

School Improvement Plan

2015-2016

Nina Harris Exceptional Student

Michael A. Grego, Ed.D.
Superintendent



Table of Contents

Part I: Current School Status

School Information

School Advisory Council (SAC)

Leadership Team

Public and Collaborative Teaching

Multi-Tiered System of Supports (MTSS) & Response to Instruction/Intervention (RtI)

Ambitious Instruction and Learning

Literacy Leadership Team (LLT)

Part II: Expected Improvements/Needs Assessment

Area 1: English Language Arts (Reading)

Area 2: English Language Arts (Writing)

Area 3: Mathematics

Area 4: Science

Area 5: Science, Technology, and Mathematics (STEM)

Area 6: Career and Technical Education (CTE)

Area 7: Social Studies

Area 8: Early Warning Systems

Area 9: Black Student Achievement

Area 10: Family and Community Involvement

Area 11: Additional Targets

Part III: Professional Development

Part IV: Coordination and Integration

Part V: Budget

Part VI: Mid-Year Reflection

2015-2016

School Improvement Plan

PART I		CURRENT SCHOOL STATUS
Section A		School Information
School Name Nina Harris Exceptional Student	Principal's First Name Arlene	Principal's Last Name Sullivan
School Advisory Council Chair's First Name Joey	School Advisory Council Chair's Last Name Bower	

SCHOOL VISION - What is your school's vision statement?

100% Student Success

SCHOOL MISSION - What is your school's mission statement?

Nina Harris School is dedicated to providing 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.

SCHOOL ENVIRONMENT

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students.

Nina Harris hosts their Back to School Night prior to the first day of school to begin building positive relationships between staff, students and families in a relaxed environment. Teachers request parent input in order to gain insight into their student's world. IEP Teams are collaborations between teachers and families that develop educational goals based on the individual needs of each student. The Multi-Cultural Committee hosts events and activities that promote cultural tolerance and diversity.

Describe how the school creates an environment where students feel safe and respected before, during and after school.

Nina Harris' Staff developed Core Values that provide the foundation based on our school-wide beliefs. The Core Values are:

Integrity - we make trust and honesty the foundation of all our relationships

Team - we are better together

Compassion - we care about each other as human beings

Optimism - we choose to be positive

Respect - we treat others the way we want to be treated

Flexibility - we practice give and take for the good of our students

Accountability - we own what we do

Acceptance - we understand that we are more alike than different.

The adoption of these values as a way of work provides a safe and respectful environment for all of our students. Nina Harris has a banner listing our values that is visible to all who enter our school.

Describe the school wide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations and training for school personnel to ensure the system is fairly and consistently enforced.

Nina Harris places a great deal of emphasis on reinforcing positive behavior. Student misconduct is dealt with fairly and consistently. Negative behaviors are dealt with directly and immediately. A positive "no hands on approach" using Crisis Prevention Intervention (CPI) will be implemented by trained staff designed to return the student to a safe and productive learning environment as soon as possible.

Nonviolent Crisis Prevention Intervention is to be used only by behavior team members certified in Part I and II when a student's behavior poses an imminent danger to self or others. CPI six hour and three hour trainings take place during preschool each year to ensure staff are current. Students are expected to follow all provisions as stated in the Pinellas County Student Code of Conduct. STOIC is proactive and positive approach to classroom management. Nina Harris teachers were trained STOIC procedures during the 2013-2014 school year. Each teacher is responsible for completing and turning in their "Classroom Management Plans". Classroom Management plans incorporate the school wide rules and positive and negative consequences that the Discipline Ad-Hoc Committee recommended. The Nina News is used to televise monthly social skills lessons that targeted specific behaviors. In addition, instructional staff were provided with copies of the lessons for classroom implementation.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

All students have a Social Emotional Goal on their IEP that is specifically tailored to their needs. Daily reports are sent home addressing progress towards students' Social Emotional Goals. In addition, classroom teachers implements social skills curriculum daily. The School Counselor provides Second Step Curriculum in targeted classrooms. Each month students are honored at a school-wide program for specific character traits that are aligned to C2C words.

PART I **CURRENT SCHOOL STATUS**

Section B **School Advisory Council (SAC)**

SAC MEMBERSHIP - Identify the name and stakeholder group for each member of the SAC ?

Add Member
Delete Member

SAC Member First Name	SAC Member Last Name	SAC Member Stakeholder Group
Arlene	Sullivan	Principal
Joey	Bower	SAC Chair, Parent
Lisa	Trendi	Community Partner
Lynn	Culotta	Parent
Faith	Krahmer	Teacher
Uvonda	Dandy	Support Staff
Kelly	Grover	Parent
Celeste	Johnson	Parent
Criselda	Pecson	Parent
Samantha	Hernandez	Teacher

SIP LAST YEAR

Provide an evaluation of last year's school improvement plan.

All action steps listed in the 2014-2015 SIP plan were completed. Data collection, pre and post testing and progress monitoring will continue as usual. We will continue to use the Communication Matrix Reports to identify students response modes and implement strategies for low verbal and/or non-verbal students. We plan to provide follow-up with Phillip Schweigert, Consultant during the 2015-2016 school year. PLCs focused on unpacking the access points for the new Florida Standards, writing lesson plans that align to the new access points, providing specific feedback and using formative assessments to plan instruction. Our school wide 2015 FAA reading and math scores show a 4% increase in the number of students who scored at the Achieved or Commended Level when compared to the 2014 FAA reading and math scores. 2015 FAA writing scores for students in grades 4, 8 and 10 show an increase of 4% when compared to 2014 FAA writing scores. 2015 FAA science scores for students in grades 5, 8 and 11 show a decrease of 6% when compared to 2014 FAA science scores. The number of behavior calls for the 2014-2015 school year decreased by 25% from the previous year. Average Daily Attendance increased by .92% from the previous school year.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project.

Last year SIP funds were used to provide stipends to the School Improvement Plan writing team to work on the SIP.

SAC SIP INVOLVEMENT - Describe the involvement of the SAC in the development of this school improvement plan.

SAC had representation on the SIP writing team. Before the School Improvement Plan is finalized, it presented to the SAC to review, suggest and make modifications to the plan.

SAC ACTIVITIES - Describe the activities of the SAC for the upcoming school year.

The SAC will review school performance data for both academic and behavior and monitor the School Improvement Plan for implementation quarterly at a minimum. The SAC will work with the principal on school issues and problem solve solutions that may impact student achievement and the implementation of the SIP's actions steps.

PROJECTED USE OF SIP FUNDS - Describe the projected use of school improvement funds and include the amount allocated to each project and the preparation of the school's annual budget plan.

The SAC will work as a team to decide the best way to utilize funds received from the state for school improvement. Funds may be used to pay for professional development that is needed to implement action steps.

STATUTORY COMPLIANCE -
Is your school in compliance with Section 1001.452, F.S., regarding the establishment duties of the SAC? Yes No

If your school is not in compliance, describe the measures being taken to comply with SAC requirements below.

PART I **CURRENT SCHOOL STATUS**

Section C **Leadership Team**

For each of your school's administrators (Principal and all Assistant Principals), complete the following fields. If your school does not have more than one Assistant Principal, leave those respective fields blank.

PRINCIPAL			
First Name Arlene	Last Name Sullivan	Email Address sullivanar@pcsb.org	
Highest Academic Degree Masters of Education	Field of Study ESE and Elem. Education, Leadership	# of Years as an Administrator 18	# of Years at Current School 18
Certifications (if applicable) School Principal (All Levels) ; Emotionally Handicapped (K-12) ;Elem. Education 1-6; Specific Learning Disabilities (K-12)			

ASSISTANT PRINCIPAL #1

First Name Evert (Kent)	Last Name Vermeer	Email Address vermeere@pcsb.org	
Highest Academic Degree Master of Education	Field of Study Educational Leadership; MBA,	# of Years as an Administrator 16	# of Years at Current School 0
Certifications (if applicable) Educationally Leadership (K-12), School Principal (All Levels) ESE (K-12); Science (5-9) Elementary Ed. (K-5) Gifted Endorsement			

ASSISTANT PRINCIPAL #2

First Name	Last Name	Email Address	
Highest Academic Degree	Field of Study	# of Years as an Administrator	# of Years at Current School
Certifications (if applicable)			

ASSISTANT PRINCIPAL #3

First Name	Last Name	Email Address	
Highest Academic Degree	Field of Study	# of Years as an Administrator	# of Years at Current School
Certifications (if applicable)			

ASSISTANT PRINCIPAL #4

First Name	Last Name	Email Address	
Highest Academic Degree	Field of Study	# of Years as an Administrator	# of Years at Current School
Certifications (if applicable)			

PART I	CURRENT SCHOOL STATUS
Section D	Public and Collaborative Teaching
INSTRUCTIONAL EMPLOYEES	

of instructional employees: 47

% receiving effective rating or higher: 100

% Highly Qualified Teacher (HQT), as defined in 20 U.S.C. § 7801(23): 97.9%

% certified infield, pursuant to Section 1012.2315(2), F.S.: 100%

% ESOL endorsed: 18.5%

% reading endorsed: 10.8%

% with advanced degrees: 23.1%

% National Board Certified: 6.2%

% first-year teachers: 0%

% with 1-5 years of experience: 25.5%

% with 6-14 years of experience: 17%

% with 15 or more years of experience: 57.5%

PARAPROFESSIONALS

of paraprofessionals: 2

% Highly Qualified Teacher (HQT), as defined in 20 U.S.C. § 7801(23): 100%

TEACHER RECRUITMENT AND RETENTION STRATEGIES

Describe your school's strategies to recruit, develop, and retain highly qualified, certified-in-field, effective teachers to the school.

Pinellas County School District has processes in place which assures all schools recruit and retain high quality and highly qualified teachers. Nina Harris interviews all prospective candidates by a team comprised of teachers from which the grade level is being filled. First year teachers are paired with a mentor. When filling a position for a specific exceptionality, SVE, PVE, ASD, etc. Nina Harris looks for candidates that have experience in working with students with those disabilities.

Describe your school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction.

Nina Harris has collaborative PLC's that incorporate multiple disciplines and include all therapists and other school instructional staff. Nina Harris has implemented Lesson Study practices to enable teachers to work together to examine lessons and work collaboratively together planning, teaching, observing, and critiquing the lessons. Team meetings are held twice a month enabling teachers to work together to address any issues regarding their students. Book Studies are held at least once a year to promote conversations between teachers and school staff that lead to the application of new ideas in classrooms and improvement of teaching strategies.

Support staff is given professional development on instructional practices they can use in the classroom and to create a positive relationship between support staff and instructional staff.

TEACHER MENTORING PROGRAM/PLAN - Describe your school's teacher mentoring program/plan including the rationale for pairings and the planned mentoring activities.

Nina Harris has four mentors who work with first year teachers, Victoria Rosado, Julie Bush, Deborah Young, and Susan Davis. Mentors are paired with first year teachers based on teaching assignments. Mentor activities will focus on new State Standards Access Points, discussing and analyzing student progress, modeling or co-teaching lessons, ESE paperwork requirements and implementing Marzano.

PART I

CURRENT SCHOOL STATUS

Section E Multi-Tiered System of Supports (MTSS) & Response to Instruction/Intervention (RtI)

PROBLEM-SOLVING PROCESSES - Describe your school's data-based problem solving processes for the implementation and monitoring of your SIP and MTSS structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs.

Academic pre and post test data for the Unique Learning System is collected and disseminated four times a year by the Instructional Coach to monitor student performance. The data is reviewed by the MTSS Team, SAC and staff to monitor student growth and target specific skills on which students need additional instruction. From that information, teachers analyze the data and base their lessons on those specific skills. Behavior data is collected and analyzed monthly by the Behavior Specialists. The behavior data is shared with the MTSS Team, SAC and staff. Information from data collected is then used to make decisions regarding the remediation of behaviors. Funding and staffing needs for both academic and behavioral programs are determined by the MTSS Team after reviewing the data and SIP goals.

MTSS SCHOOL-BASED LEADERSHIP TEAM - Identify the names and position titles of the members of your school-based leadership team for MTSS. What is the function and responsibility of each team member as it relates to MTSS and the SIP.

Add Member
Delete Member

MTSS Team Member First Name	MTSS Team Member Last Name	Position
Arlene	Sullivan	Principal
Kent	Vermeer	Assistant Principal
Victoria	Rosado	School Counselor
Cindy	Rekort	Ind Coach
Jacquie	Grimes	Behavior Specialist
Ebony	Sutton	School Psychologist
Julie	Bush	Pro-Ed Facilitator
Rick	Lehner	Social Worker
Lynette	Hartmann	Speech Therapist
Gabrielle	Lyon	Teachers middle school ASD
Jeana	Valenty	Teachers high school ASD
Debbie	Young	Teachers elementary ASD
Phyllis	Sava	Teachers Physical Education
Mary Beth	Kenyon-Colvard	PreK Teacher for 3 yr olds
Samantha	Hernandez	Teaches high school PVE
Michelle	Robeson	Teaches high school PVE

SYSTEMS IN PLACE - Describe the systems in place that the leadership team uses to monitor the school's MTSS and SIP.

The MTSS Team reviews Benchmarks of Quality (BOC) twice a year. The MTSS Team periodically reviews SIP goals to monitor progress.

DATA SOURCES AND MANAGEMENT SYSTEMS - Describe the data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement (e.g., behavior, attendance).

The Unique Learning System will be used to analyze results of pre and post testing of students. FAA data from the state will be used to identify students who are on the cusp of moving up a performance level in reading and in math. In addition, FAA data will also be used to identify students in Levels 1, 2 and 3 who are also on the cusp on making learning gains (5 pts.).

Common planning time is being provided for the majority of classrooms based on The Unique Learning System Grade Level Bands.

Monthly behavior data will be analyzed to identify students who receive behavior calls and type of calls they generate. The Child Study team meets to discuss and make recommendations based on teachers and nurses information on students who have been absent at least five days over a two week period.

STAFF UNDERSTANDING OF MTSS - Describe the plan to support staff's understanding of MTSS and build capacity in data-based problem solving.

Due to new members on the MTSS team since our initial district training, we will revisit the focus, purpose and process as it relates to MTSS. The MTSS team will also provide staff with a refresher on MTSS. At a staff meeting, the MTSS team will present a five minute interactive refresher emphasizing the primary role of all staff within the MTSS process. Data chats are conducted in order to build capacity in the data-based problem solving process.

PART I

CURRENT SCHOOL STATUS

Section F

Ambitious Instruction and Learning

INSTRUCTIONAL PROGRAMS - Describe how your school ensures its core instructional programs and materials are aligned to Florida Standards.

Nina Harris utilizes the Unique Learning Systems Curriculum, which is aligned to the Common Core with identified connections to the new Florida Standards and Access Points. Our staff is implementing the new Essential Understandings and Access Points under the direction of our InD Coach. The InD Coach is assisting the teachers to understand the new requirements of the courses they teach. All staff have access and are trained to use to the InD eMoodle site that provide resources to support the Florida Standards.

DIFFERENTIATED INSTRUCTION - Describe how your school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.

Differentiation will be provided across the following classroom elements: content – what we teach (based on formative assessment and probe data); process – how will we present the information to the student; product – how students demonstrate their knowledge and learning environment – how the classroom feels and functions. Differentiated instruction is embedded in the ULS. Data chats are conducted with teachers, the Instructional Coach, and administrators after pretesting of each ULS unit to determine individual student instructional needs. After post testing units, the individual as well as class learning gains are discussed in data chats to determine if instruction needs changes or modifications. Communication Matrices, IEP data and FBA/PBIP data also are used to individualize strategies based on specific student needs and progress.

Provide the following information for the top 4 strategies, at the most, your school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum.

INSTRUCTIONAL STRATEGY #1

Strategy Type

Gradual Release Model (Model, Lead, Test)

Minutes added to the school year: 0

What is/are the strategy's purpose(s) and rationale(s)?

The goal of this guided instruction is to guide student to use different skills, strategies and procedures as independently as possible. Throughout the instructional process the student assumes more responsibility with less support from the teacher.

Provide a description of the strategy below.

The gradual release of responsibility model, or scaffolded instruction, requires teachers to explicitly model the learning objective for their students followed by guided instruction that will move to student's independent practice.

How is data collected and analyzed to determine the effectiveness of this strategy?

During progress monitoring of the Unique Learning System concepts, our teachers are able to analyze the data to determine what level

of support the student continues to require.

Who is/are the person(s) responsible for monitoring implementation of this strategy?

Administrators and Ind Coach

INSTRUCTIONAL STRATEGY #2

Strategy Type

Constant Time Delay (CTD)

Minutes added to the school year: 0

What is/are the strategy's purpose(s) and rationale(s)?

Constant Time Delay is a form of error less 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.

Provide a description of the strategy below.

The CTD procedure is simple to use, since it is based on requesting some response from a student (e.g., write the answer to a math fact, name an object) and telling the student the correct response if he or she is unsure. Although the premise is simple, the instructional delivery procedure is very systematic and must be implemented accurately to obtain the full benefit.

How is data collected and analyzed to determine the effectiveness of this strategy?

The teachers will analyze the data from their Unique Learning System pre to post tests in order to determine student learning gains.

Who is/are the person(s) responsible for monitoring implementation of this strategy?

Administrators and InD Coach

INSTRUCTIONAL STRATEGY #3

Strategy Type

Reinforcing effort and providing reinforcement.

Minutes added to the school year: 0

What is/are the strategy's purpose(s) and rationale(s)?

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

Provide a description of the strategy below.

Teachers will hold students to high expectations. They will display finished products, praise students' effort, encourage students to

share ideas and express their thoughts, honor individual learning styles, conference individually with students, and provide a stress-free environment.

How is data collected and analyzed to determine the effectiveness of this strategy?

Administrative walk throughs will identify scales and rubrics completed by the teachers and students to reflect student performance.

Who is/are the person(s) responsible for monitoring implementation of this strategy?

Administrators and InD Coach

INSTRUCTIONAL STRATEGY #4

Strategy Type

System of Least Prompts (or Least-to-Most Prompting)

Minutes added to the school year: 0

What is/are the strategy's purpose(s) and rationale(s)?

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).

Provide a description of the strategy below.

With this procedure, a hierarchy of prompts is used, and this hierarchy has a minimum of three levels. The first level is always the independent level (i.e., no prompts), and the remaining levels are sequenced from the least amount of help to the most amount of help. The last level of the hierarchy should be a controlling prompt –one that results in the learner doing the behavior correctly.

How is data collected and analyzed to determine the effectiveness of this strategy?

Teachers will use their instructional probe data to determine if student's are making learning gains after the use of this strategy.

Who is/are the person(s) responsible for monitoring implementation of this strategy?

Administrators and InD Coach

STUDENT TRANSITION AND READINESS - Describe strategies your school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

Instructional staff complete and update ULS profiles for all students as well as Communication Matrix Reports for students who are emerging communicators. Due to our Pre-K-12 environment, student's previous teachers are available to provide any information to the new incoming teacher. Incoming students and families receive an orientation with a school tour where they have the opportunity to meet with the incoming student's new teacher and associates.

COLLEGE AND CAREER READINESS

Describe the strategies the school uses to support college and career awareness

Every year our School Counselor and school hosts an Agency Fair to expose students and their families to Post-Secondary opportunities that are available outside of the school setting for post graduation. Parents of all of our students are provided a copy of "Transition Planning for Students with Disabilities; A Guide for Families" as well as a copy of various community agencies compiled by the school counselor. Transition IEPs are developed for each student 14 years or older.

Describe how the school integrates vocational and technical education programs.

Our school provides many opportunities for students to experience vocational and technical education programs. Community Based Vocational Education is conducted in the community. High school students learn job skills by participating in our on-campus work program. Our school-wide curriculum provides a transition Level to prepare students for Post Secondary Outcomes. Transition IEPs are in place for each student 14 years of age and older.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the High School Feedback Report, as required by section 1008.37(4), F.S.

Nina Harris is an ESE Center which serves students with significant cognitive disabilities. Students leave Nina Harris when they are 22 years old. Many students are enrolled in day programs, remain at home due to their severe to profound cognitive disabilities or work part time with assistance from a job coach.

PART I **CURRENT SCHOOL STATUS**

Section G **Literacy Leadership Team (LLT)**

LLT MEMBERSHIP - Identify the name, email address, and title of each member of your school-based LLT, in accordance with Rule 6A6.053(3), F.A.C..

Add Member
Delete Member

LLT Member First Name	LLT Member Last Name	Title	Email
Arlene	Sullivan	Principal	sullivanar@pcsb.org
Kent	Vermeer	Assistant Principal	vermeere@pcsb.org
Cindy	Rekort	Ind Coach	rekortc@pcsb.org
Julie	Bush	Pro-Ed Facilitator	bushju@pcsb.org
Mary Beth	Kenyon-Colvard	Blended PreK Teacher	kenyon-colvardm@pcsb.org
Michelle	Robeson	Teaches PVE	robesonm@pcsb.org
Gabrielle	Lyon	Teaches ASD	lyong@pcsb.org
Lynette	Hartmann	Speech Therapist	hartmannly@pcsb.org
Samantha	Hernandez	Teaches PVE	hernandezs@pcsb.org
Jeana	Valenty	Teaches ASD	valentyj@pcsb.org
Young	Deborah	Teachers ASD	youngde@pcsb.org
Ebony	Sutton	School Psychologist	suttone@pcsb.org
Phyllis	Sava	Teaches Physical Education	savap@pcsb.org
Victoria	Rosado	School Counselor	rosadov@pcsb.org

LLT Member First Name	LLT Member Last Name	Title	Email
Rick	Lehner	Social Worker	lehner@pcsb.org

PROMOTING LITERACY - Describe how the school-based LLT promotes literacy within your school and how the school ensures every teacher contributes to the reading improvement of every student.

Our core curriculum, Unique Learning System, provides a variety of literacy based lessons that are aligned to the New Florida Standards and Access Points. All therapists and specialists are provided with the unit vocabulary for each level as well as the concepts being presented. They weave these into their skill lessons to provide additional exposure and opportunities for generalization. Nina Harris has incorporated school-wide visual cues to represent common areas as well as common vocabulary within the school environment.

MAJOR INITIATIVES - What will be the major initiatives of the LLT this year?

All case managers will have access to the News 2 You curriculum which provides additional literacy opportunities and enrichment. The communication matrix provides staff with a more specific focus for differentiating their literacy instruction for our students who are emerging communicators. Students who were identified as Tier 2 and received supplemental reading support with the Title 1 teacher last year will continue to receive instruction within the classroom.

PART II EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT

Section A Area 1: English Language Arts (Reading)

For each data point below, unless otherwise directed, list the current year status (number and percentage) and the target (percentage) for next year. These are schoolwide data, not disaggregated by grade level. FAA and CELLA data shall be considered by schools with 10 or more students taking the assessment. Also, develop implementation plans for the school's highest-priority goals by engaging in a facilitated planning and problem-solving process. If needed, refer to the 8-step process by clicking the button below.

8-Step Problem-Solving Process

FLORIDA COMPREHENSIVE ASSESSMENT TEST 2.0 (FCAT 2.0)

Students Scoring at Achievement Level 3

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

Students Scoring at or Above Achievement Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

FLORIDA ALTERNATE ASSESSMENT (FAA)

Students Scoring at Levels 4, 5, and 6

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
10.8	15.58	20.58

Students Scoring at or Above Level 7

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
2.7	1.28	2

LEARNING GAINS

Students Making Learning Gains (FCAT 2.0 and FAA)

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
	31	36

Students in Lowest 25% Making Learning Gains (FCAT 2.0)

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

COMPREHENSIVE ENGLISH LANGUAGE LEARNING ASSESSMENT (CELLA)

Students Scoring Proficient in Listening/Speaking

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

Students Scoring Proficient in Reading

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

Students Scoring Proficient in Writing

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

ANNUAL MEASURABLE OBJECTIVES (AMOs)

Student Subgroups Scoring at Level 3 or Higher on FCAT 2.0 or Scoring at Level 4 or Higher on the FAA

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
White	10.5	(7/40) 17.5	22.5
Black/African American	14.3	(3/17) 17.6	22.6
Hispanic	33.3	(2/11) 18.2	23.2
Asian	0	0	5.0
American Indian	NA	NA	NA
English Language Learners (ELLs)	NA	NA	NA
Students with Disabilities (SWDs)	13.5	(12/76) 15.8	20.8
Economically Disadvantaged	Title 1	Title 1	

POSTSECONDARY READINESS

This section is only for schools that teach high school grade levels. Otherwise, skip it.

Four-Year Graduates Scoring "College Ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or Any College Placement Test Authorized Under Rule 6A-10.0315, F.A.C.

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

If you have a goal to support your reading targets, provide the following information for that goal.

READING GOAL

What is your school's reading goal? Provide a description of the goal below.

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. This assessment will be new for our students and should be considered baseline data.
 Note: Black students will achieve at a level commensurate with their peers with similar disabilities.

Provide possible data sources to measure your reading goal.

Collected baseline data of new 2016 FSAA results.
 Progress Monitoring ULS .

How will your school accomplish this reading goal? Provide the top four actions and plans to implement those actions, including what your school will do to reduce or eliminate barriers.

Action 1	Plan to Implement Action 1
Barrier: Instructional staff need continued support in interpreting the Communication Matrix report in order to identify strategies for emerging communicators. Improve the alignment between the Communication Matrix Report and development of the student's IEP goals.	Case managers will review the Communication Matrix Report prior to the student's IEP. They will update each student's Communication Matrix by Spring Break.
Action 2	Plan to Implement Action 2
Barrier: Many students do not have consistent response modes for choice making. Provide training support in communication strategies to identified teachers.	Training with Philip Schweigert, Consultant to provide expansion to the previous training on Communication strategies.
Action 3	Plan to Implement Action 3
Barriers: Instructional staff need additional training on implementing the new access points for Florida Standards. The use of access course descriptions and the new access points will be implemented during the 2015-2016 school year.	Cindy Rekort, InD Reading/Literacy Coach will provide training on the implementation of the access course descriptions and the new access points. The InD Coach and classroom teachers will collaborate during Data Chats on developing well written lesson plans to implement and reinforce the Florida Standards with Access Points. Throughout the school year, teachers will have the opportunity during PLCs to unpack the Florida Standards.
Action 4	Plan to Implement Action 4
Barriers: Teachers are not familiar with the Marzano scales and rubrics. Training will be provided for teachers on the use of the Marzano scales and rubrics for monitoring student performance.	Training will be provided on how to use the Marzano scales and rubrics for monitoring student performance. Teachers will identify a designated time once a month for "Data Chats" with their students which will include a review of their scales and rubrics. A Book Study , The Art and Science of Teaching: A Comprehensive Framework for Effective Instruction based on Marzano strategies will be offered. Two facilitators will lead the book study.

PART II**EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT****Section B****Area 2: English Language Arts (Writing)****FLORIDA COMPREHENSIVE ASSESSMENT TEST 2.0 (FCAT 2.0)**

Students Scoring at or Above 3.5

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

FLORIDA ALTERNATE ASSESSMENT (FAA)

Students Scoring at or Above Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
3	7.14	8

If you have a goal to support your writing targets, provide the following information for that goal.

WRITING GOAL

What is your school's writing goal? Provide a description of the goal below.

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

NOTE: Black students will achieve at a level commensurate with their peers with similar disabilities.

Provide possible data sources to measure your writing goal.

Collected baseline data of new 2016 FSAA results.
Progress Monitoring ULS .

How will your school accomplish this writing goal? Provide the top four actions and plans to implement those actions, including what your school will do to reduce or eliminate barriers.

Action 1	Plan to Implement Action 1
Barrier: Instructional staff need continued support in interpreting the Communication Matrix report in order to identify strategies for emerging communicators. Improve the alignment between the Communication Matrix Report and development of the student's IEP goals.	Case managers will review the Communication Matrix Report prior to the student's IEP. They will update each student's Communication Matrix by Spring Break. Julie Bush will conduct workshops after school to work with teachers on aligning the Communication Matrix Report to IEP goals.
Action 2	Plan to Implement Action 2
Barrier: Many students do not have consistent response modes for choice making. Provide training support in communication strategies to identified teachers.	Training with Philip Schweigert, Consultant to provide expansion to the previous training on Communication strategies.

Action 3	Plan to Implement Action 3
Barriers: Instructional staff need additional training on implementing the new access points for Florida Standards. The use of access course descriptions and the new access points will be implemented during the 2015-2016 school year.	Cindy Rekort, InD Reading/Literacy Coach will provide training on the implementation of the access course descriptions and the new access points. The InD Coach and classroom teachers will collaborate during Data Chats on developing well written lesson plans to implement and reinforce the Florida Standards with Access Points. Throughout the school year, teachers will have the opportunity during PLCs to unpack the Florida Standards.
Action 4	Plan to Implement Action 4
Barriers: Teachers are not familiar with the Marzano scales and rubrics. Training will be provided for teachers on the use of the Marzano scales and rubrics for monitoring student performance.	Arlene Sullivan, Principal and Kent Vermeer, Assistant Principal will provide training on how to use the Marzano scales and rubrics for monitoring student performance. Teachers will identify a designated time once a month for "Data Chats" with their students which will include a review of their scales and rubrics.

PART II **EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT**

Section C **Area 3: Mathematics**

FLORIDA COMPREHENSIVE ASSESSMENT TEST 2.0 (FCAT 2.0) - Elementary and Middle School Mathematics

Students Scoring at Achievement Level 3

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

Students Scoring at or Above Achievement Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

FLORIDA ALTERNATE ASSESSMENT (FAA) - Elementary and Middle School Mathematics

Students Scoring at Levels 4, 5, and 6

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
7.41	9.26	14.26

Students Scoring at or Above Level 7

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
0	1.81	2

LEARNING GAINS - Elementary and Middle School Mathematics

Students Making Learning Gains (FCAT 2.0, EOC, and FAA)

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
	15	20

Students in Lowest 25% Making Learning Gains (FCAT 2.0 and FAA)

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
	45	50

ANNUAL MEASURABLE OBJECTIVES (AMOs) - Elementary and Middle School Mathematics

Student Subgroups Scoring at Level 3 or Higher on FCAT 2.0 or Scoring at Level 4 or Higher on the FAA

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
White	(2/32) 6	(4/28) 14.3	19.3
Black/African American	(2/17) 12	(2/14) 14.3	19.3
Hispanic	0	(2/7) 28.6	33.6
Asian	0	0	5.0

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
American Indian	NA	NA	NA
English Language Learners (ELLs)	NA	NA	NA
Students with Disabilities (SWDs)		(8/56) 114.3	19.3
Economically Disadvantaged	Title 1	Title 1	

FLORIDA ALTERNATE ASSESSMENT (FAA) - High School Mathematics

Students Scoring at Levels 4, 5, and 6

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
5	4.35	9.45

Students Scoring at or Above Level 7

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
0	0	1

LEARNING GAINS - High School Mathematics

Students Making Learning Gains (EOC and FAA)

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
	21	25

ANNUAL MEASURABLE OBJECTIVES (AMOs) - High School Mathematics

Student Subgroups Scoring at Level 3 or Higher on FCAT 2.0 or Scoring at Level 4 or Higher on the FAA

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
White		(1/12) 8.3	13.3
Black/African American	0	0/3	5.0
Hispanic		0/4	1/4
Asian		0/1	1/1
American Indian	NA	NA	NA
English Language Learners (ELLs)	NA	NA	NA
Students with Disabilities (SWDs)		(1/24) 4.2	9.2
Economically Disadvantaged	Title 1	Title 1	

POSTSECONDARY READINESS - High School Mathematics

Four-Year Graduates Scoring "College Ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or Any College Placement Test Authorized Under Rule 6A-10.0315, F.A.C.

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

MIDDLE SCHOOL ACCELERATION

Middle School Participation in High School EOC

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

Middle School Performance on High School EOC

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

ALGEBRA 1 END-OF-COURSE ASSESSMENT (EOC)

Students Scoring at Achievement Level 3

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

Students Scoring at or Above Achievement Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

GEOMETRY END-OF-COURSE ASSESSMENT (EOC)

Students Scoring at Achievement Level 3

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

Students Scoring at or Above Achievement Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

If you have a goal to support your mathematics targets, provide the following information for that goal.

MATHEMATICS GOAL

What is your school's mathematics goal? Provide a description of the goal below.

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. This assessment will be new for our students and should be considered baseline data.

NOTE: Black students will achieve at a level commensurate with their peers with similar disabilities

Provide possible data sources to measure your mathematics goal.

Collected baseline data of new 2016 FSAA results.
 Progress Monitoring ULS
 Data on Prerequisite concepts.

How will your school accomplish this mathematics goal? Provide the top four actions and plans to implement those actions, including what your school will do to reduce or eliminate barriers.

Action 1	Plan to Implement Action 1
Barriers: Lack of knowledge on how to implement Lesson Study to improve lesson planning. A voluntary cycle of Lesson Study will focus on Math.	Julie Bush, Pro-Ed Facilitator will open a training component for a cycle of voluntary Lesson Study focusing on the use of the Access Resource: MASSI (Math Activities with Systematic Scripted Instruction)
Action 2	Plan to Implement Action 2

Barriers: Students lack of knowledge of pre-number concepts particularly in the areas of more/less and same/different. Students need more instruction in the area of more/less and same/different.	Instruction in the area of prenumber concepts will focus on more/less and same/different. Cindy Rekort, InD Reading/Literacy Coach and Julie Bush, Teacher on Special Assignment will provide each classroom with a "Student Engagement" box which will include supports for prenumber concepts instruction Six classrooms will pilot the Ablenet Equals curriculum (with progress monitoring) in order to support students' foundational math skills.
Action 3	Plan to Implement Action 3
Barriers: Instructional staff need additional training on implementing the new math access points for Florida Standards and utilization of Access Resources in order to support instruction at the grade level access points. The use of access course descriptions and the new access points will be implemented during the 2015-2016 school year.	Cindy Rekort, InD Reading/Literacy Coach will provide training on the implementation of the access course descriptions and the new access points. The InD Coach and classroom teachers will collaborate during Data Chats on developing well written lesson plans to implement and reinforce the Florida Standards with Access Points. Throughout the school year, teachers will have the opportunity during PLCs to unpack the Florida Standards.
Action 4	Plan to Implement Action 4
Barriers: Not all teachers are providing math instruction on a daily basis. Teachers will provide daily instruction for their grade level access math course.	Cindy Rekort, InD Reading/Literacy Coach will provide teachers a template (examples) for their daily course schedule. Fidelity checks will be done to ensure that the instruction aligns to the teacher's course schedule by Arlene Sullivan, Principal, Kent Vermeer, Assistant Principal and Cindy Rekort, InD Reading/Literacy Coach.

PART II **EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT**

Section D **Area 4: Science**

FLORIDA COMPREHENSIVE ASSESSMENT TEST 2.0 (FCAT 2.0) - Elementary and Middle School Science

Students Scoring at Achievement Level 3

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

Students Scoring at or Above Achievement Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

FLORIDA ALTERNATE ASSESSMENT (FAA) - Elementary and Middle School Science

Students Scoring at Levels 4, 5, and 6

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
21.1	5.3	10.3

Students Scoring at or Above Level 7

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
0	5.3	

FLORIDA ALTERNATE ASSESSMENT (FAA) - High School Science

Students Scoring at Levels 4, 5, and 6

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
26.3	26.7	32

Students Scoring at or Above Level 7

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
0	0	

BIOLOGY 1 END-OF-COURSE ASSESSMENT (EOC)

Students Scoring at Achievement Level 3

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

Students Scoring at or Above Achievement Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

If you have a goal to support your science targets, provide the following information for that goal.

SCIENCE GOAL

What is your school's science goal? Provide a description of the goal below.

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. This assessment will be new for our students and should be considered baseline data.

Provide possible data sources to measure your science goal.

The new Florida Standards Alternative Assessment (FSAA) will be used. For our students who have a consistent response mode for communication we will use the ULS pre- and post-test scores to ascertain whether students are making/maintaining learning gains throughout the year. We will use the percentage of emerging and mastered skills on the Communication Matrix as our progress monitoring tool for students who do not yet have a reliable response mode for communication.

How will your school accomplish this science goal? Provide the top four actions and plans to implement those actions, including what your school will do to reduce or eliminate barriers.

Action 1	Plan to Implement Action 1
<p>Barrier: Staff are still becoming familiar with the Access Point science course descriptions.</p> <p>Staff will learn how to use the Florida Standards access points course description during planning their Science instruction.</p>	<p>Cindy Rekort, InD Reading/Literacy Coach will provide training for instructional staff on the Access Course Descriptions (to include the access points in science).</p> <p>Teachers will include the access points in plans.</p> <p>Arlene Sullivan, Principal and Kent Vermeer, Assistant Principal will note the use of the access points during walkthroughs and monitoring of lesson plans.</p>
Action 2	Plan to Implement Action 2
<p>Barrier: The science grade level access points do not align closely with the grade band ULS themes.</p> <p>Teachers will access the ULS supplemental lessons for science.</p>	<p>Teachers whose students are taking a science course will look for alignment between their grade level access points and the ULS supplemental lessons provided in "Monthly Tools". They will identify those lessons in order to teach a daily science lesson.</p>
Action 3	Plan to Implement Action 3
<p>Barrier: Students have little exposure to the Scientific Method. Staff will encourage student in the use of the scientific method through the fall Science Fair and the spring Sunflower Project.</p>	<p>Staff will integrate the use of the Scientific Method throughout lessons leading to the implementation of a class experiment that culminates in the fall Science Fair in December.</p>
Action 4	Plan to Implement Action 4

<p>Barrier: The "Outdoor Classroom" is not being consistently utilized by classrooms.</p> <p>Classroom teachers will initiate a learning opportunity with their students incorporating the "Outdoor Classroom".</p>	<p>Teachers will be provided with opportunities to initiate learning opportunities in the "Outdoor Classroom". One focus will be to provide visual learning areas for teachers to access such as "life cycle of the butterfly", "weather vane", "bird feeders" etc.</p>
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PART II	EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT
Section E	Area 5: Science, Technology, and Mathematics (STEM)

Number of STEM-related Experiences Provided for Students
(i.e., robotics competitions, field trips, science fairs)

2014-15 Status (#)	2015-16 Target (#)

Participation in STEM-related Experiences Provided for Students

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

The following data shall be considered only if your school has high school grade levels.

Students Enrolling in One or More Accelerated STEM-related Courses

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

Completion Rate for Students Enrolled in Accelerated
STEM-related Courses

2014-15 Status (%)	2015-16 Target (%)

Students Taking One or More Advanced Placement Exams
for STEM-related Courses

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

Passing Rate for Students Who Take Advanced Placement
Exams for STEM-related Courses

2014-15 Status (%)	2015-16 Target (%)

CTE-STEM Program Concentrators

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

Students Taking CTE-STEM Industry Certification Exams

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

Passing Rate for Students Who Take CTE-STEM Industry
Certification Exams

2014-15 Status (%)	2015-16 Target (%)

If you have a goal to support your STEM targets, provide the following information for that goal.

STEM GOAL

What is your school's STEM goal? Provide a description of the goal below.

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.

Provide possible data sources to measure your STEM goal.

Student participation in the STEMagination Station, Sunflower Project and technology presentations.

How will your school accomplish this STEM goal? Provide the top four actions and plans to implement those actions, including what your school will do to reduce or eliminate barriers.

Action 1	Plan to Implement Action 1
Barriers: Students do not have ample opportunities to utilize the Scientific Method with connections to technology and mathematics. Students will participate in the Sunflower Project in the spring.	To encourage and reinforce the use of the Scientific Method, each class will engage in the Sunflower Project to compare the growth of their sunflowers planted around the school by each class.
Action 2	Plan to Implement Action 2
Barriers: Students do not have ample opportunities to participate in STEM related activities. Students will be provided an opportunity to participate in the STEM activities.	Teachers will be offered the opportunity to participate in the STEMagination Station program. Teachers will volunteer for a space on the yearly calendar to display their STEM project in the Media Centers STEMagination Station area.
Action 3	Plan to Implement Action 3
Barrier: Students have a limited opportunities to participation in the creation of technology based presentations. Teachers will support their students in creating presentations involving the use of technology.	Teachers will support their students in the use technology during the creation of a presentation to document and share their Sunflower Project on the Nina News.
Action 4	Plan to Implement Action 4
Barrier: Students need more opportunities to utilize augmentative communication devices and technology tools during learning activities. Teachers will utilize their training in technology and augmentative communication devices to increase student participation during STEM activities.	Doceri, Switches and other Augmentative devices as well as technology tools will be utilized by students to increase their participation during STEM activities.

PART II EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT

Section F Area 6: Career and Technical Education (CTE)

The following data shall be considered only if your school has middle or high school grade levels.

Students Enrolling in One or More CTE Courses

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

Students Who Have Completed One or More CTE Courses Who Enroll in One or More Accelerated Courses

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

Completion Rate for CTE Students Enrolled in Accelerated Courses

2014-15 Status (%)	2015-16 Target (%)

Students Taking CTE Industry Certification Exams

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

Passing Rate for Students Who Take CTE Industry Certification Exams

2014-15 Status (%)	2015-16 Target (%)

CTE Program Concentrators

2013-14 Status (#)	2014-15 Status (%)	2015-16 Target (%)

CTE Teachers Holding Appropriate Industry Certifications

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

If you have a goal to support your CTE targets, provide the following information for that goal.

CTE GOAL

What is your school's CTE goal? Provide a description of the goal below.

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 measured by the number of students enrolled in CBVE programs and the number of students who are provided opportunities in Career Education who do not participate in CBVE programs off campus.

Provide possible data sources to measure your CTE goal.

Number of students enrolled in CBVE program.
 Number of students who do not participate in CBVE and who are provided with Career Educational opportunities.
 Number of students who obtain jobs upon exiting Nina Harris.
 Walkthrough data

How will your school accomplish this CTE goal? Provide the top four actions and plans to implement those actions, including what your school will do to reduce or eliminate barriers.

Action 1	Plan to Implement Action 1
Barrier: There are less opportunities for students to participate in CBVE work opportunities in the community due to a reduction of work sites. High school students who are not enrolled in CBVE receive work related experiences will participate in various jobs on the school campus.	Teachers who teach students who are in Transition will create jobs within the school environment such as, cleaning tables and doing laundry which will prepare students for future job experiences. Teachers who teach students who are in Transition will provide opportunities to extend learning through field trips into the community.
Action 2	Plan to Implement Action 2
Barriers: Students lack skills needed for career and work readiness. Teach students skills needed for career and work readiness.	ULS Transition Curriculum will be used to teach career and work readiness. ULS learning goals are aligned to skills needed to prepare students for work.
Action 3	Plan to Implement Action 3

Barrier: Currently there is only one CBVE site for students to participate in real world work experiences.	Maintain current relationships with Bayfront Hospital. who t Seek out other possible sites for future CBVE experiences.
Action 4	Plan to Implement Action 4
Barrier: There are less opportunities for students to participate in CBVE work opportunities in the community due to a reduction of work sites. High school students who are not enrolled in CBVE receive work related experiences will participate in various jobs on the school campus.	Arlene Sullivan, Principal and Kent Vermeer will note various work related activities during walkthroughs

PART II **EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT**

Section G **Area 7: Social Studies**

CIVICS END-OF-COURSE ASSESSMENT (EOC)

Students Scoring at Achievement Level 3

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

Students Scoring at or Above Achievement Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

U.S. HISTORY END-OF-COURSE ASSESSMENT (EOC)

Students Scoring at Achievement Level 3

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

Students Scoring at or Above Achievement Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

If you have a goal to support your social studies targets, provide the following information for that goal.

SOCIAL STUDIES GOAL

What is your school's social studies goal? Provide a description of the goal below.

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.

Provide possible data sources to measure your social studies goal.

ULS pre and post test results.

How will your school accomplish this social studies goal? Provide the top four actions and plans to implement those actions, including what your school will do to reduce or eliminate barriers.

Action 1	Plan to Implement Action 1
Barriers: Our student's have limited opportunities to learn about these social studies topics. Classrooms will participate in the Multicultural Fair.	The Nina Harris Multicultural Fair this year will focus on class projects related to our nation's capitol and history. Sue Davis, Multi-Cultural Liaison will coordinate all multi-cultural activities.
Action 2	Plan to Implement Action 2
Barrier: The social studies access points are unfamiliar to staff The use of access course descriptions and the access points for Social Studies will be implemented during the 2015-2016 school year.	Cindy Rekort, InD Reading/Literacy Coach will provide training for instructional staff on the Access Course Descriptions (to include the access points in social studies). Teachers will include the access points in plans. Arlene Sullivan, Principal and Kent Vermeer, Assistant Principal will note the use of the access points during walkthroughs and monitoring of lesson plans.
Action 3	Plan to Implement Action 3
Teachers will participate in Data Chats on ULS Social Studies pre-test data to guide instruction.	Cindy Rekort, InD Reading/Literacy Coach will include discussion of ULS Social Studies pre-test data during Data Chats.
Action 4	Plan to Implement Action 4
Barrier: Social studies access points are unfamiliar to staff Provide training in implementing social studies access points into lesson plans.	PLC will conduct trainings on implementing the new social studies access points into lessons plans. Data collected through walkthroughs will support implementation of well written learning goals that align to instruction in social studies.

PART II	EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT
Section H	Area 8: Early Warning Systems
ATTENDANCE	

Leave fields blank for grade levels not taught at your school.

Students Tardy 10% or More, as Defined by District Attendance Policy

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	0	0	0
Grade 1	0	0	0
Grade 2	0	0	0
Grade 3	0	0	0
Grade 4	0	0	0
Grade 5	0	0	0
Grade 6	0	0	0
Grade 7	0	0	0
Grade 8	0	0	0
Grade 9	0	0	0
Grade 10	0	0	0
Grade 11	0	0	0
Grade 12	0	0	0

Student Attendance Below 90%, Regardless of Whether Absence is Excused or a Result of Out-of-School Suspensions

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	85.38%	80%	85%
Grade 1	73.18%	85.02%	90%
Grade 2	78.13%	71.77%	76&
Grade 3	84.88%	81.72%	86%
Grade 4	85.51%	76.88%	81%
Grade 5	90.57%	85.97%	90%
Grade 6	78.58%	91.72%	92%
Grade 7	86.74%	86.48%	90%
Grade 8	92.9%	85.41%	90%
Grade 9	92.55%	90.33%	90%
Grade 10	89.28%	91.11%	90%
Grade 11	89.28%	89.95%	90%
Grade 12	89.85%	91.64%	90%

SUSPENSIONS

Students with One or More Referrals

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	.50%	0	0
Grade 1	1.01%	.87%	.43%
Grade 2	2.03%	0	0
Grade 3	.50%	.87%	.43%
Grade 4	1.52%	0	0
Grade 5	2.03%	0	0
Grade 6	2.53%	.43%	0
Grade 7	2.03%	1.31%	.87%
Grade 8	4.06%	.87%	.43%
Grade 9	2.03%	1.31%	.87%
Grade 10	2.03%	0	0
Grade 11	4.56%	1.75%	.87%
Grade 12	24.36%	9.21%	4.38%

Students with Five or More Referrals

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
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	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	.0	0	0
Grade 1	.50%	0	0
Grade 2	1.01%	1.75%	.87%
Grade 3	.50%	.43%	0
Grade 4	0	.87%	.43%
Grade 5	1.01%	.43%	0
Grade 6	2.53%	1.31%	.87%
Grade 7	1.01%	1.31%	.87%
Grade 8	2.53%	.87%	.43%
Grade 9	1.01%	1.75%	.87%
Grade 10	1.52%	.87%	.43%
Grade 11	2.53%	.87%	.43%
Grade 12	17.76%	14.47%	9.47%

Students with One or More In-School Suspension Days, as Defined in s.1003.01(5)(b), F.S.

	2013-14 Status (#)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	0	0	0
Grade 1	0	0	0
Grade 2	0	0	0
Grade 3	0	0	0
Grade 4	0	0	0
Grade 5	0	0	0
Grade 6	0	0	0
Grade 7	0	0	0
Grade 8	0	0	0
Grade 9	0	0	0
Grade 10	0	0	0
Grade 11	0	0	0
Grade 12	0	0	0

Students with Five or More In-School Suspension Days, as Defined in s.1003.01(5)(b), F.S.

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	0	0	0
Grade 1	0	0	0
Grade 2	0	0	0

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 3	0	0	0
Grade 4	0	0	0
Grade 5	0	0	0
Grade 6	0	0	0
Grade 7	0	0	0
Grade 8	0	0	0
Grade 9	0	0	0
Grade 10	0	0	0
Grade 11	0	0	0
Grade 12	0	0	0

Students with One or More Out-of-School Suspension Days, as Defined in s.1003.01(5)(a), F.S.

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	0	0	0
Grade 1	0	0	0
Grade 2	0	0	0
Grade 3	0	0	0
Grade 4	0	0	0
Grade 5	0	0	0
Grade 6	0	0	0
Grade 7	0	0	0
Grade 8	0	0	0
Grade 9	0	0	0
Grade 10	0	0	0
Grade 11	0	0	0
Grade 12	1.09%	2.10	0

Students with Five or More Out-of-School Suspension Days, as Defined in s.1003.01(5)(a), F.S.

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	0	0	0
Grade 1	0	0	0
Grade 2	0	0	0
Grade 3	0	0	0
Grade 4	0	0	0
Grade 5	0	0	0

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 6	0	0	0
Grade 7	0	0	0
Grade 8	0	0	0
Grade 9	0	0	0
Grade 10	0	0	0
Grade 11	0	0	0
Grade 12	0	0	0

Students Referred for Alternative School Placement

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	0	0	0
Grade 1	0	0	0
Grade 2	0	0	0
Grade 3	0	0	0
Grade 4	0	0	0
Grade 5	0	0	0
Grade 6	0	0	0
Grade 7	0	0	0
Grade 8	0	0	0
Grade 9	0	0	0
Grade 10	0	0	0
Grade 11	0	0	0
Grade 12	0	0	0

Students Expelled

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	0	0	0
Grade 1	0	0	0
Grade 2	0	0	0
Grade 3	0	0	0
Grade 4	0	0	0
Grade 5	0	0	0
Grade 6	0	0	0
Grade 7	0	0	0
Grade 8	0	0	0

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 9	0	0	0
Grade 10	0	0	0
Grade 11	0	0	0
Grade 12	0	0	0

RETENTIONS

Students Retained

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	0	0	0
Grade 1	0	0	0
Grade 2	0	0	0
Grade 3	0	0	0
Grade 4	0	0	0
Grade 5	0	0	0
Grade 6	0	0	0
Grade 7	0	0	0
Grade 8	0	0	0
Grade 9	0	0	0
Grade 10	0	0	0
Grade 11	0	0	0
Grade 12	0	0	0

Students with Level 1 Score on the Statewide, Standardized Assessments in English Language Arts or Mathematics

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	NA	NA	v
Grade 1	NA	NA	NA
Grade 2	NA	NA	NA
Grade 3	NA	NA	NA
Grade 4	NA	NA	NA
Grade 5	NA	NA	NA
Grade 6	NA	NA	NA
Grade 7	NA	NA	NA
Grade 8	NA	NA	NA
Grade 9	NA	NA	NA

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 10	NA	NA	NA
Grade 11	NA	NA	NA
Grade 12	NA	NA	NA

Students with One or More Course Failures in English Language Arts or Mathematics

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	NA	NA	NA
Grade 1	NA	NA	NA
Grade 2	NA	NA	NA
Grade 3	NA	NA	NA
Grade 4	NA	NA	NA
Grade 5	NA	NA	NA
Grade 6	NA	NA	NA
Grade 7	NA	NA	NA
Grade 8	NA	NA	NA
Grade 9	NA	NA	NA
Grade 10	NA	NA	NA
Grade 11	NA	NA	NA
Grade 12	NA	NA	NA

Students in 9th Grade with One or More Course Failures on First Attempt in Core-Curricula Courses

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
0	0	0

MULTIPLE EARLY WARNING INDICATORS

Students Exhibiting Two or More Early Warning Indicators

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	0	0	0
Grade 1	0	0	0
Grade 2	0	0	0
Grade 3		1/7 students (14%)	0
Grade 4	0	0	0
Grade 5	0	0	0
Grade 6		2/9 students (22%)	0

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 7		1/13 students (8%)	0
Grade 8	0	0	0
Grade 9	0	0	0
Grade 10	0	0	0
Grade 11	0	0	0
Grade 12		7/93 students (7.5%)	0

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system (i.e., those exhibiting two or more early warning indicators).

Many of the students who attend Nina Harris have complex medical needs and are susceptible to becoming ill which causes them to miss school more than the typical child. Teachers make contact with parents after three or more absences and document the reason. The Child Study Team meets bi-monthly to discuss students with excessive absences to determine next steps. When a student will be out for an extended period of time Hospital Homebound information is provided to parents. Change in students' transportation takes 5 to 7 days to be effective and parents who lack transportation have no way to transport their child to school. Reminders will be placed in the school newsletter that goes home monthly stressing the importance of contacting school at least a week prior to moving. Many of our students lack uniform behavior skills and appropriate social skills. Staff are trained in CPI Techniques and STOIC strategies are implemented in classrooms. Nina Harris has three Behavior Specialists who respond to behavior calls. The Behavior Specialists utilize preventive strategies in order to decrease students time out of the classroom.

DROPOUT PREVENTION

The following data shall be considered, per Section 1003.53, F.S. If a school has significantly lower graduation rates for a subgroup when compared to the state's graduation rate, that school's improvement plan is required to include strategies for improving these results, pursuant to Section 1001.42(18), F.S. Graduation rates for the state, district, and school by subgroup are available in the AMO Outcomes Report at <http://schoolgrades.fldoe.org/>.

Students Dropping Out of School, as Defined in s.103.01(9), F.S.

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
0.01	0	0

Students Graduating in Four Years, Using Criteria for the Federal Uniform Graduation Rate Defined in the Code of Federal Regulations at 34 C.F.R. § 200.19(b)

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

Academically At-Risk Students Graduating in Four Years, as Defined in Rule 6A-1.09981, F.A.C.

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

Students Graduating in Four Years, Using Criteria for the Federal Uniform Graduation Rate Defined in the Code of Federal Regulations at 34 C.F.R. § 200.19(b)

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

Students Graduating in Five Years, Using Criteria Defined at 34 C.F.R. § 200.19(b)

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

PART II

EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT

Section I

Area 9: Black Student Achievement

Describe and identify goals, targets, and actions for Black student achievement.

Add Target

Delete Target

Description of Goals, Targets, and Actions for Black Student Achievement	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
<p>Goals: 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. This new test will provide baseline data.</p> <p>Barriers: All students, black and non-black attending Nina Harris have significant intellectual disabilities, behavioral challenges and limited communication skills.</p> <p>Action Plans: Julie Bush, Teacher on Special Assignment and Arlene Sullivan, Principal will create a parent/guardian survey to obtain feedback and input regarding their students educational experience.</p> <p>Increase communication skills for black students by utilizing identified teaching strategies generated from the Communication Matrix Report.</p> <p>Julie Bush, Teacher on Special Assignment will provide strategies found in the book Culturally Proficient Instruction to address student learning styles to instructional staff.</p>	2/15 13%	3/19 16%	21%

Description of Goals, Targets, and Actions for Black Student Achievement	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
<p>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.</p> <p>Barriers: The majority of behavior calls generated by black students have autism. Black students represent 21% of the student population yet generated 27% of the behavior calls. Eight black students with autism (16% of the black student population) generated 281 (51%) of the behavior calls. Although behavior data shows there is a gap between black and non-black students that gap is most likely a result of their autism.</p> <p>Action Plans: Provide the new teachers with information on district TEACCH training. Our ASD teachers who have been trained will mentor the new teachers. (Ela Lyon, Debora Young, Doug Thonen)</p> <p>Arlene Sullivan, Principal and Kent Vermeer, Assistant Principal will note the following TEACCH principles in classrooms that serve ASD students during walkthroughs</p> <ol style="list-style-type: none"> 1. Structure of the classroom will be modified to reflect specific areas for instruction (group, individual, one on one and leisure). 2. Scheduling: Classroom schedules will be posted, referred to throughout the day and students will have their own individual schedules. 3. Visuals: Use of PECs throughout the entire school day <p>Communication: Picture Exchange Cards will be used for communication when appropriate.</p>	793 calls (29%)	554 calls (27%)	22% or less

PART II **EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT**

Section J **Area 10: Family and Community Involvement**

Title I schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107110, NCLB, codified at 20 U.S.C. § 6314(b).

LEVEL OF PARENTAL INVOLVEMENT - Consider the level of parental involvement at your school (this may include, but is not limited to, number of parent engagement opportunities offered in the school year; average number of parents in attendance at parent engagement opportunities; percent of parents who participated in parent engagement opportunities; percent of students who are in lowest performing quartile or subgroups not meeting AMOs who parent(s) participated in one or more parent engagement opportunities).

Nina Harris has an active PTO that meets monthly, The School Advisory Council meets monthly to support the implementation of the School Improvement Plan. Academic and behavior data is shared as well as other information that pertains to the students and school.

A monthly assembly is held to recognize students who exhibit positive character traits (C2C) as well as provide parents with strategies to support their child's character education. The School Social worker provides support and information for parent seeking legal guardianship of their children with intellectual disabilities. IEP meetings are held annually. Parents and teachers collaborate to determine the goals and objectives for their child's educational program.

Daily communication logs are sent home to keep parents informed regarding their child's behavioral and academic progress.

Nina Harris had a Title I Annual Meeting and two parent workshops during the 2014-15 school year. One workshop targeted prenumber concepts and one workshop targeted Behavior Strategies. Nina Harris is no longer a Title 1 school but we will continue to offer parents two workshops during the 2015-16 school year.

BUILDING POSITIVE RELATIONSHIPS - Describe how your school works at building positive relationships with families to increase involvement, including efforts to increase communication to keep parents informed of their child's progress.

Nina Harris realizes that parents have difficulty attending school functions due to their work schedules. The days and times of parental events/workshops are varied in order to offer parents flexibility to attend. A monthly newsletter is sent home and published on the school website to keep parents informed of activities and programs occurring throughout the school. Connect Ed. messages, as well as fliers, are used as to communicate upcoming events. Nina Harris plans to increase possible ways to communicate information to parents (such as the school website).

LEARNING ABOUT LOCAL COMMUNITY - Describe the process by which your school learns about the local community for the purpose of utilizing available resources to support student achievement.

Nina Harris hosts an annual Community/Agency Fair to provide parents with information regarding services and programs that are available for both parents and students. Our school Social Worker and Guidance Counselor are available to assist parents with accessing services within the community.

PART II **EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT**

Section K **Area 11: Additional Targets**

This section is optional and may be used as needed for data targets in areas not already addressed in the SIP.

Add Target
Delete Target

Description of Additional Targets	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
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Description of Additional Targets	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
<p>Reduce the number of behavior calls school-wide by 5% as measured by the number of calls by June 2016.</p> <p>Barriers</p> <ol style="list-style-type: none"> 1. 3 of the 8 ASD teachers are new to our school and have not had TEACCH training. 2. Not all staff are current in Level I CPI 3. Inconsistent implementation school-wide of a daily Social Skills Curriculum. Staff may not be aware of resources available in the Professional Library. 4. Classroom with students on the Autism Spectrum are spread out throughout the school building making it difficult to respond to behavior calls in a timely manner. <p>Action Plan:</p> <ol style="list-style-type: none"> 1. Provide the new teachers with information on district TEACCH training. Our ASD teachers who have been trained will mentor the new teachers. (Ela Lyon, Debora Young and Doug Thonen) 2. Keith O'Connor will provide CPI training to staff who need Level 1 CPI. 3. Jacquie Grimes, Behavior Specialist will provide teachers with monthly social skills lessons to implement in their classrooms. 4. Social Skills lessons will be acted out for the Nina News. Ricky Seelbach, Media Associate and Julie Bush will prepare students to act out the lessons and air them on the Nina News. 4. Classrooms with our intensive students on the Autism Spectrum have been moved to the hallway where the behavior specialists office is located. 	2773 calls	2075 calls	1968 calls
<p>Increase Daily Student Attendance to 90% or more by June 2016 as measured by Student Daily Attendance.</p> <p>Barriers</p> <ol style="list-style-type: none"> 5. Many of the students who attend Nina Harris have complex medical needs and are susceptible to becoming ill which causes them to miss school more than the typical child. 6. Transportation needs 5-7 days to relocate a stop for students who move frequently. Parents lack transportation <p>Action Plan:</p> <p>Teachers will contact parents after a student is absent three days in a row and document the reason on the Parent Attendance Log.</p> <p>The Child Study team will review Student Attendance Logs for student with excessive absences to determine next steps (Hospital Homebound, Social Worker intervention)</p> <p>Kent Vermeer will submit monthly newsletter articles reminding parents to contact the school if they are moving at least a week before the move.</p>	87.59	88.51	90.0

Description of Additional Targets	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
<p>Wellness Goal</p> <p>Work Toward Bronze Level recognition with the Alliance for a Healthier Generation</p> <p>Work toward Bronze Level recognition with the Alliance for a Healthier Generation. Bronze Level in 0 out of 6 of the HSP Assessment Modules</p> <p>Action Plans: The Wellness Coordinator, Jodi Oberer will collaborate with school nurses and cafeteria in order to address students who have special needs such as dietary and medical.</p> <p>Provide opportunities for family members to reinforce learning at home.</p> <p>Physical education will not be withheld as a consequence for behavior.</p>	0 out of 6	0/6	1 or more

PART III PROFESSIONAL DEVELOPMENT

For all professional development identified in Part II as a strategy to eliminate or reduce a barrier to a goal, provide the following information for each activity.

Professional Development Identified	
Related Goal(s)	Behavior
Topic, Focus, and Content	CPI
Facilitator or Leader	Keith O'Connor, CPI Instructor
Participants <i>(e.g., Professional Learning Community, grade level, school wide)</i>	Support and Instructional Staff
Target Dates or Schedule <i>(e.g., professional development day, once a month)</i>	August 2015
Strategies for Follow-Up and Monitoring	the use of CPI 1 techniques will result in fewer behavior calls
Person Responsible for Monitoring	Administration
Professional Development Identified	
Related Goal(s)	Reading
Topic, Focus, and Content	Marzano scales and rubrics

Facilitator or Leader	Arlene Sullivan , Principal and Kent Vermeer, Assistant Principal
Participants <i>(e.g., Professional Learning Community, grade level, school wide)</i>	Instructional staff
Target Dates or Schedule <i>(e.g., professional development day, once a month)</i>	ongoing 2015-16
Strategies for Follow-Up and Monitoring	administrative review and walk throughs to monitor implementation
Person Responsible for Monitoring	Arlene Sullivan and Kent Vermeer
Professional Development Identified	
Related Goal(s)	Reading, Writing, Math, Science and Social Studies
Topic, Focus, and Content	Access Points and Course Descriptions
Facilitator or Leader	Cindy Rekort, InD Reading/Literacy Coach
Participants <i>(e.g., Professional Learning Community, grade level, school wide)</i>	All classroom teachers
Target Dates or Schedule <i>(e.g., professional development day, once a month)</i>	ongoing during PLC and common planning
Strategies for Follow-Up and Monitoring	administrator review and walk throughs to monitor integration into planning and instruction
Person Responsible for Monitoring	Arlene Sullivan, Principal , Kent Vermeer, Assistant Principal, and Cindy Rekort, InD Reading/Literacy Coach
Professional Development Identified	
Related Goal(s)	Reading, Writing, Math, Science and Social Studies
Topic, Focus, and Content	ULS curriculum materials and use of formative assessment
Facilitator or Leader	Cindy Rekort, InD Reading/Literacy Coach
Participants <i>(e.g., Professional Learning Community, grade level, school wide)</i>	All classroom teachers
Target Dates or Schedule <i>(e.g., professional development day, once a month)</i>	ongoing during PLC and common planning
Strategies for Follow-Up and Monitoring	administrator review and walk throughs to monitor integration into planning and instruction
Person Responsible for Monitoring	Administration
Professional Development Identified	
Related Goal(s)	Reading, Writing
Topic, Focus, and Content	Communication strategies and use of Communication matrix
Facilitator or Leader	Julie Bush, Teacher Special Assignment and Cindy Rekort, InD Reading/Literacy Coach
Participants <i>(e.g., Professional Learning Community, grade level, school wide)</i>	All case managers
Target Dates or Schedule <i>(e.g., professional development day, once a month)</i>	Sept/October 2015

Strategies for Follow-Up and Monitoring	MTSS team will review and monitor implementation
Person Responsible for Monitoring	Vicki Rosado, MTSS Facilitator and MTSS Team Members
Professional Development Identified	
Related Goal(s)	Reading, Writing
Topic, Focus, and Content	Communication plan development
Facilitator or Leader	Philip Schweigert , Consultant
Participants <i>(e.g., Professional Learning Community, grade level, school wide)</i>	Instructional staff
Target Dates or Schedule <i>(e.g., professional development day, once a month)</i>	Fall 2015
Strategies for Follow-Up and Monitoring	Schedule follow-up sessions for teams to review the communication plan.
Person Responsible for Monitoring	Cindy Rekort, InD Reading/Literacy Coach, Julie Bush, Teacher on Special Assignment, Arlene Sullivan, Principal and Kent Vermeer, Assistant Principal
Professional Development Identified	
Related Goal(s)	Math
Topic, Focus, and Content	Ablenet Equals curriculum implementation as a pilot
Facilitator or Leader	Cindy Rekort, InD Reading/Literacy Coach
Participants <i>(e.g., Professional Learning Community, grade level, school wide)</i>	pilot teachers
Target Dates or Schedule <i>(e.g., professional development day, once a month)</i>	ongoing throughout the year (PLC Math pilot)
Strategies for Follow-Up and Monitoring	administrator review and walk throughs to monitor integration into planning and math instruction.
Person Responsible for Monitoring	Cindy Rekort, InD Reading/Literacy Coach, Arlene Sullivan, Principal & Kent Vermeer, Assistant Principal
Professional Development Identified	
Related Goal(s)	Math
Topic, Focus, and Content	Lesson Study
Facilitator or Leader	InD Coach and Lesson Study Facilitator
Participants <i>(e.g., Professional Learning Community, grade level, school wide)</i>	teacher volunteers
Target Dates or Schedule <i>(e.g., professional development day, once a month)</i>	1st semester 2015-16
Strategies for Follow-Up and Monitoring	completion of Lesson Study Cycle
Person Responsible for Monitoring	Cindy Rekort, InD Reading/Literacy Coach, Lesson Study Facilitators (Julie Bush, Christie Vaughan, Ela Lyon, Michelle Robeson, Mary Beth Kenyon-Colvard, Debora Upson) and Arlene Sullivan, Principal

PART IV **COORDINATION AND INTEGRATION**

FEDERAL/STATE/LOCAL FUNDS/SERVICES/PROGRAMS - Describe how federal, state, and local funds, services, and programs will be coordinated and integrated in the school. Include Title I, Part A; Title I, Part C - Migrant; Title I, Part D; Title II; Title III; Title IV, Part B; Title X - Homeless; Supplemental Academic Instruction (SAI); violence prevention programs; nutrition programs; housing programs; Head Start; adult education; CTE; and job training, as applicable to your school.

Nina Harris has established its SIP based on need as is knowledgeable about and uses all resources available to the school to meet the goals of the SIP. Students who attend Nina Harris have Individual Education Plans. Teachers and parents/guardians collaborate during IEP meetings to determine student goals and supports they may need to obtain their goals. Nina Harris provides free breakfast to all students. Nina Harris and the VPK office work together to coordinate services for students entering the regular school program. Activities may include meeting with parents to assist students transitioning to Kindergarten. Nina Harris' school Social Worker refers students to Clothes for Kids as needed. The school counselor arranges and hosts an annual Agency Fair which provides parents with information on various community agencies that offer services to students who have disabilities.

MEETING STUDENT NEEDS - Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

Nina Harris has a School Leadership team comprised of administration, Team leaders for each grade level, behavior specialists, HPO, Cafeteria Manager, School Nurse and other school staff. The leadership team works in conjunction with the school teams to identify student needs and coordinate with the leadership team to make sure resources are allocated to the areas of need. The leadership team meets once per month and then meets with the teams once per month. All money not allocated for a specific program, whether federal, state or local funds are discussed in leadership and suggestions solicited for distribution. The Principal maintains a Principal inventory that identifies materials and equipment purchased and the location of the materials.

Nina Harris has an MTSS committee that works on identifying student needs. MTSS is comprised of representatives from each discipline and includes drop in staff when they are available. Everyone is invited to attend MTSS meetings. The Instructional Coach is responsible for tracking student performance data and presenting the data to MTSS. Behavior data is also analyzed and presented in order to make educational decisions for all students. The Behavior Specialist team tracks behavior data. MTSS works in conjunction with the other leadership teams to identify student performance areas needing improvement. Highest student impact is monitored using action plans. The MTSS committee meets four times per month. Minutes from each meeting are distributed to all staff via e-mail.

PART V **BUDGET**

Create a budget for each school-funded activity.

Add Item
Delete Item

Budget Item Description	
Related Goal(s)	Reading Goal Writing Goal Black Achievement
Actions/Plans	Training with Philip Schweigert, Consultant to provide expansion to the previous training on Communication strategies.
Type of Resource <i>(i.e., evidence-based programs/materials, PD, technology, etc.)</i>	TDEs for Professional Development
Description of Resources	Consultant Fees
Funding Source	SIP Funds/PTO Grant

Amount Needed	\$3,000.00
Budget Item Description	
Related Goal(s)	Math
Actions/Plans	Six classrooms will pilot the Ablenet Equals curriculum (with progress monitoring) in order to support students' foundational math skills.
Type of Resource <i>(i.e., evidence-based programs/materials, PD, technology, etc.)</i>	Ablenet Equals curriculum
Description of Resources	Ablenet Equals curriculum
Funding Source	Instructional Funds/ already purchased
Amount Needed	\$0.00
Budget Item Description	
Related Goal(s)	Math
Actions/Plans	Voluntary Lesson Study focusing on the use of the Access Resource: MASSI (Math Activities with Systematic Scripted Instruction)
Type of Resource <i>(i.e., evidence-based programs/materials, PD, technology, etc.)</i>	LLC Cadre will implement Lesson Study
Description of Resources	Math Activities with Systematic Scripted Instruction obtained from CPalms
Funding Source	Access Project for substitutes
Amount Needed	\$300.00
Budget Item Description	
Related Goal(s)	Reading Goal Writing Goal
Actions/Plans	Training and a Book Study will be provided on how to use the Marzano scales and rubrics for monitoring student performance.
Type of Resource <i>(i.e., evidence-based programs/materials, PD, technology, etc.)</i>	Professional Development; Book Study
Description of Resources	The Art and Science of Teaching: A Comprehensive Approach to Effective Teaching
Funding Source	School funds
Amount Needed	\$517.00
Budget Item Description	
Related Goal(s)	
Actions/Plans	
Type of Resource <i>(i.e., evidence-based programs/materials, PD, technology, etc.)</i>	
Description of Resources	

Funding Source	
Amount Needed	

PART VI **MID-YEAR REFLECTION**

This section is to be completed after mid-year assessment data is available. Reflect on the plan created through the problem-solving process at the beginning of the year and answer the following questions for each goal created in Part II.

Add Goal
Delete Goal

Goal Area	
Has the goal been achieved?	
If yes, what evidence do you see to indicate you have achieved the goal? If no, is desired progress being made to accomplish the goal?	
If yes, what evidence do you see to indicate desired progress has been made to accomplish the goal? If no, have the originally targeted barriers been eliminated or reduced?	
If yes, what evidence do you see to indicate barriers have been eliminated or reduced? If no, are the original strategies being implemented with fidelity as designed?	
If yes, re-engage the problem solving process at Step 5, making edits as needed to Part II of the SIP. If no, engage in a problem solving process around implementation fidelity of the original plan, and make edits as desired to Part II of the SIP.	

8-Step Planning and Problem-Solving Process

