

Executive Summary of Nina Harris ESE Center's 2015 School Improvement Plan

Nina Harris ESE Center School has 233 students in grades PreK to 12th. The staff includes two administrators, 57 teachers, three Speech Therapists, three Occupational Therapists, two Physical Therapists, three nurses 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.

To accomplish this mission, Nina Harris ESE Center has 11 goals;

- 1) Increase the percentage of students making learning gains (an increase of 5 points or more or an increase in the student's performance level) in reading on the FSAA in Levels 1-3 and increasing the number of students scoring at a level 4 or above.
- 2) Increase the percentage of students making learning gains (an increase of 5 points or more or an increase in the student's performance level) in math on the FSAA in Levels 1-3 and increasing the number of students scoring at a level 4 or above.
- 3) On the new Florida Standards Alternative Assessment (FSAA) there will be an increase in the number of students scoring at Levels 4-9 on the writing portion.
- 4) On the new Florida Standards Alternative Assessment (FSAA) there will be an increase in the number of students scoring at Levels 4-9 on the Science portion.
- 5) Nina Harris ESE School will be providing all students with opportunities for STEM Immersion this school year. All students will have the opportunity to participate in learning activities which not only promote the understanding of STEM principles, but will engage them in learning activities which promote the use of science, technology, engineering, and math in real world applications.
- 6) High school transition students will be exposed to a variety of work experiences within the school and community setting to help prepare them for Supportive Competitive Employment throughout the 2015-2016 school year.
- 7) 50% or more students will show learning gains in their knowledge of the social studies topics based on their progress from ULS pre-test to ULS post-test results during the 2015-2016 school year.
- 8) Increase the number of black students at Level 4 or above in Reading, Writing, Science and Math as measured by 2016 Florida Standards Alternative Assessment.
- 9) Decrease the number of behavior calls generated by black students by 5% or more by June 2016 as measured by the number of behavior calls.
- 10) Increase student engagement by increasing student attendance to 90% or more and reducing the number of behavior calls by 5% or more by June 2016 as measured by Daily Student Attendance and number of behavior calls.
- 11) Work toward Bronze Level recognition with the Alliance for a Healthier Generation.

The core instructional strategies included in our action plans are:

1. Gradual Release Model (Model, Lead, Test) The gradual release of responsibility model, or scaffold instruction, requires teachers to explicitly model the learning objective for their students followed by guided instruction that will move to student's independent practice.
2. Constant Time Delay (CTD) Constant Time Delay is a form of errorless learning that can be used with discrete responses. It is a control procedure used extensively in behavior change and learning interventions for persons with disabilities. Constant time delay is a constant interval of time between the presentation of a natural stimulus and the prompt stimulus. It is an instructional delivery procedure that is used to teach a variety of skills in mathematics and language arts. Teachers use this method to prevent a child from making numerous errors while learning a new skill.
3. Reinforcing effort and providing reinforcement. Teachers will focus student recognition and rewards based on standards of performance (scales and rubrics); emphasizing the use of symbolic recognition rather than just tangible rewards.
4. System of Least Prompts (or Least-to-Most Prompting) The System of Least Prompts is a prompting strategy that is used after the student learns the skill and is working towards mastery and independent use. The least-to-most prompting procedure can be used with discrete (single behaviors or relatively short duration) and chained skills (a series of behaviors sequenced together to form a complex skill).

The professional development efforts include: CPI Training, use of Scales and Rubrics to monitor student progress; use of formative assessments to plan instruction; implementation of Lesson Study for MASSIs; 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; Book Study on the Art and Science of Teaching: A Comprehensive Framework for Effective Instruction; and continued training on the new Access Points for Florida Standards.

The parent involvement efforts: Although Nina Harris is no longer a Title I school we will continue to hold one parent workshop each semester. We will also continue having our Annual Agency Fair that provides parents with information on various programs that are specifically for individuals with disabilities.

For more information about Nina Harris ESE Center's School Improvement Plan, please go to our website at www.ninaharris.org