School Improvement Plan
2017-18

Nina Harris ESE Center

Michael A. Grego, Ed.D.
Superintendent

Pinellas County Schools

Vision and Direction

School Profile

Principal: Arlene Sullivan	SAC Chair: Joey Bower

School Vision	100% Student Success

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

Total School Enrollment	% Ethnic Breakdown:					
	Asian %	**Black %**	**Hispanic %**	**Multi-Racial %**	**White %**	**Other %**
	5.79	23.93	13.89	3.86	52.50	

School Grade	2017: No Grade	2016: No Grade	2015: No Grade	Title 1 School?	☐ Yes	☒ No

Proficiency Rates	ELA		Math		Science		Social Studies		Accel. Rate		Grad Rate	
	2017 %	2016 %	2017 %	2016 %	2017 %	2016 %	2017 %	2016 %	2017 %	2016 %	2017 %	2016 %
Proficiency All	1%	NA	2%	NA	0%	NA	NA	NA	NA	NA	NA	NA
Learning Gains All	NA	NA	NA	NA								
Learning Gains L25%	NA	NA	NA	NA								

School Leadership Team				
Position	**First Name**	**Last Name**	**FT/PT**	**Years at Current School**
Principal	Arlene	Sullivan	FT	11-20 years
Assistant Principal	Kent	Vermeer	FT	1-3 years
Counselor	Victoria	Rosado	FT	11-20 years
InD Coach/MTSS	Cynthia	Rekort	PT	4-10 years
Behavior Specialist	Jacqueline	Grimes	FT	4-10 years
Classroom Teacher	Samantha	Hernandez	FT	1-3 years
Classroom Teacher	Gabrielle	Lyon	FT	11-20 years
Speech Therapist	Lynette	Hartmann	FT	4-10 years
Classroom Teacher	Marybeth	Kenyon-Colvard	FT	11-20 years
Classroom Teacher	Jeana	Valenty	FT	4-10 years
School Psychologist	Donna	Powers	FT	Less than 1 year
Total Instructional Staff: 9			**Total Support Staff:**	**0 due to support staff are on buses to supervise students**

School Culture for Learning

School-wide Behavior Plan

1. Describe your school's expectations for providing a safe, secure and healthy learning environment. Ensure that your school has a behavioral system connected to Positive Behavioral Interventions and Supports (PBIS).

Nina Harris has developed Guidelines for Success and School –wide Rules. Posters were created and posted throughout the school building. Staff are required to take CPI 1 training and provided an opportunity to take First Aid and CPR. (95% of our staff are trained in CPI 1) Behavior Team also works with staff on specific interventions and crisis planning for students with FBA's and PBIPs.   Nina Harris has a Crisis Team that consists of three Behavior Specialists and other key personnel in the building who maintain CPI Level ll Certification.

Nina Harris has a fully staffed clinic consisting of a Registered Nurse, two L.P.N's and two Certified Nursing Assistant that provides services to over 100 students who need specialized treatments (feedings, medication).

Nina Harris' Safety Committee meets monthly to discuss potential safety concerns and develop plans to correct/improve safety concerns that are identified.

2. What is your plan for ensuring that school-wide expectations transfer to the classrooms? How does your school ensure that expectations are implemented equitably in the handling of student behavior?

MTSS team created and provided visual Guidelines for Success and School-wide rules for each teacher to use in their classroom to ensure equitable handling of student behavior.   Social Skill lessons are developed and is aired on the Nina News daily. All instructional and support staff are provided a Positive Behavior support handbook that was developed by the school.   Each classroom teacher is expected to hand in a classroom management plan describing their process for handling behaviors and positive behavior plan for accessing school store. Behavior Flow Charts are distributed and referred to each day. To assist with classroom processes and transitions the teachers use STOIC and MAC (Modes of Augmentative Communication) posters in each classroom.

School-wide behavior data shows that behavior support calls decreased from the previous year. Students who are served in ASD classrooms generated the most behavior support calls (53%), students served in SVE classrooms generated 46% of the behavior support calls and students served in PVE classrooms generated 1% of the behavior support calls.

High school students generated the majority of behavior support calls (75%). Middle school students generated 12% of the behavior support calls and elementary students generated 13% of the behavior support calls.

Behavior data shows that black students represent 24% of the student population and generated 18% of the behavior support calls. Nina Harris will look to continue to monitor behavior expectations to ensure equity across racial lines. At Nina Harris there is no disparity between black and non-black. All of our students have significant cognitive disabilities, behavior challenges and emerging communication skills which impacts their academic and behavioral achievement.

3. What is your plan to implement a seamless multi-tiered system of supports (MTSS) focused on an integration of behavioral (social/emotional) and academic supports to meet the needs of all students? Ex. Character education, social-emotional learning, equity, school climate initiatives and/or restorative practices.

Our School has an extensive multi-tiered support system in place for our students. Students who receive Tier I services receive social skills lessons daily. They each have a social emotional goal reflected in their IEP. Teachers communicate with parents/guardians on a daily basis using our Communication Folder to make notes regarding daily progress. The majority of students who receive Tier 2 services are students with ASD. They have PBIPs or FBA's in place and classrooms are set-up in the TEACCH format. Students who receive Tier 3 services have FBA's and/or 1 on 1 support for academics, social skills and behavior. These students also have crisis plans in place. Data is collected and monitored on students FBAs and PBIPS to determine if interventions are working or changes need to be made. MTSS monitors monthly behavior support calls that is aggregated by gender, race, grade level, exceptionalities and types of calls (aggression, non-compliance, elopement and disruption). Data is also aggregated by classroom teacher and the behavior team to determine trends.

Data-Based Problem Solving

4. Describe your school's plan to meet the physical, social and emotional needs of students who are in need of supplemental or intensive supports. What processes do you have in place?

The students with autism receiving Tier 2 supports have FBA's or PBIP's in place and classrooms are set-up in the TEACCH format. Students who receive Tier 3 supports all have FBA's and/or 1 on 1 support for social skills and behavior. The students with the highest number of behavior calls have crisis plans in place. Behavior specialists work in cooperation with classroom staff to ensure the effectiveness of the interventions. Data is analyzed monthly to identify areas of concern. Based on the data, additional support and training is provided to the classroom staff by the behavior team.

5. Describe how your school monitors student progress to determine if additional supports are needed to improve student outcomes. Include your data sources (school dashboards, disparity gaps or Healthy Schools data).

School-wide behavior data is collected and analyzed monthly. Data is aggregated by grade level, ethnicity, exceptionality and gender to determine trends. Student progress is monitored to determine if interventions are successful or adjustments are needed. Due to our students' significant cognitive disabilities and their unique needs the district does not provide information and data for our students. Nina Harris has created databases to address our specific needs to track behavior in all areas of the school.

High Expectations for All

6. How does your school leadership ensure that all staff members have high expectations for the success of all students by providing learning opportunities that are rigorous and equitable?

As the educational leaders in the school**,** MTSS, which includes members of the School Based Leadership **Team** has provided a variety of behavioral and academic training opportunities to staff including CPI, TEACCH, Communication Matrix and strategies, Augmentative Communication, Florida Standards with Access Points, Collaborative Planning, Marzano strategies and data analysis. We have created lesson plans that align to the district ESE Pacing Guide for our Access ELA and Math courses to ensure rigorous instruction that aligns to the Access Points.

⬡ **School Culture, Climate / SWBP / Key Goals and Strategies**

Goal 1: What is your primary goal and strategy to improve the overall culture and climate at your school?	
Through the use of Restorative Practice Techniques (such as cooperative circles) we will improve interpersonal relationships between staff members and students. Improve collaboration and collegiality among staff members.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Introduce Restorative Practices to staff during Pre-school and community partners by Aug. 31, 2017 Provide targeted professional development utilizing Year 1 Implementation Guidelines. Provide additional coaching to teachers and leaders on culturally responsive strategies to increase engagement in rigorous instruction for all learners and increase the percentage of proficient students.	Restorative Practice Team

Goal 2: What is your primary goal and strategy for reducing the discipline and learning gaps between Black and Non-Black students in your school? You may also address other related subgroups if needed.	
During the 2016-2017 school year, black students generated 18% of the behavior calls yet they represent 24% of the student population. The goal is to maintain the percentage of behavior calls generated by black students by May 2018 as measured by monthly behavior support calls for the 17-18 school year.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Provide STOIC Refresher Three hours CPI training for staff who need refreshers during pre-school. 6 hour CPI course will be offered during pre-school for new staff and current staff who are out of date. Provide staff with Positive Behavior Supports training on our PBS Handbook emphasizing the social skills lessons. Data chats will be conducted monthly to review behavior data	Pro-Ed Facilitator Assistant Principal District Trainer Behavior Team Behavior Team

Optional Goal: Describe any other goal you may have related to school culture or climate. Use only if needed.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible

Standards-Based Instruction for Learning

7. Describe your school's efforts to align instruction to state standards, increase academic rigor and student engagement. What <u>successes</u> have you seen to date? What data did you review to measure your success?

> Our successes are that our teachers utilized the district developed Pacing Guides for ELA and Math to develop lesson plans that align to K-12 state standards/access points. They also developed science Pacing Guides that will be utilized for lesson planning in science next year. Collaborative planning PLC's have been formed to provide opportunities for lesson planning with peers. Instructional staff have had training on collaborative planning and have had opportunities to lesson plan. Collaborative planning and lesson plan documents have been reviewed and feedback provided.   Because our district does not have a progress monitoring source for our teachers to use to progress monitor, we developed an assessment aligned to the state standards/access points which will be implemented during the 2017-18 school year.

8. In aligning instruction to state standards and increasing rigor and student engagement, what are the key <u>areas for improvement</u> in your school? What data did you review in reaching these conclusions?

> During the last school year, our teachers implemented lessons based on the district ESE ELA and Math Pacing Guides.   Science instruction requires an increase in rigor which will be accomplished by the teacher's utilizing the newly created Science Pacing Guides for their lesson planning.   Last year's assessments only measured levels of student prompts and teacher implementation of the lesson plans. This year, we will utilize the newly created assessments to ensure we have data on the student's learning gains.

9. Describe how teachers in your school measure student growth in meeting state standards. Discuss your staff's use of student data (ex. assessment, goals and scales) to measure learning and inform instruction.

> Last year's assessments only measured levels of student prompts and teacher implementation of the lesson plans. This year, we will utilize the newly created assessments to ensure we have data on the student's learning gains regarding state standards/access points. Teachers will begin collecting their progress monitoring data on the learning targets identified for ELA and Math. The data will be analyzed to identify students who have not made learning gains.   Coaching is provided to those teachers to address student learning. Teachers have been utilizing their goals and scales to monitor the student's exposure to the standards.

10. Describe how your school supports all students in reaching grade level proficiency and transitioning from one school level to the next (elementary to middle, middle to high school and high school to college/career).

> Due to our students' significant cognitive disabilities, progress is measured by learning gains. All grade levels (Pre-K through Transition) are contained within our school and there is a seamless transition between the grade levels. Student IEP goals, communication matrices and high school portfolios are available for all instructional staff to review as students move from teacher to teacher.   All Extended Transition students have Transition Planning notes as part of their IEP.

⬡ **Standards-Based Instruction / Key Goals and Strategies**

Goal 1: What is your primary school-wide goal and strategy to improve teaching and learning in all classrooms specific to increasing standards-based instruction, culturally responsive instruction, student rigor and/or engagement?	
Teachers will receive professional development on *identifying critical content based on the Florida standards/access points* and will increase the implementation of that strategy by 5% during the 2017-18 school year	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
Data is collected during Walkthroughs, informal and formal observations and coaching observation. Data will be analyzed during monthly review of the percentage of teachers at Developing or above on Element 6 using iObservation.	Administrators, InD. Coach
Goal 2: What is your primary school-wide goal and strategy to improve teaching and learning in all classrooms specific to increasing standards-based instruction, culturally responsive instruction, student rigor and/or engagement?	
Teachers will receive professional development on *helping students practice skills, strategies, and processes* and will increase the implementation of that strategy by 5% during the 2017-18 school year.	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
Data is collected during Walkthroughs, informal and formal observations and coaching observations. Data will be analyzed during monthly review of the percentage of teachers at Developing or above on Element 19 using iObservation.	Administrators, InD. Coach
Optional Goal: Describe any other goal / strategy you may have related to teaching and learning. Use only if needed.	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible

Student learning."

11. Describe your school's efforts to encourage a positive working relationship among teachers, staff and administrators. Please reference <u>specific lessons or growth areas</u> found from a review of your school's AdvancED climate survey that supports your plan to improve professionalism, collegiality and trust.

> On the AdvanceED survey our scores ranged in this specific are from 3.65 to 4.27. An area of growth based on survey results is "Ours school's leaders support an innovative and collaborative culture." To support growth in this area we will implement Restorative Practices Circles during PLCs, Staff Meetings, Associate Meetings, Professional Development and when concerns arise among the school community.

12. Describe your school's plan for supporting teacher collaboration via PLCs and/or common planning. Include reference to a school schedule that provides time for teachers to collaborate and review student data.

> Professional development will be provided in 2017-2018 focusing on collaborative planning during lesson planning and the integration of the Marzano strategies into instruction. Grade band teams were developed to support the collaborative planning process during PLC's and common planning time. Data chats were held during common planning time to review grade level data.

⬢ Professional Development

13. Describe the focus areas for teacher professional development over the past year. Have you seen evidence that the training has led to increased teacher effectiveness and student learning? What are your next steps?

> Professional development was provided in 2016-17 focusing on collaborative planning during lesson planning and the integration of Marzano strategies during instruction. During the collaborative planning PLC's grade band teams created ELA and Math lesson plans that align to the district ESE Pacing Guides. Those lesson plans and supplemental materials were put on the InD Reading/Literacy plus elearn site so they could be shared by the teachers at both InD Centers. As a school we saw a great deal of improvement in the collaborative planning lessons and the ability of the PLC's to work together to write new curriculum for the IND students. This year our teachers will continue the Collaborative Planning process during PLC's as they refine a newly created Science Pacing Guide that will inform their science instruction. We will also train teachers on newly created progress monitoring assessments for ELA and Math that align to the learning targets. A book study will be offered on Marzano Increasing Rigor Series Practicing Skills, Strategies and Processes.

Provide a list of the key professional development opportunities that you have planned as part of your school's sustained professional development model. Connect these trainings to a review of your classroom observation data and teacher Deliberate Practice goals (ex. Marzano Key Instructional Elements, ISM visit feedback, etc.).

Targeted Trainings / Teacher and Staff Growth Areas

Key trainings planned for summer/fall related to teacher, staff growth needs.	When? Summer, Pre-School?	Participants? Targeted Group?	Expected Outcomes?
Standards Based Instructional planning	Summer and then ongoing throughout the school year	Teacher leaders	The creation of ELA and Math progress monitoring assessments
Curriculum Training	Pre- School And ongoing	Teachers	Ability to use the tools for effective standards-based instructional planning
Assistive Technology Training	During the school year	Targeted staff	Staff will have an increase in their ability to utilize assistive technology with students
Reading curriculum training	Pre-school and during the school year	Elementary and Middle School ASD and SVE	Utilization of the Reading Curriculum with targeted students
STOIC (Champs) Training	During the school year	All staff	To provide foundational skills in developing routines and processes in the classroom
Marzano strategies targeting our key strategies	During the school year	All staff	To continuously improve teacher demonstration of the elements on the Marzano appraisal
Restorative Practices Training	Summer and during the school year	All staff	Reduce the number of behavior calls
Book study on Marzano strategies	During the school year	Instructional staff	Increased proficiency on implementation of the strategy

Family and Community Engagement

Connections: **District Strategic Plan** ●**Goals 1,3,6,7**
Marzano Leadership ●**Domain 4, 5, 6**

14. Describe your school's plan to build positive relationships with families and community members. Please reference specific <u>lessons or growth areas</u> found from a review of your school's AdvancED climate survey, formal or informal feedback from parents and a review of family participation at school events (especially those linked to student learning).

> According to our AdvancED Parent Survey, parents feel that our school communicates effectively about the goals and activities. Our school will continue to build upon the positive relationships through monthly newsletters, school website, and annual agency fair, SAC/PTO meetings, and student of the month and parent workshops.

15. Describe how your school provides parents, families and communities with the necessary academic tools to increase student achievement. Please make reference to your school's attempts to support families in interpreting and using student data via trainings, data chats and/or student-led conferences.

> Academic tools were added to the Nina Harris website so families will have access to instructional strategies that can be used at home to reinforce what is being taught in the classroom. Since adding the new web page in Sept 2015 we have seen a steady increase in the use of the resources on the site. We will continue to monitor and change as parents give us feedback. We will expect to see a 10% increase from nearly 9.306 accesses to our web page in the 2016-17 school year to 10,000+ accesses during the 2017-2018 school year.
>
> Every parent is invited to an annual review of their child's Individual Education Plan.   IEP goals are developed in collaboration with members of the IEP team.   Progress reports on the IEP goals are provided to parents every grading period.

Family Engagement / Planning Inventory

Please rate the following items per your best estimate. The scale below is intended only for your planning purposes. Use these data to support your goals and strategies to better connect with families.

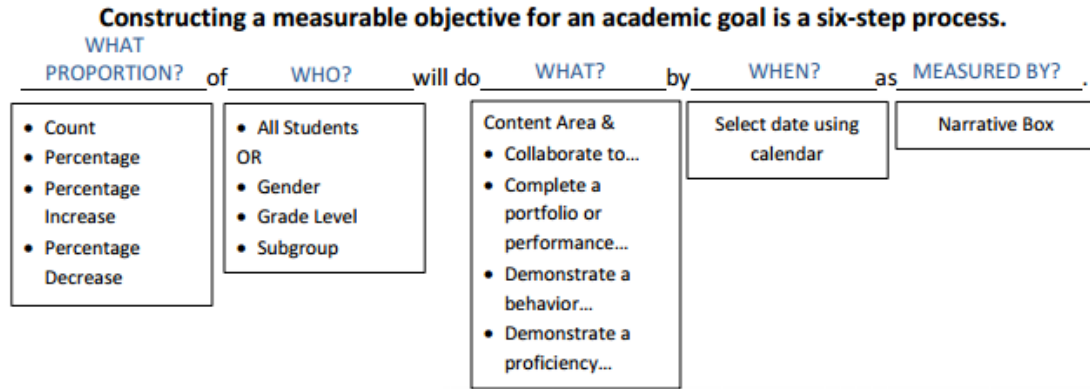| Planning Inventory	Very few of our families	Some of our families	Most of our families	Nearly all of our families
Families who have a parent PORTAL account and password.	☒	☐	☐	☐
Families who regularly log onto PORTAL to check student grades / assignments, progress.	☒	☐	☐	☐
Families who are in regular contact with teachers in person or by phone, text, email or home visits.	☐	☐	☒	☐
Families who regularly visit the campus for meetings, conferences or school events (especially those linked to student learning).	☐	☐	☒	☐
Families who report feeling welcome when visiting the campus or contacting the school.	☐	☐	☐	☒

*Note: Please use your own school data resources or best estimates in completing this inventory.

🔶 **Family Engagement / Key Goals and Strategies**

Goal 1: What is your primary goal and strategy to build stronger connections with families and to link those efforts to student learning outcomes?	
Goal: Increase opportunities for families to have positive and educational interactions when they visit Nina Harris. Increase the number of parents/guardians who attend learning opportunities for the 2017-18 school year. The 2017-2018 school year will be baseline.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
The Parent Information Center will be updated to include the SIP, School Newsletter and other current information.	Vicki Rosado
The school social worker and school counselor will organize a monthly meeting to provide support for our parents.	Vicki Rosado & Rick Lehner
The school counselor will offer a book study for our parents. A "Family/Community Engagement Committee" will be created to enhance family and community engagement in our school community.	Vicki Rosado Samantha Hernandez and Jacquie Grimes

Goal 2: What is your primary goal and strategy to increase your school's involvement in the community by visiting family homes, neighborhood centers, taking part in community events or connecting to community resources?	
Goal: Increase the parent participation in the Agency Fair by 5% during the 2017-18 school year.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
We will provide information on the Nina Harris Agency Fair to the district and community centers to advertise the event. We will include food and child care at the Agency Fair so that parents can come for dinner and will have someone to take care of their child. Teachers will contact the parents of their students to personally invite them to the Agency Fair. A "Connect Ed" phone message will be sent out to the parents.	Vicki Rosado, Case Managers and Principal

Optional Goal: Describe any other goal you may have related to family / community engagement. Use if needed.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible

Section 2 – Targeted School Goals / Action Steps

Academic Goal

Constructing a measurable objective for an academic goal is a six-step process.

WHAT PROPORTION? _____ of WHO? _____ will do WHAT? _____ by WHEN? _____ as MEASURED BY? _____ .

WHAT PROPORTION?	WHO?	WHAT? Content Area &	WHEN?	MEASURED BY?
• Count • Percentage • Percentage Increase • Percentage Decrease	• All Students OR • Gender • Grade Level • Subgroup	• Collaborate to... • Complete a portfolio or performance... • Demonstrate a behavior... • Demonstrate a proficiency...	Select date using calendar	Narrative Box

SMART GOALS: Please be sure that your goals throughout this document are written as SMART goals. Provide actions and steps to implement those goals, including what your school will do to reduce potential barriers. Include a goal manager and data source.

ELA / Reading Goal	**Goal Manager:** Arlene Sullivan, Kent Vermeer, Cindy Rekort
At least 5% of students will increase their ELA score by 5 points or more as measured by comparison of scores from the 2017 to the 2018 FSAA (Florida Standards Alternate Assessment).	

Actions / Activities in Support of ELA Goal	Evidence to Measure Success
Develop a pre/post survey to determine what percent of teachers utilize the communication matrix report as a tool to develop their students IEP goals. Survey results will be used to drive future Professional Development.	Utilize baseline data from survey to determine training needs related to the use of the Communication Matrix Report. Communication strategies referenced in student IEPs are observed during instruction.
Progress Monitoring for ELA learning targets will occur once every grading period to determine student progress towards Florida Standards Access Points.	Progress monitoring utilizing the new assessments tools. Data chats held after each data collection period.
Implement Reading Curriculum (PCI/Edmark) for targeted ASD and SVE Elementary and Middle School students.	Student data on reading curriculum will be monitored to guide & plan for instruction.
Teachers will monitor student progress and their own instructional practices through their Collaborative Planning, formative assessments with analysis at PLCs and utilization of Marzano's Instructional Framework.	PLC Minutes

The Administrative team members will conduct walk-throughs, as well as informal, and formal observations of instructional practice.	Provide feedback to staff on instructional practice.
Training will be provided for teachers on the use of the Marzano's Instructional Framework with focus on our key strategies.	Marzano key strategies will be observed during instruction.

Mathematics Goal	Goal Manager: Arlene Sullivan, Kent Vermeer & Cindy Rekort
At least 5% of students will increase their MATH score by 5 points or more as measured by comparison of scores from the 2017 to the 2018 FSAA (Florida Standards Alternate Assessment).	

Actions / Activities in Support of Math Goal	Evidence to Measure Success
Develop a pre/post survey to determine what percent of teachers utilize the communication matrix report as a tool to develop their students IEP goals. Survey results will be used to drive future Professional Development.	Utilize baseline data from survey to determine training needs related to the use of the Communication Matrix Report.
Progress Monitoring for Math learning targets will occur once every grading period to determine student progress towards Florida Standards Access Points.	Communication strategies referenced in student IEPs are observed during instruction. Progress monitoring utilizing the new assessments tools. Data chats held after each data collection period.
Teachers will monitor student progress and their own instructional practices through their Collaborative Planning, formative assessments with analysis at PLCs and utilization of Marzano's Instructional Framework.	PLC Minutes
The Administrative team members will conduct walk-throughs, as well as informal, and formal observations of instructional practice.	Provide feedback to staff on instructional practice.
Training will be provided for teachers on the use of the Marzano's Instructional Framework with focus on our key strategies.	Marzano key strategies will be observed during instruction.

Science Goal	Goal Manager: Cindy Rekort
At least 5% of students will increase their SCIENCE score by 5 points or more as measured by comparison of the scores from the 2017 FSAA to the 2018 FSAA (Florida Standards Alternate Assessment).	
Actions / Activities in Support of Science Goal	**Evidence to Measure Success**
Staff will integrate the use of the Scientific Method throughout lessons leading to the implementation of a class experiment that culminates in the Annual Science Fair and Sunflower Project. The school will continue to administer pre and post tests for the scientific method. Pretest is given at beginning of the school year and the post test will be given as the final activity of the sunflower project.	Classroom "STEMagination Fair" Projects and Sunflower Project implementation. Evaluation of data from 16-17 to 17-18 will show an increase from 37.1% to 40.0% on the student scoring average that is based on the scientific method student response of the correct answer the first time when given three choices.
Teachers will be trained to use the Science Pacing Guide to inform their instruction.	Standards based Access Points are addressed in the Science pacing guide and will be included in teachers Flow of the Week.

⬡Other School Goals* / Use Only as Needed

*All schools are required to complete a Healthy Schools goal.

*High schools are required to complete a college readiness goal pursuant to Section 1008.37(4), F.S.

Other School Goal (STEM, Social Studies, College Readiness, Career-Technical, Healthy Schools, etc.)	
Goal Name: Healthy Schools Goal	**Goal Manager:** Jodi Oberer
Work toward Bronze Level recognition with the Alliance for a Healthier Generation by May 2018.	
Actions / Activities in Support of Goal	**Evidence to Measure Success**
Complete 4 out of the 7 items from our Healthy Schools action plan For 2017-18, the Healthy School Team will review all assessment items to determine the most feasible item(s) to improve in one module to achieve recognition level. And then develop an action plan for that item(s) by November 2017.	Completion of four out of the seven items By April 1, 2018, the Healthy School Team will edit the school's Healthy Schools Program Assessment in the action plan item(s) to document improvement/achievement of one module that is now eligible for national recognition.

Other School Goal (STEM, Social Studies, College Readiness, Career-Technical, Healthy School, etc.)	
Goal Name: STEM	**Goal Manager:** Cindy Rekort

At least 5% of students will increase their SCIENCE score by 5 points or more as measured by a comparison of the 2017 to the 2018 FSAA (Florida Standards Alternate Assessment).

Actions / Activities in Support of Goal	**Evidence to Measure Success**
Staff will integrate the use of the Scientific Method as well as Math lessons on measurement in the implementation of the Sunflower Project.	Lesson plans and end product

Other School Goal (STEM, Social Studies, College Readiness, Career-Technical, Healthy School, etc.)	
Goal Name: Assistive Technology Lab	**Goal Manager:** Lynette Hartmann

Speech teachers will develop an assistive technology lab in order to assist teachers in finding the correct communication device to maximize the students' abilities to communicate at school.

Actions / Activities in Support of Goal	**Evidence to Measure Success**
Speech teachers will inventory all of the assistive communication devices in the school both for individual students and for classrooms in general. All equipment not being used will be collected, cleaned and or repaired in anticipation of the communication lab.	Inventory from every teacher as to the devices they have in their room for all students and the devices for individual students.
Speech teachers will set up in pre-school a communication lab in 2-102. They will write specific lesson plans to be used when utilizing the room and will begin the training with specific teachers during first semester with the goal to train additional staff during second semester.	Room set up with technology, training sign in sheets of the participants, observations by administration and other teachers of the functioning of the lab.

⬡ Academic Achievement Gap / Required Goals

Subgroup Goal (Black)	**Goal Manager:** Cindy Rekort

At least 5% of black students will increase their MATH and ELA scores by 5 points or more as measured by a comparison of the 2017 to the 2018 FSAA (Florida Standards Alternate Assessment).

Actions / Activities in Support of Black Goal	**Evidence to Measure Success**
Provide new teachers and teachers in targeted classrooms with TEACCH strategies to implement in their classrooms. Provide training for staff on Restorative Practices.	TEACCH structure evident in classrooms Restorative Practice Training sign-in
Provide staff with Positive Behavior Supports training on our new PBS Handbook. Three hours CPI training for staff who need refreshers. New staff who have not had CPI will take the 6 hour CPI course	PBS Handbook and sign in sheets List of staff members CPI trained

Subgroup Goal (ELL)	Goal Manager:
N/A	

Actions / Activities in Support of ELL Goal	Evidence to Measure Success
N/A	

Subgroup Goal (ESE)	Goal Manager:
100% of our students are ESE so they are not a subgroup.	

Actions / Activities in Support of ESE Goal	Evidence to Measure Success

Subgroup Goal (If Needed) Enter Goal Name	Goal Manager:
Place goal statement here (additional goal only if needed).	

Actions / Activities in Support of Goal	Evidence to Measure Success

Early Warning Systems (EWS) -- Data and Goals

Note: This table should be used as a summary table of the NUMBER of students coming to your school for 2017-18 who may need additional supports / interventions. Complete and update as those data become available. Note: For elementary schools, data for incoming kindergarten students are not required for this table. Please include the NUMBER of students, not the PERCENTAGE of students.*

Early Warning Indicator (Number of students by grade level)	Grade 1st	Grade 2nd	Grade 3rd	Grade 4th	Grade 5th	Grade 6th	School Totals #	School Totals %*
Students scoring at FSA Level 1 (ELA or Math)	NA	NA	NA	NA	NA	NA	NA	NA
Students with excessive absences / below 90 %	3	3	2	4	2	1	See below	See below
Students with excessive behavior / discipline**	0	0	0	0	0	0	0	0
Students with excessive course failures**	NA	NA	NA	NA	NA	NA	NA	NA
Students exhibiting two or more Early Warning indicators	0	0	0	0	0	0	0	0

Early Warning Indicator (Number of students by grade level)	Grade 7th	Grade 8th	Grade 9th	Grade 10th	Grade 11th	Grade 12th	School Totals #	School Totals %*
Students scoring at FSA Level 1 (ELA or Math)	NA	NA	NA	NA	NA	NA	NA	NA
Students with excessive absences / below 90 %	1	3	2	5	3	19 (includes ET)	48	18.6
Students with excessive behavior / discipline**	0	0	0	0	0	0	0	0
Students with excessive course failures**	NA	NA	NA	NA	NA	NA	NA	NA
Students exhibiting two or more Early Warning indicators	0	0	0	0	0	0	0	0

*Required per Section 1001.42(18)(a)2.,F.S. ** Definitions provided by district (may be different per level). In general, excessive discipline for elementary schools is defined as two or more referrals, while excessive discipline for middle and high schools is defined as one or more out-of-school suspensions. For excessive course failures, the general definition for elementary and middle schools is one or more F's (or U's) in Language Arts or Math and for high schools one or more F's (or U's) for any course. Please provide the data by NUMBER (not percentage). Only use percentages in the final column as percentages of the entire student body. Data are available via School Profiles dashboard under the Early Warning tab. Enter only relevant grade levels as needed per your school site.

⬡ EWS - Attendance

Attendance	Please ensure that your goal is written as a SMART goal.
Decrease the number of students absent from school 10% or more by 5% by May 2018 as documented in School Profiles.	

Actions / Activities in Support of Attendance Goal	Evidence to Measure Success
Teachers will contact parents after a student is absent three days in a row and document the reason in Focus under parent contact. The Child Study team will review Student Attendance Logs for students with excessive absences to determine next steps (Hospital Homebound, Social Worker intervention) Complete the Problem Solving Worksheet quarterly to determine the most common barriers why students miss schools. Administrators will submit monthly newsletter articles reminding parents to contact the school if they are moving at least a week before the move.	Administrators will check FOCUS to review documentation of parent contacts bi-monthly, CST Monthly Report, Child Study Team minutes and Newsletter articles

⬡ EWS - Discipline

Discipline Goal	Please ensure that your goal is written as a SMART goal.
Reduce the number of behavior calls school wide by 5% or more by May 2018 as measured by the number of calls generated. During the 2016-2017 school year, a total of 1907 behavior support calls were generated.	

Actions / Activities in Support of Discipline Goal	Evidence to Measure Success
Provide the new teachers with information on district TEACCH training. Our teachers who have been trained will mentor the new teachers. (Ela Lyon, Deborah Young, Marie Randall, Jeana Valenty, Doug Thonen) Provide teachers with monthly social skills lessons to implement in their classrooms. Social Skills lessons will be acted out for the Nina News. The media associate and student services staff will work with students to act out lessons for the Nina News. Provide staff with Positive Behavior Supports training on our new PBS Handbook.	TEACCH training, social skills lesson plans PBS Handbook, list of staff who are current in CPI

Three hours CPI training for staff who need refreshers. New staff who have not had CPI will take 6 hour CPI course.	

Discipline Goal – Other (as needed)	Please ensure that your goal is written as a SMART goal.
Specify	

Place goal statement here (only if needed).	
Actions / Activities in Support of Goal	**Evidence to Measure Success**

⬡ EWS – Academic Intervention

Describe your school's established early intervention, dropout prevention and/or extended learning programs as required by Section 1003.53(2)(b), F.S. Please refer to the data sources you use in identifying academic intervention.

N/A

Early Intervention / Extended Learning Goal	Please ensure that your goal is written as a SMART goal.
N/A	

Actions / Activities in Support of Goal	**Evidence to Measure Success**
N/A	

Section 3 – Required Items / Resources

Instructional Employees

Current Instructional Staff Members		Complete and update only as data become available.	
# of Instructional Employees (total number)	39	% with advanced degrees	21
% receiving effective rating or higher		% first-year teachers	5.12
% highly qualified (HQT)*	100	% with 1-5 years of experience	23.07
% certified in-field**	100	% with 6-14 years of experience	17.94
% ESOL endorsed	36.3	% with 15 or more years of experience	53.84

*as defined in 20 U.S.C. 7801 (23). **as defined in Section 1012.2315(2), F.S. May change with ESSA.

Describe your school's efforts to recruit and retain a highly qualified, diverse instructional staff. Please be sure to reference your efforts to increase the number of black and Hispanic teachers on your campus.

> 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.

SAC Membership

SAC Member/First Name	SAC Member/Last Name	Race	Stakeholder Group
Arlene	Sullivan	White	Principal
Joey	Bower	White	Parent
Lisa	Trendi	White	Business/Community
Okini	Hernandez	Hispanic	Parent
Jackie	Seeland	Multi	Parent
Celeste	Johnson	Black	Parent
Jessica	Conover	Hispanic	Parent
Estelle	Flournary	Black	Parent
Kathryn	Vreeland	White	Support Employee
Maria	Santos	Asian	Parent
Faith	Krahmer	White	Teacher
Angela	Beamon	Black	Support Employee
Debora	Shaw	White	Teacher
Marie	Randall	White	Teacher
		Select	

		Select	
		Select	
		Select	
		Select	
		Select	
		Select	
		Select	
		Select	
		Select	
		Select	
		Select	
		Select	
		Select	
		Select	
		Select	
		Select	
		Select	

⬡ SAC Compliance

Is your school in compliance with Section 1001.452, F.S. regarding the make-up and duties of SAC?

☒ Yes	☐ No *(Describe the measures being taken to meet compliance below.)*

Did your school SAC committee review, provide feedback and formally vote to approve your School Improvement Plan?

☒ Yes	☐ No	Committee Approval Date: 10/10/2017

⬡ SBLT / MTSS Leadership Team

Is there an SBLT / MTSS school-based team established?

☒ Yes	☐ No	Chairperson: Vicki Rosado

Please state the days / intervals that your team meets below.

MTSS meets on Tuesdays and they occur at least twice a month. The scheduled dates for MTSS during the 2017-2018 school year are: Aug 22, Sept 5 & 19, Oct 3 & 17, Nov 14, Dec 5, Jan 9 & 23, Feb 20, Mar 6, Apr 3 & 17, May 1.

Budget / 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. Attached budget if preferred.

Use School Improvement Funds to provide time for a core group of teachers to collaboratively work on developing Scales for Social Studies that are Standard Based and aligned to the Access Points. $200.00