Nina Harris Ese Center

2019-20 School Improvement Plan

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Nina Harris Ese Center

6000 70TH AVE N, Pinellas Park, FL 33781

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

Demographics

Principal: Arlene Sullivan

Start Date for this Principal: 6/14/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School PK-12
Primary Service Type (per MSID File)	Special Education
2018-19 Title I School	No
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	*[Data Not Available]*
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	Black/African American Students Economically Disadvantaged Students Hispanic Students Students With Disabilities White Students
School Grade	2018-19:
School Grades History	2017-18: 2016-17: 2015-16: 2014-15: 2013-14:
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	[Tracy Webley](#)
Turnaround Option/Cycle	
Year	
Support Tier	NOT IN DA
ESSA Status	CS&I

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement

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

Provide the school's vision statement

100% student success.

School Leadership Team

Membership
Identify the name, email address and position title for each member of the school leadership team:

Name	Title
Sullivan, Arlene	Principal
Principal	
	Psychologist
Psychologist	
Rosado, Vicki	Guidance Counselor
Guidance Counselor	
Hartmann, Lynnette	Other
Other	
Lyon, Ela	Teacher, ESE
Teacher, ESE	
Vermeer, Kent	Assistant Principal
Assistant Principal	
Hernandez, Samantha	Teacher, ESE
Teacher, ESE	
Grimes, Jacquie	Other
Other	
Kenyon-Colvard, MaryBeth	Teacher, ESE
Teacher, ESE	
Avery-Wright, Joycelyn	Teacher, ESE
Teacher, ESE	
Sava, Phyllis	Other
Other	
Brown, Jessie	

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	2	10	10	5	16	14	13	18	18	16	10	14	78	224
Attendance below 90 percent	0	8	8	1	6	6	4	8	6	10	5	7	30	99
One or more suspensions	0	0	0	0	0	0	1	0	0	1	1	0	0	3
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

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

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	1	0	0	1	0	0	0	0	2
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	41	41

FTE units allocated to school (total number of teacher units)
27

Date this data was collected or last updated
Friday 6/14/2019

Prior Year - As Reported

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

Indicator	Grade Level	Total
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

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

Indicator	Grade Level	Total
Students with two or more indicators		

Prior Year - Updated

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

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Attendance below 90 percent	8	8	1	6	5	4	8	5	11	5	6	7	29	103
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	2	2
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

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

Part II: Needs Assessment/Analysis

School Data
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	0%	70%	61%	0%	65%	60%
ELA Learning Gains	0%	63%	59%	0%	59%	57%
ELA Lowest 25th Percentile	0%	56%	54%	0%	55%	52%
Math Achievement	0%	72%	62%	0%	69%	61%
Math Learning Gains	0%	63%	59%	0%	64%	58%
Math Lowest 25th Percentile	0%	54%	52%	0%	59%	52%
Science Achievement	0%	64%	56%	0%	62%	57%
Social Studies Achievement	0%	81%	78%	0%	82%	77%

EWS Indicators as Input Earlier in the Survey														
Indicator	Grade Level (prior year reported)													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	2 (0)	10 (0)	10 (0)	5 (0)	16 (0)	14 (0)	13 (0)	18 (0)	18 (0)	16 (0)	10 (0)	14 (0)	78 (0)	224 (0)
Attendance below 90 percent	0 ()	8 ()	8 ()	1 ()	6 ()	6 ()	4 ()	8 ()	6 ()	10 ()	5 ()	7 ()	30 ()	99 (0)

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
One or more suspensions	0 ()	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	1 (0)	0 (0)	0 (0)	1 (0)	1 (0)	0 (0)	0 (0)	3 (0)
Course failure in ELA or Math	0 ()	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Level 1 on statewide assessment	0 ()	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)

ESSA Data

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

ESSA Federal Index

ESSA Category (TS&I or CS&I)	CS&I
OVERALL Federal Index – All Students	23
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	5
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	228
Total Components for the Federal Index	10
Percent Tested	95%

Subgroup Data

Students With Disabilities

Federal Index - Students With Disabilities	23
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	2

English Language Learners

Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	0

Asian Students

Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0

Black/African American Students	
Federal Index - Black/African American Students	6
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	2
Hispanic Students	
Federal Index - Hispanic Students	11
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	2
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	15
White Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years White Students Subgroup Below 32%	2
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	13
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	2

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends

High School ELA and Middle School Math data showed the smallest decrease in students performing at a Level 1 and the smallest increase of students performing at a Level 2 when compared to 2018 FSAA data

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline

Behavior support calls increased 36% from the previous year's calls. Factors contributing to this increase can be related to an increase in students with autism and students returning to a brick and mortor school from residential settings.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends

Nina Harris' data is not compared to the state average to determine trends due to all of the students who are tested take the FSAA and no comparisons are available.

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

School-wide FSAA scores for Math showed the most improvement. The number of students performing at a Level 1 decreased from 86% to 68% and the number of students performing at a Level 2 or above went from 14% to 32%. This equates to an 18% improvement. Lesson plans were more focused and teachers had more time to collaboratively plan through the use of Title I funds.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

Daily attendance rate is an area of concern due to many of the students who attend Nina Harris have significant medical needs which prohibit them from attending school (hospitalizations, seizures and chronic health issues).. The Average Daily Attendance for the 2018-2019 school year was 83.93%.

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year

1. All Instructional Staff will receive training regarding the use of "Core Boards" (MELD training) to build students' language/communication skills.
2. Additional training in regards to the Communication Matrix which will encompass an overview for new staff and a refresher for returning staff on its use.
3. Vizzle training which will encompass an overview on how to create interactive instructional technological activities as well as how to populate academic achievement data.
4. Professional Development in Zones for Regulation and increase the number of staff who will receive CPI 2 training based on classroom needs.
5. Professional Development in Equity with Excellence for All and continued training in Restorative Practices

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	ELA Goal: The percent of ESE students who made learning gains will increase from 20% to 25% as measured by 2020 FSAA.
Rationale	Our current level of performance from the 2019 FSAA shows that 66% of students are on a Level 1, 25% are on a Level 2, 6% of students are on a Level 3 and 3% of the students are on a Level 4. The majority of our students are performing at Level One as evidenced in the results of our current FSAA scores. A total of 20% of students made learning gains. The problem is occurring because our level 1 students do not have a reliable method of communication in order for the students to be able to express their understanding of the content. Also an increase in real world connections, more culturally relevant instruction and use of a Communication Board with core vocabulary will lead to more students moving up a level of proficiency.

State the measureable outcome the school plans to achieve	The percentage of all students achieving ELA learning gains will increase from 20% to 25% or more as measured by the 2020 FSAA
Person responsible for monitoring outcome	Kent Vermeer (vermeere@pcsb.org)
Evidence-based Strategy	Project Core a classroom-based intervention for students with significant cognitive disabilities who do not use speech, sign language or symbols to meet a broad range of communication needs.The Tier I, universal intervention in Project Core calls for modeling the use of symbols combined with explicit teaching of the meaning and use of the Universal Core vocabulary. Modeling and teaching are integrated into daily activities (arrival, mealtime, personal care) instructional routines (shared reading, predictable chart writing, alphabet knowledge/phonological awareness activities). Communication core boards will be used as mode of modeling communication during instruction.As the first tier of multi-tiered System for Augmenting Language the intervention is a classroom-based communication intervention for all students with targeted communication needs. Instructional routines(e.g., shared reading, predictable chart writing, alphabet/phonological awareness) are grounded in evidence-based practices and provide examples of the use of the Universal Core throughout the English Language Arts block of instruction.
Rationale for Evidence-based Strategy	The multi-tiered System for Augmenting Language (mSAL) is a three-tiered system for providing communication intervention that offers support to a large number of students with significant cognitive disabilities who do not currently use speech, signs, and/or symbols to

communicate. The first Tier of mSAL is focused on the classroom and the classroom teacher using Aided Language Stimulation in a systematic routine. This will help build consistent and reliable modes of communication so we can accurately assess student progress and determine the most reliable method of assessment.

Action Step	
Description	1. Teachers will incorporate real world culturally relevant ELA lesson plans aligned to the access points and identified learning targets. 2.Speech therapists will model the use of a variety of communication modes during lessons to increase student engagement. 3. Teachers will collaborate with speech therapists on a variety of communication modes that meet the individual needs of their students. 4. Teachers will accurately collect ELA progress monitoring data. ct 5. All Instructional Staff will receive Professional Development regarding the use of "Core Boards" (Project Core, MELD training) to build language/communication skills and utilize Communication Boards throughout ELA instruction. 6. Additional training for the Communication Matrix which will encompass an overview for new staff and a refresher for returning staff on its use. 7. Professional Development on how to utilize Vizzle will be provided to identified teachers on how to utilize the web-based program to enhance the ELA standards based lessons and how to utilize the program data.
Person Responsible	Arlene Sullivan (sullivanar@pcsb.org)

#2	
Title	Math Goal: the percent of ESE students who made learning gains will increase from 19% to 26% as measured by the 2020 FSAA.
Rationale	Our current level of performance from the 2019 FSAA shows that 68% of students are on a Level 1, 23% are on a Level 2, 8% of students are on a Level 3 and 1% of the students are on a Level 4. The majority of our students are performing at Level One as evidenced in the results of our current FSAA scores. A total of 19% of students made learning gains. The problem is occurring because our level 1 students do not have a reliable method of communication in order for the students to be able to express their understanding of the content. Also an increase in real world connections, more culturally relevant instruction and use of a Communication Board with core vocabalary will lead to more students moving up a level of proficiency.

State the measureable outcome the school plans to achieve	The percentage of all students achieving Math learning gains will increase from 16% to 21% or more as measured by FSAA.
Person responsible for monitoring outcome	Kent Vermeer (vermeere@pcsb.org)
Evidence-based Strategy	Strengthen staff practice to utilize questions to help students communicate content. Enhance staff capacity to identify critical content from the standards in alignment with District resources.
Rationale for Evidence-based Strategy	Due to the fact that some of our students have no identified mode of communication compounded by limited intellectual capacity, they require exposure to real world experiences to help them process and retain information. Based on this year's FSAA results, 91% of our students are currently performing at a Level 1 or Level 2. As a result, we will incorporate the use of culturally relevant math lesson plans aligned to the access standards, refine methods of determining students' modes of communication and more accurately collect progress monitoring data.

Action Step	
Description	1. Teachers will incorporate real world culturally relevant math lesson plans aligned to the access standards 2 Teachers will accurately collect math progress monitoring data. 3. Concrete objects and manipulatives will be used during math lessons. 4. Professional Development on how to utilize Vizzle will be provided to identified teachers on how to utilize the web-based program to enhance the math standards based lessons and how to utilize the program data.
Person Responsible	Kent Vermeer (vermeere@pcsb.org)

#3	
Title	Attendance: the attendance % for the school year 18-19 is 83.93% and this average daily attendance will increase to 85% as measured by average daily attendance in FOCUS by May 2020.
Rationale	The daily attendance rate for the 2018-2019 school year was 83.93%. The attendance rate is low because many of the students attending Nina Harris have significant medical needs (hospitalizations, seizures and chronic health issues). Also family mobility creates transportation issues when changing addresses which also has a negative impact on attendance. Parents are dependent upon district transportation as they lack the ability to transport their child until a new bus is assigned approximately five days later.

State the measureable outcome the school plans to achieve	Improve the average daily rate of attendance from 83.93% to 85% as measured by the average daily attendance in FOCUS.
Person responsible for monitoring outcome	Kent Vermeer (vermeere@pcsb.org)
Evidence-based Strategy	Strengthen the implementation of Tier 3 interventions to address and support the needs of students.
Rationale for Evidence-based Strategy	Many of the students attending Nina Harris have significant medical needs (hospitalizations, seizures and chronic health issues). Also, varied environmental issues which translates into daily/monthly absenteeism which results in a negative impact on attendance.

Action Step	
Description	1. RN will monitor medical information about students so that there can be a partnership with the parent in developing a plan of action to increase attendance. 2. Information and reminders will be given to parents about the importance of informing the school of addresses changes prior to the family moving. This will be done at open house, Title 1 meetings, website and periodically through the school newsletter. 3. Child Study Team will review monthly data and complete District required Tiered Intervention Strategy reports to problem solve about that specific student's attendance.. 4. Case Managers will accurately record data into the Focus database prior to the monthly Child Study team meeting so the team can discuss with parent's patterns of attendance and the importance of working together to increase their child's attendance..
Person Responsible	Kent Vermeer (vermeere@pcsb.org)

#4	
Title	Bridging the Gap: The percentage of black students achieving at performance level 2 or above will increase from 14% to 19% as measured by the FSAA 2020.
Rationale	Most of our black students have no identified mode of communication, so they require exposure to real world experiences to help them process and retain information. Based on this year's FSAA (ELA) results, 14% of our African american students are currently performing at level 2 or above. In order to increase proficiency for the 86% that are at Level 1 we will incorporate the use of culturally relevant lesson plans aligned to the standards and continue to determine students' modes of communication in order to increase achievement and reduce behaviors. Currently 24% of our student population is black and they generate 17% (385 calls) of the behavior calls.
State the measureable outcome the school plans to achieve	The percentage of black students scoring on the FSAA at level 2 or above will increase by 5% (14% to 19%). In addition, the percentage of behavior calls for our black students will be maintained at 17% as we do not have a racial gap in discipline.
Person responsible for monitoring outcome	Jacquie Grimes (grimesj@pcsb.org)
Evidence-based Strategy	Support teachers by providing professional development on building culturally relevant relationships and sharing student data with black families. These culturally relevant relationships can be strengthened as well by continuing our work with Restorative Practices strategies.
Rationale for Evidence-based Strategy	Reduction of behavior support calls generated by black students will increase time within the classroom environment. Student achievement data will be consistently shared with families. 100% of black students will graduate on time.
Action Step	
Description	1. Three modules of Equity Training to be chosen by staff 2. Training in Zones of Regulation 3. Book Study on equity 4. CPI Level 1 for all staff; selected staff will receive training on CPI Level 2. 5. Provide culturally relevant practices to increase student engagement 6. Use of Restorative Practices throughout the school to continue building culturally relevant relationships. 7. All Instructional Staff will receive Professional Development regarding the use of "Core Boards" (Project Core, MELD training) to build language/communication skills and utilize Communication Boards throughout ELA instruction. 8. Additional training in regards to the Communication Matrix will be presented which will encompass an overview for new staff and a refresher for returning staff on its use.

| Person Responsible | Vicki Rosado (rosadov@pcsb.org) |

#5	
Title	Family and Community: Increase our direct parental involvement from 43% to 48% as measured by the 2020 Nina Harris Parent Survey results.
Rationale	Increasing direct parent involvement serves to help strengthen relationships between the school community and families in a culturally relevant and restorative manner.
State the measureable outcome the school plans to achieve	We will see an increase in attendance at IEP meetings, Title One workshops and all other school based activities.
Person responsible for monitoring outcome	Arlene Sullivan (sullivanar@pcsb.org)
Evidence-based Strategy	Effectively communicate with families about their student's progress in school processes/practices. Provide academic tools to families in support of their student's achievement at home. Purposefully involve families with opportunities for them to advocate for their student. Intentionally build positive culturally relevant and restorative relationships with family and community partners.
Rationale for Evidence-based Strategy	Based on the results of our Title One Parent survey, results indicate that the majority of our parents not only like us but feel welcomed and comfortable at our school. They appreciate the work we do and the efforts of our teachers. We desire to continue to build upon those warm, fuzzy feelings through the use of culturally relevant and restorative practice to increase the level of community and parental involvement.
Action Step	
Description	1. Teachers will review student progress and develop IEP goals based on data with parent input. 2. Develop a parent survey to be distributed at the Annual Title One meeting to gather parent input on the types of workshops they would be interested in attending. 3. Title One workshops will be held during the 2019-2020 school year based on survey results. 4. A parent book study will be held. 5. Agency Fair will be held in the Spring.
Person Responsible	Arlene Sullivan (sullivanar@pcsb.org)

#6	
Title	Science: Increase the percentage of students scoring above a Level 1 will increase by 5% as measured by the 2020 FSAA and EOCs.
Rationale	23% of students in grades 5 and 8 scored a Level 2 or higher in Science. 44% of students taking the Biology EOC scored a Level 2 or higher. The majority of our students are performing at Level One as evidenced in the results of our current FSAA scores. The problem is occurring because our level 1 students do not have a reliable method of communication in order for the students to be able to express their understanding of the content. Also an increase in real world connections, more culturally relevant instruction and use of a Communication Board with core vocubalary will lead to more students moving up a level of proficiency.

State the measureable outcome the school plans to achieve	The percentage of all students scoring above a Level 1 will increase by 5% in Science and EOCs as measured by the 2020 FSAA and EOCs.
Person responsible for monitoring outcome	Kent Vermeer (vermeere@pcsb.org)
Evidence-based Strategy	Project Core a classroom-based intervention for students with significant cognitive disabilities who do not use speech, sign language or symbols to meet a broad range of communication needs.The Tier I, universal intervention in Project Core calls for modeling the use of symbols combined with explicit teaching of the meaning and use of the Universal Core vocabulary. Modeling and teaching are integrated into daily activities (arrival, mealtime, personal care) instructional routines (shared reading, predictable chart writing, alphabet knowledge/phonological awareness activities). Communication core boards will be used as mode of modeling communication during instruction.As the first tier of multi-tiered System for Augmenting Language the intervention is a classroom-based communication intervention for all students with targeted communication needs. Instructional routines(e.g., shared reading, predictable chart writing, alphabet/phonological awareness) are grounded in evidence-based practices and provide examples of the use of the Universal Core throughout the Science block of instruction.
Rationale for Evidence-based Strategy	Due to the fact that some of our students have no identified mode of communication compounded by limited intellectual capacity, they require exposure to real world experiences to help them process and retain information. Based on this year's FSAA results, 23% of students in grades 5 and 8 scored a Level 2 or higher and 44% of the students who took Biology EOCs scored a Level 2 or higher. As a result, we will incorporate the use of culturally relevant science lesson plans aligned to the access standards and refine methods of determining students' modes of communication.

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

Action Step

Description	1. Teachers will incorporate real world culturally relevant science lesson plans aligned to the access points standards. 2. Use of the scientific method will be evident in Science Fair projects. 3. All Instructional Staff will receive Professional Development regarding the use of "Core Boards" (Project Core, MELD training) to build language/communication skills and utilize Communication Boards throughout Science instruction;
Person Responsible	Kent Vermeer (vermeere@pcsb.org)

#7	
Title	Social Studies: Increase the percentage of students scoring above the Level One range in social studies EOCs by 5%.
Rationale	42% of students taking Access US History scored a Level 2 or above on the EOCs. 58% of our students are performing at Level One from the 2019 FSAA. The problem is occurring because our level 1 students do not have a reliable method of communication in order for the students to be able to express their understanding of the content. Also an increase in real world connections, more culturally relevant instruction and use of a Communication Board with core vocabulary will lead to more students moving up a level of proficiency.
State the measureable outcome the school plans to achieve	The percentage of all students scoring above a Level 1 in Social Studies EOCs will increase by 5% as measured by the 2020 EOCs.
Person responsible for monitoring outcome	Kent Vermeer (vermeere@pcsb.org)
Evidence-based Strategy	Project Core a classroom-based intervention for students with significant cognitive disabilities who do not use speech, sign language or symbols to meet a broad range of communication needs.The Tier I, universal intervention in Project Core calls for modeling the use of symbols combined with explicit teaching of the meaning and use of the Universal Core vocabulary. Modeling and teaching are integrated into daily activities (arrival, mealtime, personal care) instructional routines (shared reading, predictable chart writing, alphabet knowledge/phonological awareness activities). Communication core boards will be used as mode of modeling communication during instruction.As the first tier of multi-tiered System for Augmenting Language the intervention is a classroom-based communication intervention for all students with targeted communication needs. Instructional routines(e.g., shared reading, predictable chart writing, alphabet/phonological awareness) are grounded in evidence-based practices and provide examples of the use of the Universal Core throughout the Social Studies block of instruction.
Rationale for Evidence-based Strategy	The multi-tiered System for Augmenting Language (mSAL) is a three-tiered system for providing communication intervention that offers support to a large number of students with significant cognitive disabilities who do not currently use speech, signs, and/ or symbols to communicate. The first Tier of mSAL is focused on the classroom and the classroom teacher using Aided Language Stimulation in a systematic routine. This will help build consistent and reliable modes of communication so we

can accurately assess student progress and determine the most reliable method of assessment.

Action Step	
Description	1. Teachers will incorporate real world culturally relevant social studies lesson plans aligned to the access standards. 2. All Instructional Staff will receive Professional Development regarding the use of "Core Boards" (Project Core, MELD training) to build language/ communication skills and utilize Communication Boards throughout Social Studies instruction;
Person Responsible	Kent Vermeer (vermeere@pcsb.org)

#8	
Title	School Climate/Conditions for Learning: The percentage of school-wide behavior support calls generated by students will decrease from 2,319 to 2,204 or 5% as measured by year end school-wide behavior support data reported in May 2020.
Rationale	Reduction of behavior support calls generated by students will increase time within the classroom environment. Student achievement data will be consistently shared with families.

State the measureable outcome the school plans to achieve	We will reduce the number of behavior calls by 5% for our students through the implementation of culturally responsive pedagogy and restorative practices as measured by the number of staff trained in culturally relevant teaching and Restorative Practices.
Person responsible for monitoring outcome	Arlene Sullivan (sullivanar@pcsb.org)
Evidence-based Strategy	Teachers will write and use culturally relevant lesson plans. Create/develop conditions for learning that empower learners to plan and monitor one's learning through the use of visual schedules. Using Restorative Practice techniques to build relationships within the classroom to enhance student engagement opportunities.
Rationale for Evidence-based Strategy	Develop a learning environment that is relevant to and reflective of our students' social, cultural and communication experiences; and utilize students' cultures and experiences as assets for learning.

Action Step	
Description	1. 3 hrs. of Restorative Practice training during pre-school 2. Principal and Equity Champions will present 3 staff learning modules in the area on equity 3. Book study on "White Fragility" through PLCs 4. CPI Level 1 for all staff; selected staff will receive training on CPI Level 2. 5. Ukeru training for the entire staff.
Person Responsible	Arlene Sullivan (sullivanar@pcsb.org)

#9	
Title	Healthy School Environment.
Rationale	Nina Harris is experiencing a problem/gap due to a lack of physical activity beyond recommended number of minutes. Stress management programs, essential topics on physical activity, professional development on promoting and integrating physical activity in the classrooms. Foods sold to staff do not meet smart snacks in school recommendations/guidelines.

State the measureable outcome the school plans to achieve	Nina Harris will be eligible in 5 out of the 6 modules for bronze/silver/gold recognition by April 2020 as evidenced by the Alliance of the Healthier Generation healthy schools program framework.
Person responsible for monitoring outcome	Phyllis Sava (savap@pcsb.org)
Evidence-based Strategy	We will meet the requirements of the modules (1-6) provided in the Alliance for a Healthier Generation action plan.
Rationale for Evidence-based Strategy	Pinellas County School District provides a comprehensive Healthy Schools Program to help all staff members obtain optimal health. Through the utilization of these resources and the completion of the assigned modules the identified problem/gap will be reduced.

Action Step	
Description	1. Assemble a Healthy School Team made up of a minimum of four individuals including, but not limited to: PE Teacher/Health Teacher, Classroom Teacher, Wellness Champion, Administrator, Cafeteria Manager, Parent and student. 2. Healthy School Lead team member will Attend District-supported professional development 3. Healthy School Team will complete Healthy Schools Program Assessment and develop/implement Healthy School Program Action Plan no later than April 2020. 4. The Cafeteria manager will complete the SMART Snacks in School Documentation by September 2019. 5. Healthy school team will update the Program Assessment and apply for recognition (if applicable), by April 1, 2020.
Person Responsible	Phyllis Sava (savap@pcsb.org)

#10	
Title	Graduation: The percent of ESE students promoted on-track with their cohort will be maintained at 100% as measured by May 2020 graduation rate.
Rationale	Students transcripts of course work taken must be accurately tracked to ensure all required courses are taken for graduation. Lack of credits needed for graduation can exist when students transfer in from another district or state. Transcripts need to be requested and evaluated in a timely manner for these students.

State the measureable outcome the school plans to achieve	The percent of ESE students promoted on-track with their cohort will be maintained at 100% as measured by May 2020 graduation rate.
Person responsible for monitoring outcome	Kent Vermeer (vermeere@pcsb.org)
Evidence-based Strategy	Ensure all students are enrolled in the appropriate access courses for graduation.
Rationale for Evidence-based Strategy	Ensure all students are enrolled in the appropriate access courses for graduation.

Action Step	
Description	1. Students' transcripts will be checked by the assistant principal and Data Management Technician to ensure students are on track to earn their high school credits. 2. The assistant principal working with the Data Management Technician will enroll students in required courses. 3. A binder will be created to keep track of students' courses.
Person Responsible	Kent Vermeer (vermeere@pcsb.org)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information)

NA

Part V: Budget

1	III.A	Areas of Focus: ELA Goal: The percent of ESE students who made learning gains will increase from 20% to 25% as measured by 2020 FSAA.	$0.00

2	III.A	Areas of Focus: Math Goal: the percent of ESE students who made learning gains will increase from 19% to 26% as measured by the 2020 FSAA.				$0.00
3	III.A	Areas of Focus: Attendance: the attendance % for the school year 18-19 is 83.93% and this average daily attendance will increase to 85% as measured by average daily attendance in FOCUS by May 2020.				$0.00
4	III.A	Areas of Focus: Bridging the Gap: The percentage of black students achieving at performance level 2 or above will increase from 14% to 19% as measured by the FSAA 2020.				$400.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
			2581 - Nina Harris Ese Center	School Improvement Funds	224.0	$400.00
			Notes: Purchase CPI workbooks			
5	III.A	Areas of Focus: Family and Community: Increase our direct parental involvement from 43% to 48% as measured by the 2020 Nina Harris Parent Survey results.				$0.00
6	III.A	Areas of Focus: Science: Increase the percentage of students scoring above a Level 1 will increase by 5% as measured by the 2020 FSAA and EOCs.				$0.00
7	III.A	Areas of Focus: Social Studies: Increase the percentage of students scoring above the Level One range in social studies EOCs by 5%.				$0.00
8	III.A	Areas of Focus: School Climate/Conditions for Learning: The percentage of school-wide behavior support calls generated by students will decrease from 2,319 to 2,204 or 5% as measured by year end school-wide behavior support data reported in May 2020.				$300.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
			2581 - Nina Harris Ese Center	School Improvement Funds	224.0	$300.00
			Notes: Purchase White Fragility books for book study			
9	III.A	Areas of Focus: Healthy School Environment.				$0.00
10	III.A	Areas of Focus: Graduation: The percent of ESE students promoted on-track with their cohort will be maintained at 100% as measured by May 2020 graduation rate.				$0.00
					Total:	$700.00