices of supporting students’ communication skills acquisition and improvement. Since Nina Harris instruction staff completed a book study on Erickson’s book in Spring 2022, implementation of such evidence-based literacy practices and activities will occur during the 2022-2023 school year.

**Action Steps to Implement:**

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Teachers and other instructional staff will take the necessary Professional Development: refresher/initial MELD PD, refresher/initial Communication Matrix PD, VB-MAPP PD, completion of the Project Core PD modules. Administration will monitor completion of this PD.

**Person Responsible**

Jacqueline Cassidy (cassidyj@pcsb.org)

Administration will monitor the use and instruction of core vocabulary in classrooms by walk-through feedback, direct observations, and lesson plans.

**Person Responsible** Jacqueline Cassidy (cassidyj@pcsb.org)

Administration will monitor the implementation of the Comprehensive Literacy for All content by walk-through feedback, direct observations, and lesson plans.

**Person Responsible** Jacqueline Cassidy (cassidyj@pcsb.org)

School-wide database will continue to be used by teachers and monitored by Instructional Teacher Leader to monitor the growth of students' communication skills/mode of response identified as emerging, consistent, or reliable (based on the above-mentioned definitions).

**Person Responsible** Courtney Thompson (thompsoncour@pcsb.org)

Teachers and other instructional staff will participate in school- and district-based learning opportunities regarding these evidence-based strategies. Administration will monitor completion of these learning opportunities.

**Person Responsible** Jacqueline Cassidy (cassidyj@pcsb.org)

**Monitoring ESSA**

**Impact:**

If this Area of Focus is not related to one or more ESSA subgroups, please describe the process for progress monitoring the impact of the Area of Focus as it relates to all ESSA subgroups not meeting the 41% threshold according to the Federal Index.

N/A



**#7. Other specifically relating to Culture - Healthy Schools**

**Area of Focus Description and Rationale:**  
 Include a rationale that explains how it was identified as a critical need from the data reviewed.

Nina Harris ESE Centers' current level of performance is 4 out of 6 topics for Bronze level recognition as evidenced in the Alliance for a Healthier Generation healthy school program framework. Nina Harris' problem/gap is occurring due to a school environment that has not fully implemented a program that emphasizes physical activity and stress management tools to assist with promoting the overall health and wellness of all stakeholders. If our healthy school team can monitor the implementation of the wellness guidelines, we will be successful in our recognition process.

**Measurable Outcome:**  
 State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

For the 2022/23 school year, we anticipate increasing our current performance level by 1 level striving for Silver recognition by the 2023 deadline.

**Monitoring:**  
 Describe how this Area of Focus will be monitored for the desired outcome.

Ms. Avery-Wright will monitor the wellness program on a monthly basis using the tools provided in the Limeaid program.

**Person responsible for monitoring outcome:**

Joycelyn Avery-Wright (avery-wrightj@pcsb.org)

**Evidence-based Strategy:**  
 Describe the evidence-based strategy being implemented for this Area of Focus.

Ms. Joy Avery-Wright will follow the district Limeaid program, she will advertise information and communicate with staff at staff meetings our progress.

**Rationale for Evidence-based Strategy:**  
 Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Following district guidelines through wellness program provided.

**Action Steps to Implement:**  
 List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Develop a healthy school's team made up of but not limited to Healthy Schools team leader, Cafeteria manager, school social worker, PE Teacher, classroom teacher and Wellness Team leader.

**Person Responsible** Joycelyn Avery-Wright (avery-wrightj@pcsb.org)

Lead team member will attend all district supported Professional development.

**Person Responsible** Joycelyn Avery-Wright (avery-wrightj@pcsb.org)

Team will coordinate with the wellness team to develop health and wellness activities for staff.

**Person Responsible** Joycelyn Avery-Wright (avery-wrightj@pcsb.org)

Wellness team will work with the administration team and the district to continue district level PD on stress and wellness.

**Person Responsible** Joycelyn Avery-Wright (avery-wrightj@pcsb.org)

Team will coordinate with the Cafeteria Manager to develop and include healthy food and drink choices for staff quarterly.

**Person Responsible**

Jacqueline Cassidy (cassidyj@pcsb.org)

**Monitoring ESSA Impact:**

If this Area of Focus is not related to one or more ESSA subgroups, please describe the process for progress monitoring the impact of the Area of Focus as it relates to all ESSA subgroups not meeting the 41% threshold according to the Federal Index.

Our ESSA underperforming subgroups are Black/African American, White, Students with Disabilities, and Economically Disadvantaged students. All of our Black/African American and White students are included in both the Students with Disabilities and Economically Disadvantaged subgroups. Our school monitors each individual student's progress monitoring data, academic grades, behavioral performance, and attendance. Each student we serve has an Individualized Education Plan that is reviewed annually. In addition, teachers/case managers monitor student academic and behavioral data when planning, during instruction, and after each assessment cycle. The School Based Leadership Team utilizes a data driven dialog protocol and continuous improvement cycle model to analyze data, identify barriers, and design actionable next steps. The Child Study Team meets twice per month to monitor student attendance. All SIP goals and action steps are reviewed mid-year and adjustments are made based on current data.

**#8. Other specifically relating to Graduation**

**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Students transcripts of course work taken must be accurately tracked to ensure all required courses are taken and all state testing requirements are met. Lack of credits and testing needed for graduation may exist when students transfer in from another district or state. Transcripts need to be requested and evaluated in a timely manner for these students in order to ensure enrollment in any courses that may still be required and participation in the required state testing.

**Measurable Outcome:**

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

The percent of ESE students promoted on-track with their cohort will remain at 100% as measured by May 2023 graduation rate.

**Monitoring:**

Describe how this Area of Focus will be monitored for the desired outcome.

Monitor student progress throughout the year for course completion and attendance.

**Person responsible for monitoring outcome:**

Christina Vaughan (vaughanc@pcsb.org)

**Evidence-based Strategy:**

Describe the evidence-based strategy being implemented for this Area of Focus.

Ensure all students are enrolled in the appropriate access courses for graduation and monitor progress.

**Rationale for Evidence-based Strategy:**

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Ensure all students are enrolled in the appropriate access courses for graduation.

**Action Steps to Implement:**

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Students' transcripts will be checked by the Assistant Principal and Data Management Technician to ensure students are on track to earn their high school credits and complete testing requirements.

**Person Responsible**

Kent Vermeer (vermeere@pcsb.org)

The Assistant Principal, working with the VE Specialist and Data Management Technician, will enroll students in required courses.

**Person Responsible**

Kent Vermeer (vermeere@pcsb.org)

A binder will be created to keep track of students' courses, as well as testing completion and results.

**Person Responsible**

Kent Vermeer (vermeere@pcsb.org)

Graduation requirements will be discussed with parents at least annually, at IEP meetings, involving students in the process.

**Person Responsible**

Christina Vaughan (vaughanc@pcsb.org)

**Monitoring ESSA Impact:**

If this Area of Focus is not related to one or more ESSA subgroups, please describe the process for progress monitoring the impact of the Area of Focus as it relates to all ESSA subgroups not meeting the 41% threshold according to the Federal Index.

Our ESSA underperforming subgroups are Black/African American, White, Students with Disabilities, and Economically Disadvantaged students. All of our Black/African American and White students are included in both the Students with Disabilities and Economically Disadvantaged subgroups. Our school monitors each individual student's progress monitoring data, academic grades, behavioral performance, and attendance. Each student we serve has an Individualized Education Plan that is reviewed annually. In addition, teachers/case managers monitor student academic and behavioral data when planning, during instruction, and after each assessment cycle. The School Based Leadership Team utilizes a data driven dialog protocol and continuous improvement cycle model to analyze data, identify barriers, and design actionable next steps. The Child Study Team meets twice per month to monitor student attendance. All SIP goals and action steps are reviewed mid-year and adjustments are made based on current data.

**Positive Culture & Environment**

A positive school culture and environment is critical in supporting sustainable schoolwide improvement initiatives. When schools implement a shared focus on improving school culture and environment, students are more likely to engage academically. A positive school culture and environment can also increase staff satisfaction and retention.

**Select a targeted element from the menu to develop a system or process to be implemented for schoolwide improvement related to positive culture and environment.**

Parent Engagement

**Describe how data will be collected and analyzed to guide decision making related to the selected target.**

Parental/familial/guardian participation will be monitored to increase parent/family/guardian participation. Baseline parental/familial/guardian participation with IEP Annual Review meetings will be monitored. The percentage of parents/families/guardians attending the beginning of the school year Annual Title 1 meeting will be monitored in relation to the total number of family units. Annual Title 1 Drive-In Movie Night during the spring semester will occur to continue parental/familial/guardian engagement opportunities. The percentage of family units in attendance at the Agency Fair to occur Spring 2023 will be monitored in relation to the total number of family units. School website will be updated with information about students' communication skills and Augmentative & Alternative Communication (AAC). Parents/families/guardians have provided informal feedback that the school messenger is a helpful source of communication – the school will continue to use this preferred method to remind parents/families/guardians of school events/ important school information. The transition of our students from their educational experience at our ESE Center School into the community postgraduation will continue to be supported by the teachers of Extended Transition students and the occurrence of the Agency Fair in the spring semester. The school's marque, the Canvas platform, the school's social media, the school's monthly newsletter, and the on-site Parent Station will continue to be additional sources of school information. Teachers will gather information regarding parents'/guardians' preferred method of contact at the beginning of the 2022-2023 school year in order to improve communication with parents/families/guardians and, therefore, increase parent/family/guardian participation at school events and IEP Annual Review Meetings.

Annual title 1 Night attendance 9/2/202: 6 guardians / 150 = 4%

Drive-Through Movie Night attendance 1/21/2022: 27 families / 150 = 18%

Agency Fair attendance 4/28/2022: 28 families / 150 = 19%

**Describe how the target area, related data and resulting action steps will be communicated to stakeholders.**

Proposed 2022-23: At the beginning of the 2022-2023 school year, teachers will acquire parents'/guardians' preferred mode of communication (e-mail, phone call, Canvas updates, hard copy papers sent home with student, etc.). The parent-indicated preferred mode of contact will be utilized by teachers for the majority of communications (utilized for student-specific notices such as IEP meetings while the school will continue to post general information on school website, newsletter, etc.). This teacher-gathered information will be utilized by other school staff when announcing school events, such as the Drive-In Movie Night, Agency Fair, etc. in order to reach parents in a manner that is best preferred/indicated by them.

**Describe how implementation will be progress monitored.**

Annual Title 1 Night, Drive-In Movie Night, and Agency Fair attendance to be compiled/monitored by Instructional Teacher Leader; IEP Annual Review attendance to be monitored by VE Specialist.

**Action Steps to Implement:**  
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Action Step	Person Responsible for Monitoring
All IEP case managers to have parent/family/guardian complete Parent Input Form prior to IEP meetings.	Cassidy, Jacqueline, cassidyj@pcsb.org
All case managers to make contact with students' parents/guardians at beginning of school year to inquire about/record parent/guardian's preferred method of contact/communication to be used throughout school year.	Thompson, Courtney, thompsonc@pcsb.org
Develop a parent/family/guardian survey to be distributed at the Annual Title 1 meeting at beginning of year and at the annual Title 1 Drive-In Movie Night in spring semester to gather parent/family/guardian input on the types of educationally-relevant information they would like to receive and their preferred method of receiving this information.	Thompson, Courtney, thompsonc@pcsb.org
Agency Fair will be held in the spring semester to support the family-community relationship.	Vaughan, Christina, vaughanc@pcsb.org
Use the school messenger as a reminder of upcoming events and update the school website with important school information. Continue to update and monitor all other platforms of communication (marque, Parent Station, etc.).	Cassidy, Jacqueline, cassidyj@pcsb.org
Teachers will review student IEP data and develop IEP goals based on data with parent/family/guardian input.	Vaughan, Christina, vaughanc@pcsb.org