WELCOME TO
change

School Improvement Plan
2016-17

Nina Harris ESE Center

Michael A. Grego, Ed.D.
Superintendent

Pinellas County Schools

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 %**
240	6.25%	23.75%	13.75%	5%	51.24%	%

School Grade	2016: No Grade	2015: No Grade	2014: No Grade	Title 1 School?	☐ Yes	☒ No

Proficiency Rates	ELA		Math		Science		Social Studies		Accel. Rate		Grad Rate	
	2016 %	2015 %	2016 %	2015 %	2016 %	2015 %	2016 %	2015 %	2016 %	2015 %	2016 %	2015 %
Proficiency All	NA	17	NA	11.5	NA	17.6	NA	NA	NA	NA	NA	NA
Learning Gains All		31		41								
Learning Gains L25%		NA		NA								

School Leadership Team				
Position	**First Name**	**Last Name**	**FT/PT**	**Years at Current School**
Principal	**Arlene**	**Sullivan**	**FT**	**11-20 years**
Asst Principal	**Kent**	**Vermeer**	**FT**	**1-3 years**
Counselor	**Vicki**	**Rosado**	**FT**	**11-20 years**
Other	**Jacqueline**	**Grimes**	**FT**	**4-10 years**
MTSS Coach	**Cynthia**	**Rekort**	**PT**	**4-10 years**
Other	**Julie**	**Bush**	**FT**	**20+ years**
Other	**Deborah**	**Young**	**FT**	**4-10 years**
Other	**Gabriele**	**Lyon**	**FT**	**11-20 years**
Other	**Phyllis**	**Sava**	**FT**	**4-10 years**
Other	**Michelle**	**Robeson**	**FT**	**4-10 years**
Other	**Mary Beth**	**Kenyon-Colvard**	**FT**	**11-20 years**
Other				
Total Instructional Staff: 11		**Total Support Staff:** 0 due to support staff are on buses		

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, three L.P.N.s and a 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 the school-wide expectations transfer to the classrooms? How does the 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. 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 increased by 25% from the previous year. Students who are served in SVE classrooms generated the most behavior support calls (51%), students served in ASD classrooms generated 46% of the behavior support calls and students served in PVE classrooms generated 3% of the behavior support calls.

High school students generated the majority of behavior support calls (66%). Middle school students generated 28% of the behavior support calls and elementary students generated 7% of the behavior support calls.

Behavior data shows that black students represent 24% of the student population and generated 28% of the behavior support calls. Sixty-two percent of behavior support calls generated by black students came from two SVE classrooms. Nina Harris will look at continue to monitor behavior expectations to ensure equity across racial lines.

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.   Students who receive Tier 2 services are the majority of 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 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?

Students receiving Tier 2 supports are the majority of students with ASD. They have PBIPs 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 dashboard, disparity gap or Healthy Schools data).

The district does not provide data for the IND centers. School-wide behavior (monthly) and academic data is collected and analyzed each nine weeks. 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 and academics in all areas of the school.
This past year we used ULS pre and post tests to determine the learning gains for our students. All grade bands showed a positive trend with growth averaging between 3-5% for ELA and a smaller 1-2% growth for Math. We are developing a new method for gathering learning gains to meet the needs of students on the new FSAA test. This is related to scales that are being developed in PLC's that align with Marzano. Each grading period a student will be part of a formative evaluation as to where they are at the beginning of a unit and then a summative evaluation at the end of the unit. The growth will be documented on spreadsheets and be able to be reported across grade levels and school wide.

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, Lesson Study, Collaborative Planning, Marzano strategies and data analysis.   We have created our own Scope and Sequence for our Access Math courses to ensure rigorous instruction that aligns to the Access Points.

School Culture / SWBP / Key Strategies

Goal 1: What is your primary goal and strategy to improve the overall culture, climate at your school?

Goal: Reduce the number of behavior calls school wide by 5% or more by May 2017 as measured by the number of calls generated. During the 2015-2016 school year, a total of 2812 behavior support calls were generated.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Provide teachers with monthly social skills lessons to implement in their classrooms. 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 6 hour CPI course.	Jacquie Grimes and Ricky Seelbach
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.	
Goal: During the 2015-2016 school year, black students generated 28% of the behavior calls yet they represent 24% of the student population. The goal is to reduce the number of behavior calls generated by black students from 28% to 24% or less by May 2017 as measured by monthly behavior support calls.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Provide staff with Positive Behavior Supports training on our new PBS Handbook. All students, black and non-black at Nina Harris have significant cognitive disabilities, behavior challenges and emerging communication skills which impacts their academic achievement.	Julie Bush and Jacquie Grimes
Optional Goal: Describe any other goal you may have related to school culture or behavior. Use only if needed.	
Goal: Reduce the number of behavior calls school wide by 5% or more by May 2017 as measured by the number of calls generated.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible

Standards-Based Instruction for Learning

Connections: **District Strategic Plan** ●**Goals 1,2,4,5**
Marzano Leadership ●**Domain 1,2,3,4**

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

Teachers will be utilizing district developed Pacing Calendars for ELA and Math that align instruction to state standards/access points. Collaborative planning PLC's have been formed to provide opportunities for lesson planning with peers. Instructional staff have had training on collaborative planning and opportunities to lesson plan. Collaborative planning and lesson plan documents have been reviewed and feedback provided.

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

Up to date, our teachers have only had a pacing calendar for Math. The coming year, they will have a pacing calendar for ELA and Math that address the rigor of the access points in those courses. Teachers will be collaboratively planning to create Lesson plans to meet the Florida Standards Access Points for ELA and Math.

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.

Teachers collect progress monitoring data on their core curriculum. The data is analyzed to identify students who have not made learning gains.   Coaching is provided to those teachers to address student learning. Teachers have begun using and developing scales to monitor student progress. In the 2016-17 school year, teachers will provide evidence of students' learning of the access points in ELA and Math.

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 all grade levels. Student U.L.S. profiles and communication matrices 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 Strategies

Provide the following information on the key strategies that your school will use to increase the amount and quality of learning time. List the school-wide strategies that will be your focus for the coming year.

Instructional Strategy 1	
DQ 6 Establishing classroom routines	
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 DQ6 using iObservation.	Administrators, InD. Coach
Instructional Strategy 2	
DQ 5 Noticing when students are not engaged	
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 DQ5 using iObservation.	Administrators, InD. Coach
Instructional Strategy 3	
DQ 2 Element 6 Identify Critical Content and Element 9 Chunking content into digestible bites	
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 DQ2 using iObservation.	Administrators, InD. Coach

Collaboration for Professional Growth

Connections: **District Strategic Plan**   ●**Goals 1,2,4,5**
Marzano Leadership   ●**Domain 2, 4**

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

The MTSS leadership team has an open invitation for all school staff to participate and provide input at weekly meetings.   Staff recognitions are celebrated at staff meetings and on the principal's weekly newsletter.   On the AdvancED survey our lowest score in this area was on "Our school leaders hold themselves accountable for student learning." Administration and other school leaders will find opportunities to have hands on time in the classrooms to support student learning goals.

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.

 Classroom schedules will reflect time for common planning between grade level peers.   PLCs will focus on collaborative planning for grade level peers when lesson planning for ELA and Math.

⬡ 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?

The professional development over the last year has focused on Marzano's strategies, specifically scales and learning goals.   We have also provided extensive training in collaborative planning in order to align our lessons with the State Standard Math Access Points. Lesson plans developed through the collaborative planning process have been reviewed and teachers have been provided feedback to ensure more effective lessons. U.L.S. progress monitoring data reflects that there has been an increase in student learning gains in the area of math. In addition to Math pacing calendar, we will be adding ELA pacing calendar to the collaborative planning cycle.

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, Culturally Responsive Instruction or Data Driven Instruction).

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	Core group trained to facilitate further work (to provide teacher with lesson plans to start the school year with.)
Planning and instruction for Communication Growth	During school year	Elem/MS teachers	To solidify the work with communication consultant Philip Schweigert and

			expand it into middle school classrooms
Marzano's strategies	During school year	All instructional staff	To continuously improve teacher demonstration of the elements on the Marzano appraisal
Creating and implementing goals and scales	During the school year	All instructional staff	More comprehensive implementation throughout instruction
STOIC Training	During the school year	All staff	To provide foundational skills in developing routines and processes in the classroom
Book Study	Second Semester	Instructional Staff	Increase rigor in the ESE classroom

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 lessons or growth areas 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, Annual Agency Fair, SAC/PTO meetings, student of the month and parent workshops. We will measure our parent participation through our sign in sheets for student of the month. Our goal will be to increase this by 10%. 80% of our students are transported by bus to the school because of their medical and school needs so our focus is to provide alternate methods of providing resources and activities which will re-enforce what their child is learning in the classroom.

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 how to interpret and use student data via trainings, data chats or student-led conferences.

Academic tools will be 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 6000 accesses to our web page to 6600 accesses during the 2016-2017 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 the 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 / progress	☒	☐	☐	☐
Families who are in regular contact with teachers in person or by phone, text or email	☐	☐	☒	☐
Families who regularly visit the campus for meetings, conferences or school events	☐	☐	☒	☐
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.
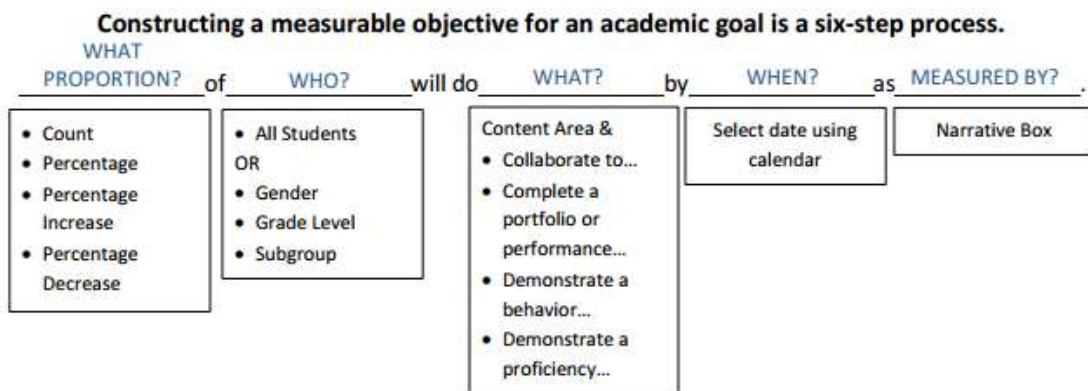
🔶 Family Engagement / Key Strategies

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 our school website in order to gather educational and informational materials. We will increase the number of times the site is accessed by 10% from 6000 access this past year to 6600 accesses for the 2016-17 school year.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Provide parents with examples of learning activities (picture boards that present concepts being taught) that they can use at home with their child. These materials will be available at the Parent Center in the main office but because of the limitations for travel for parents of students with significant cognitive disabilities we will make these available on our new website so that they can be accessed from anywhere. We will increase the amount of parents actively involved in their child's education by providing this information.	Julie Bush and Cindy Rekort

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 number of community resources that are available for parents/guardians to access through our website. We will increase the number of accesses by 10% from 6000 accesses in the 2015-2016 school year and will have 6600 accesses in the 2016-2017 school year.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Include more community resources on the school website including the promotion of Nina Harris Agency Fair and other community events and promote that each classroom has its own page to promote the activities going on in the classroom and Ideas that the parent can accomplish with their child at home. All of this via the internet and our new web page. We will increase the use of the website by 10%.	Julie Bush and Rees Vaughan
Optional Goal: Describe any other goal you may have related to family / community engagement. Use if needed.	
Goal:	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible

{Section 2}– School Goals / Action Steps

Academic Goal

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

Please be sure that your goals 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 data source.

ELA / Reading Goal	**Goal Manager:** Cindy Rekort
The 2015-2016 school year was the first year in implementing the Florida Standards Alternate Assessment for ELA. At this point in time the State has not yet provided direction in interpreting the data in order to identify proficiency. Once this information is received the goal is to: Increase the percentage of students making learning gains in ELA by 5% or more as measured by the 2017 FSAA.	

Actions / Activities in Support of ELA Goal	Evidence to Measure Success
Develop a pre/post survey to determine what percent of students' IEP goals are aligned to the communication matrix report. Improve the alignment between the communication report and development of students' IEP goals. Provide training and support in communication strategies to all teachers. Progress Monitoring will occur once every grading period to determine student progress towards Florida Standards Access Points. Resources that are available to support the goal are Nina Harris' Administration, SBLT, MTSS, and Ind. Coach, and Child Study Team. Teachers 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. The administrative team members are additional supports through specific standards-based feedback provided on walk-throughs, as well as informal, and formal observations of instructional practice.	Baseline data from survey will determine percent of increase. Since this is the first survey to determine percentage of alignment between the communication matrix report and IEP goals. There is currently no baseline data. Communication strategies referenced in students' IEP. Students' progress reports and communication matrix. Progress monitoring scales.
Training will be provided for teachers on the use of the Marzano's Instructional Framework (Collaborative Planning & development of goals and scales for progress monitoring) as it relates to the ELA ACCESS course requirements.	Standards based Access Points Lesson Plans and Scales Baseline data will be collected during the 2016-2017 school year based on the updated Pacing Calendar for students receiving InD services.

Mathematics Goal	Goal Manager: Cindy Rekort
The 2015-2016 school year was the first year in implementing the Florida Standards Alternate Assessment for Math. At this point in time the State has not yet provided direction in interpreting the data in order to identify proficiency. Once this information is received the goal is to: Increase the percentage of students making learning gains in Math by 5% or more as measured by the 2017 FSAA.	
Actions / Activities in Support of Math Goal	**Evidence to Measure Success**
Improve the alignment between the communication report and development of students' IEP goals. Provide training and support in communication strategies to all teachers. Develop a pre/post survey to determine what percent of students' IEP goals are aligned to the communication matrix report.	Baseline data from survey will determine percent of increase. Since this is the first survey to determine percentage of alignment between the communication matrix report and IEP goals. There is currently no baseline data.

Improve the alignment between the communication report and development of students' IEP goals. Provide training and support in communication strategies to all teachers. Progress Monitoring will occur once every grading period to determine student progress towards Florida Standards Access Points. Resources that are available to support the goal are Nina Harris' Administration, SBLT, MTSS, and Ind. Coach, and Child Study Team. Teachers 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. The administrative team members are additional supports through specific standards-based feedback provided on walk-throughs, as well as informal, and formal observations of instructional practice.	Communication strategies referenced in students' IEP. Students' progress reports and communication matrix. Progress monitoring scales.
Training will be provided for teachers on the use of the Marzano's Instructional Framework (Collaborative Planning & development of goals and scales for progress monitoring) as it relates to the Math ACCESS course requirements.	Standards based Access Points Lesson Plans and Scales Baseline data will be collected during the 2016-2017 school year based on the updated Pacing Calendar for students receiving InD services

Science Goal	Goal Manager: Julie Bush and Samantha Hernandez
The 2015-2016 school year was the first year in implementing the Florida Standards Alternate Assessment for Science. At this point in time the State has not yet provided direction in interpreting the data in order to identify proficiency. Once this information is received the goal is to: Increase the percentage of students making learning gains in Science by 5% or more as measured by the 2017 FSAA.	
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 creation of pre and posttests 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. Teachers will be supported through the development of additional school wide projects based on the scientific method.	Classroom Science Fair Projects and Sunflower Project implementation. Evaluation of pre and post data will show an increase from 13% to 15% on the average of all five steps of the scientific method. This is based on the scientific method student response of the correct answer the first time when given three choices.

This will be done through collaborative planning at the various levels involving all K-12 classrooms.	
Teachers will be trained to use the Scope and Sequence for their Science course to lesson plan.	Standards based Access Points Lesson Plans and Scales

⬡ Other School Goals*

*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 School, etc.)	
Goal Name: Healthy Schools Goal – work toward Bronze Level recognition with the Alliance for a Healthier Generation.	**Goal Manager:** Jodi Oberer

Actions / Activities in Support of Goal	**Evidence to Measure Success**
In 2015-16, school was eligible for national recognition in 4 out of 6 Alliance for a Healthier Generation's Healthy Schools Program Assessment modules. For 2016-17, 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 2016.	By April 1, 2017, 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:** Julie Bush and Cindy Rekort
The 2015-2016 school year was the first year in implementing the Florida Standards Alternate Assessments. At this point in time the State has not yet provided direction in interpreting the data in order to identify proficiency. Once this information is received the goal is to: Increase the percentage of students making learning gains in Science and Math by 5% or more as measured by the 2017 FSAA. (STEM)	

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: Click here to enter text.	**Goal Manager:**

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

Academic Achievement Gap

Subgroup Goal (Black)	**Goal Manager:** Behavior Specialists J. Grimes, E. Foley, P. Marcinowski
The FSAA for 2015-2016 was a new assessment. The data provided by the state does not provide information on proficiency levels or learning gains at this time. We will reduce the number of behavior support calls generated by black students by 5% or more during the 2016-17 school year as measured by the monthly data report generated by behavior.	

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	Monthly behavior support calls generated by black students will show a decrease.
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 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:
N/A	

Actions / Activities in Support of Goal	Evidence to Measure Success

Early Warning Systems (EWS) -- Data and Goals

Early Warning Indicator* (Number of students by grade level)	Grade K	Grade 1st	Grade 2nd	Grade 3rd	Grade 4th	School	
						#	%
Students scoring at FSA Level 1 (ELA or Math)	NA	NA	NA	NA	NA	NA	NA
Students with attendance below 90 %	4	4	4	6	3	See pg. 20	See pg. 20
Students with excessive referrals**	0	0	0	0	0	0	0
Students with excessive course failures**	NA	NA	NA	NA	NA	NA	NA
Students exhibiting two or more indicators	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). Please provide the data by NUMBER (not percentage). Only use percentages in the final column as percentages of the entire student body. Data will be provided via School Profiles dashboard. Enter only relevant grade levels as needed per your school site.

EWS - Attendance

Attendance Goal	Please ensure that your goal is written as a SMART goal.

Increase Daily Student Attendance to 90% or more or reduce students' absences by 5% by May 2017 as measured by Average Daily Attendance. According to the district EWS, the Average Daily Attendance for 2015-16 school year was 87.6%

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 on the Parent Attendance Log. The Child Study team will review Student Attendance Logs for student with excessive absences to determine next steps (Hospital Homebound, Social Worker intervention) Kent Vermeer will submit monthly newsletter articles reminding parents to contact the school if they are moving at least a week before the move.	Contact Logs, 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 2017 as measured by the number of calls generated. During the 2015-2016 school year, a total of 2812 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 ASD teachers who have been trained will mentor the new teachers. (Ela Lyon, Deborah Young and Marie Randall) 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 TSA will work with students to act out lessons for the Nina News.	TEACCH training, social skills lesson plans PBS Handbook, list of staff who are current in CPI

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 6 hour CPI course.	

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

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
Goal: NA

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

Section 3 – Required Items / Resources

Instructional Employees

Current Instructional Staff Members			
# of Instructional Employees	35	% with advanced degrees	20
% receiving effective rating or higher		% first-year teachers	2.9
% highly qualified (HQT)*	100	% with 1-5 years of experience	28.6
% certified in-field**		% with 6-14 years of experience	14.3
% ESOL endorsed	25.7	% with 15 or more years of experience	54.3

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

Describe your school's efforts to recruit and retain a highly qualified instructional staff.

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	Tirendi	White	Business/Community
Faith	Krahmer	White	Teacher
Okini	Hernandez	Hispanic	Parent
Linda	Arroyo	Hispanic	Parent
Kelly	Grover	Multi	Parent
Celeste	Johnson	Black	Parent
Angenika	Hawkins	Black	Support Employee
		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: 9/6/2016

⬡ SBLT / MTSS Leadership Team

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

☒ Yes	☐ No	Chairperson: Vicki Rosado

State Days / Intervals that Team meets below.
MTSS meets on Tuesdays and they occur at least twice a month. The scheduled dates for MTSS during the 2016-2017 school year are: Sept 6 & 13, Oct 4 & 11, Nov 1, Dec 6, Jan 3 & 31, Feb 7 & 28, Mar 7 & 28, Apr 4 & 25 and May 2.

⬡ 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.

No funds are being allocated from the State.8

Use this space to paste budget, if desired.

Early Warning Indicator* (Number of students by grade level)										
	5th grade	6th grade	7th grade	8th grade	9th grade	10th grade	11th grade	12th grade plus ET	#	%
Students scoring at FSA Level 1 (ELA or Math)	NA									
Students with attendance below 90 %	6	3	5	6	9	3	4	19	76	28.2
Students with excessive referrals**	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Students with excessive course failures**	NA									
Students exhibiting two or more indicators	NA									