NINA HARRIS ESE CENTER

2025-26 Schoolwide Improvement Plan

Table of Contents

School Board Approval

A "Record School Board Approval Date" tracking event has not been added this plan. Add this tracking event with the board approval date in the notes field to update this section.

SIP Authority

Section (s.) 1001.42(18)(a), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22, F.S., by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S. Code (U.S.C.) § 6311(c)(2); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, F.S., and as calculated under s. 1008.34(3)(b), F.S., who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365, F.S.; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate.

SIP Template in Florida Continuous Improvement Management System Version 2 (CIMS2)

The Department's SIP template meets:

1. All state and rule requirements for public district and charter schools.
2. ESEA components for targeted or comprehensive support and improvement plans required for public district and charter schools identified as Additional Targeted Support and Improvement (ATSI), Targeted Support and Improvement (TSI), and Comprehensive Support and Improvement (CSI).
3. Application requirements for eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

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 Department 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.

I. School Information

A. School Mission and Vision

Provide the school's mission statement

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

Provide the school's vision statement

100% Student Success.

B. School Leadership Team, Stakeholder Involvement and SIP Monitoring

1. School Leadership Membership

School Leadership Team
For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

Leadership Team Member #1

Employee's Name
Carmela Haley

haleyc@pcsb.org

Position Title
Principal

Job Duties and Responsibilities

The Principal is the instructional and operational leader within the school community and is critical to improving student outcomes, through the hiring, development, support, supervision and retention of high-quality instructional and support staff. As the school leader, the Principal creates a culture of rigorous learning, belonging and engagement for staff, students and families through collaboration and distributive leadership. In alignment with the Florida Principal Standards, the Principal leads the school team to increased school and student outcomes by prioritizing instruction while effectively balancing the operational, safety, and policy responsibilities of a school-building leader.

Leadership Team Member #2

Employee's Name
Mike Pursley

pursleym@pcsb.org

Position Title
Assistant Principal

Job Duties and Responsibilities

The Assistant Principal is an instructional and operational leader within the school community and is critical to improving student outcomes through staff development and effectiveness. In collaboration with and aligned to the direction of the Principal, the Assistant Principal supports the creation of the culture of rigorous learning, belonging and engagement for staff, students and families throughout the school community. In alignment with the Florida Assistant Principal Standards, the Assistant Principal supports and leads assigned school teams to increased school and student outcomes through ongoing training, coaching, feedback and support by prioritizing instruction while effectively balancing operational, safety and policy responsibilities, as assigned.

Leadership Team Member #3

Employee's Name
Christina Vaughan

Vaughanc@pcsb.org

Position Title
ESE Services Coach

Job Duties and Responsibilities

The ESE Services Coach is responsible for IEP compliance, staff training, mentoring, graduation, and student support.

Leadership Team Member #4

Employee's Name
Jacqueline Grimes

grimesja@pcsb.org

Position Title
Behavior Specialist

Job Duties and Responsibilities

Establishes principles of behavior change procedures with basic understanding of applied behavior analysis. Conducts and facilitates Functional Behavior Assessments and implements Positive Behavior Intervention Plans. Establishes specific behavior management programs for students as needed. Consults with school personnel, parents, and others regarding behavior strategies. Functions in the areas of behavior management and crisis intervention and is responsible to the school principal.

Leadership Team Member #5

Employee's Name
Joycelyn Avery-Wright

avery-wrightj@pcsb.org

Position Title
Instructional Team Leader

Job Duties and Responsibilities

Pro-ed facilitator, Extended Transition Team Leader, wellness champion and teacher.

2. Stakeholder Involvement

Describe the process for involving stakeholders [including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders] and how their input was used in the SIP development process (20 U.S.C. § 6314(b)(2), ESEA Section 1114(b)(2).

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

We have an active PTO and School Advisory Committee (SAC). We hold school leadership meetings twice a month and the administrative team attends PLC meetings. We have several community businesses that partner with our school which provide supports for our students. At the March SAC meeting we specifically address school improvement and Title 1 initiatives and school needs for the upcoming school year. At the March leadership meeting we continue conversations about progress and needs for the upcoming school year. We use surveys to gain information from community and school leaders. We also survey our families, and the school staff to provide input on school processes and school improvement.

3. SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the state academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement (20 U.S.C. § 6314(b)(3), ESEA Section 1114(b)(3)).

We monitor our SIP monthly at our School Based Leadership Team meetings where each department reports on progress. We monitor our student's growth 3 times per year to access communication progress and reliability. We provide our students with the State Alternative Assessments; Datafolio and Performance Task. The results of these assessments are generally provided from the state in late July.

C. Demographic Data

2025-26 STATUS (PER MSID FILE)	**ACTIVE**
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	**COMBINATION** **PK-12**
PRIMARY SERVICE TYPE (PER MSID FILE)	**SPECIAL EDUCATION**
2024-25 TITLE I SCHOOL STATUS	**YES**
2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE	**87.5%**
CHARTER SCHOOL	**NO**
RAISE SCHOOL	**NO**
2024-25 ESSA IDENTIFICATION *UPDATED AS OF 1	**CSI**
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2024-25 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	**STUDENTS WITH DISABILITIES (SWD)*** **WHITE STUDENTS (WHT)*** **ECONOMICALLY DISADVANTAGED STUDENTS (FRL)***
SCHOOL IMPROVEMENT RATING HISTORY	**2024-25: UNSATISFACTORY** **2023-24:** **2022-23:** **2021-22: MAINTAINING** **2020-21:**

D. Early Warning Systems

1. Grades K-8

Current Year 2025-26

Using 2024-25 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment										0
Absent 10% or more school days										0
One or more suspensions										0
Course failure in English Language Arts (ELA)										0
Course failure in Math										0
Level 1 on statewide ELA assessment										0
Level 1 on statewide Math assessment										0
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)										0
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

Current Year 2025-26

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators										0

Current Year 2025-26

Using the table above, complete the table below with the number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year										0
Students retained two or more times										0

Prior Year (2024-25) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days		3	3	3	4	1	1	6	3	24
One or more suspensions										0
Course failure in English Language Arts (ELA)										0
Course failure in Math										0
Level 1 on statewide ELA assessment					1					1
Level 1 on statewide Math assessment					1					1
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)										0
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

Prior Year (2024-25) As Last Reported (pre-populated)

The number of students by current grade level that had two or more early warning indicators:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators		1			3					4

Prior Year (2024-25) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year										0
Students retained two or more times										0

2. Grades 9-12 (optional)

Current Year (2025-26)

Using 2024-25 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
School Enrollment					0
Absent 10% or more school days					0
One or more suspensions					0
Course failure in English Language Arts (ELA)					0
Course failure in Math					0
Level 1 on statewide ELA assessment					0
Level 1 on statewide Algebra assessment					0

Current Year (2025-26)

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Students with two or more indicators					0

Prior Year (2024-25) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Absent 10% or more school days					0
One or more suspensions					0
Course failure in English Language Arts (ELA)					0
Course failure in Math					0
Level 1 on statewide ELA assessment					0
Level 1 on statewide Algebra assessment					0

Prior Year (2024-25) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Students with two or more indicators					0

Prior Year (2024-25) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Retained students: current year					0
Students retained two or more times					0

II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))

A. ESSA School, District, State Comparison

The district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

Data for 2024-25 had not been fully loaded to CIMS at time of printing.

ACCOUNTABILITY COMPONENT	2025			2024			2023**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	4	62	61		59	58	5	55	53
Grade 3 ELA Achievement		68	62		64	59		63	56
ELA Learning Gains	11	59	61		60	59			
ELA Lowest 25th Percentile		52	55		53	54			
Math Achievement*	3	66	62		62	59	3	61	55
Math Learning Gains	11	63	60		59	61			
Math Lowest 25th Percentile		55	53		51	56			
Science Achievement	9	59	57		54	54		52	52
Social Studies Achievement*	15	72	74		71	72		69	68
Graduation Rate	93	40	72	83	31	71		44	74
Middle School Acceleration		83	75		74	71		69	70
College and Career Acceleration	7	19	56	0	20	54		17	53
Progress of ELLs in Achieving English Language Proficiency (ELP)		59	61		53	59		56	55

*In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2024-25 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL FPPI – All Students	19%
OVERALL FPPI Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	3
Total Points Earned for the FPPI	153
Total Components for the FPPI	8
Percent Tested	91%
Graduation Rate	93%

ESSA OVERALL FPPI HISTORY						
2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
19%	42%	4%	23%	22%		23%

* Any school that was identified for Comprehensive or Targeted Support and Improvement in the previous school year maintained that identification status and continued to receive support and interventions in the 2020-21 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

** Data provided for informational purposes only. Any school that was identified for Comprehensive or Targeted Support and Improvement in the 2019-20 school year maintained that identification status and continued to receive support and interventions in the 2021-22 school year. In April 2021, the U.S. Department of Education approved Florida's amended waiver request to keep the same school identifications for 2020-21 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

	2024-25 ESSA SUBGROUP DATA SUMMARY			
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	19%	Yes	1	1
White Students	11%	Yes	1	1
Economically Disadvantaged Students	11%	Yes	1	1

D. Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

2024-25 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2023-24	C&C ACCEL 2023-24	ELP PROGRESS
All Students	4%		11%		3%	11%		9%	15%		93%	7%	
Students With Disabilities	4%		11%		4%	11%		9%	15%		93%	7%	
White Students	7%		0%		6%	17%		8%	25%				
Economically Disadvantaged Students	7%		8%		7%	8%			23%				

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students											83%	0%	
Students With Disabilities											83%	0%	

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2021-22	C&C ACCEL 2021-22	ELP PROGRESS
All Students	5%				3%								
White Students	8%				7%								
Students With Disabilities	5%				3%								
Economically Disadvantaged Students	7%				6%								

E. Grade Level Data Review – State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested or all tested students scoring the same.

			2024-25 SPRING			
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	3	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Math	3	* data suppressed due to fewer than 10 students or all tested students scoring the same.				

III. Planning for Improvement

A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

Answer the following reflection prompts after examining any/all relevant school data sources.

Most Improvement

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

All students at Nina Harris take an alternate assessment; Performance Task or Datafolio. For the purposes of this improvement plan we will refer to the data obtained regarding students who have taken the Performance Task assessment. From this data we can ascertain that ELA demonstrated the most improvement.

Lowest Performance

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

This past year we used a data spreadsheet called the communication database. This data base monitors student progress for communication and level of response. We are using this as a baseline for improvement of student communication and level of response for the upcoming school year.

Greatest Decline

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

All students at Nina Harris take an alternate assessment; Performance Task or Datafolio. For the purposes of this improvement plan we will refer to the data obtained regarding students who have taken the Performance Task assessment. From this data we can ascertain that math performance demonstrated the greatest decline.

Greatest Gap

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.

No Answer Entered

EWS Areas of Concern

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

The one area of potential concern is attendance.

Highest Priorities

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

Communication

ELA gains

Math gains

Attendance

Behavior

B. Area(s) of Focus (Instructional Practices)

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Benchmark-aligned instruction, ELA, Math

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Benchmark aligned instruction
An increase in real world connections and more culturally relevant instruction through the use of a consistent mode of communication, core vocabulary and accurate form of assessment will lead to more students making learning gains.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

This year our school scored a 10 on both ELA and math learning gains. Our goal is to raise the ELA and math scores to a 26 earning our school a rating of Maintaining.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Staff will monitor student improvement through their collaboration in PLCs, though analyzing the student's communication database changes, and use of practice tests. Administrators will monitor though daily classroom walk throughs.

Person responsible for monitoring outcome
Carmela Haley

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:
Professional development will be provided to teachers on curricula such as Readtopia and Project Core.

Rationale:
These data proven curricula are essential to our students' academic growth.

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?
No

Description of Intervention #2:
Teachers will participate in regular PLCs focused upon student growth.

Rationale:
PLCs provide the opportunity for collaboration, training and in-depth analysis of student progression.

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1
Monthly PLCs.

Person Monitoring:	**By When/Frequency:**
Mike Pursley	Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Staff will participate in PLCs with academic, behavior, and communication focuses facilitated by School Based Leadership Teams to support implementation of the Project Core strategies, Comprehensive Literacy for All literacy strategies, activities, and communication/literacy/academic best practices. Teachers will participate in school wide training days focused on student communication. Teachers will participate in new or refresher training for Readtopia annually and Communication training monthly with SLP support.

Action Step #2
SLP Progress Monitoring

Person Monitoring:	**By When/Frequency:**
Mike Pursley	Documented in SLP treatment plans.

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Speech Language Pathologists will model the use of a variety of communication modes during lessons/therapy sessions to increase student engagement.

Action Step #3
Readtopia Progress Monitoring

Person Monitoring: **By When/Frequency:**
Mike Pursley   Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers will collect progress monitoring data related to their students' communication and literacy skills as measured by Readtopia's Emergent Literacy Measure

Area of Focus #2

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Student Engagement

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

For all grade levels communication in essential in providing students a voice. The ability of students to effectively communicate is paramount in learning gains.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Last year the data from the communication database and the behavioral data showed students lacking the ability to effectively communicate. Students identified in the emergent rating (13.6%) will move to the consistent rating and those in the consistent rating (56.8%) will move to the reliable rating.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Staff will monitor student improvement through their collaboration in PLCs, though analyzing the student's communication database changes, and use of practice tests. Administrators will monitor though daily classroom walk throughs.

Person responsible for monitoring outcome

Carmela Haley/Mike Pursley

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored

for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:
SLPs will work with students and teachers through pull out and push in sessions. Project Core and Readtopia curricula and MELD boards will be utilized in the classroom to facilitate with communication.

Rationale:
Our specially trained SLPs have expertise proven to increase our students' mode and method of communication. These data proven curricula are essential to our students' academic growth

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1
PLCs

Person Monitoring:	**By When/Frequency:**
Mike Pursley	Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
PLCs for communication will be held monthly and facilitated by our SLPs.

Action Step #2
Practice Tests

Person Monitoring:	**By When/Frequency:**
Carmela Haley	Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers will use practice tests with targeted students weekly monitored by administration though classroom visits.

IV. Positive Learning Environment

Area of Focus #1

Student Attendance

Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

For all grade levels, attendance is crucial for student growth. We have students with multiple medical conditions that necessitate numerous absences. As a result, more than 10% of students have attendance below 90% during the school year.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Our overall attendance rate for the previous year was 45% below 90%. Our goal is to improve students' attendance to 35% below 90%.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Our school's child study team meets biweekly to address students' attendance, causes, and interventions.

Person responsible for monitoring outcome

Sara Bleattler

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

The Child Study Team (CST) is an evidenced based program led by our school social worker.

Rationale:

Through the CST, intentional interventions are made to support improved attendance for our students with multiple absences.

Tier of Evidence-based Intervention:

Tier 3 – Promising Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

CST meetings

Person Monitoring:	By When/Frequency:
Sara Bleattler	Biweekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
The CST meets weekly to review attendance data.

Action Step #2
Recommendations

Person Monitoring:	**By When/Frequency:**
Sara Bleattler	Biweekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
The CST makes recommendation of interventions for identified students who miss more than 10% of school. These interventions include, but not limited to, home visits, parent conferences, telephone conferences and referral to district truancy.

Area of Focus #2

Positive Behavior and Intervention System (PBIS)

Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

As a base line in 24 -25 there were 1970 behavior calls as taken and documented by the school behavior team. Aggression accounted for 54% of the calls. Out of Area (OOA) accounted for 21.4% of calls. 12th graders were intervened 484 times. White students accounted for 51.2% of the calls. Since in the introduction of new communication and academic efforts over the past three years the number of behavior calls was decreased by 529. Aggressive call have been reduced by 83 calls. OOA are calls were reduced by 282.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

By May 2026 the number of behavior calls will be reduced by 20% through continued improvements in communication and academic exposures as measured in the behavior database and other behavior data

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Behavior is monitored on a daily basis. It is reported in IEP's to parents. Administration monitors all behavior and data.

Person responsible for monitoring outcome

Carmela Haley

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:
The VBMApp will continue to be used to monitor student verbal behavior. Improved communication for all students will continue to be a major focus to lead students to gain self-advocacy skills and strategies.

Rationale:
We have a demonstrated improvement in behavior since our introduction of AAC's for all students. A major decrease in OOA from 422 to 282 events, a 66.8% decrease

Tier of Evidence-based Intervention:
Tier 2 – Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1
Communication

Person Monitoring:	**By When/Frequency:**
Mike Pursley	Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Speech Language Pathologists will model the use of a variety of communication modes during lessons/therapy sessions to increase student engagement.

Action Step #2
Behavior interventions

Person Monitoring:	**By When/Frequency:**
Jacquie Grimes	Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
The behavior team responds to calls to assist with student behavior. They implement interventions and model various modes of intervention.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in 20 U.S.C. § 6314(b) (ESEA Section 1114(b)). This section of the SIP is not required for non-Title I schools.

Dissemination Methods
Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership, and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand (20 U.S.C. § 6314(b)(4), ESEA Section 1114(b)(4)).

List the school's webpage where the SIP is made publicly available.

Our school's website is https://www.pcsb.org/ninaharris
We also provide school improvement plan information through:

- **School Advisory Council (SAC) Meetings:** The SIP and progress updates will be presented and discussed at SAC meetings. Meeting agendas and minutes will be posted on the school website and made available upon request.
- **Annual Title I Meetings:** Held in pre-school in the fall, and at a movie night during the spring, these meetings provide an overview of Title I services, SIP goals, and the school's budget priorities. These are well-attended event.
- **Parent printed communication and FOCUS:** Weekly emails and targeted flyers (printed and digital) will summarize SIP progress, highlight action steps, and provide updates in plain language.
- **Parent and Community Resource Station:** Located in the front office, this station will include hard copies of the SIP, the one-page school information sheet, and information in multiple languages as needed.
- **Social media:** Key SIP goals and progress updates will be shared in digestible formats via the school's Facebook and Instagram pages.
- **Conferences and Workshops:** SIP goals will be referenced during student-led conferences and academic events to help families connect schoolwide strategies to their child's academic plan.

Positive Relationships With Parents, Families and other Community Stakeholders

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage where the school's Parental Family Engagement Plan (PFEP) is made publicly available (20 U.S.C. § 6318(b)-(g), ESEA Section 1116(b)-(g)).

Our school's website is https://www.pcsb.org/ninaharris
We build positive relationships with our families by:
- **Offering Parent Workshops:** Families attend workshops during scheduled academic and social events to learn how to support academic skills at home.
- **Providing Mental Health and Wellness Events:** Workshops and resources help families understand and respond to students' emotional and behavioral needs.
- **Sharing weekly Communications:** These communications offer academic tips, school updates, and community resources.
- **Leveraging Technology for Communication:** Families stay informed through Class Dojo, the school website, phone calls, texts, and digital flyers. Printed packets are also sent home for those who cannot attend events.
- **Hosting the Annual Title I Meetings:** Families receive information about curriculum, assessments, and proficiency expectations, with opportunities for questions and feedback.
- **Encouraging Participation in SAC and PTO:** Parents help shape decisions via SAC and volunteer opportunities throughout the year.
- **Ensuring Access for All:** Translation services, flexible scheduling, and accommodations help ensure full participation for families of all backgrounds.

Plans to Strengthen the Academic Program
Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part II of the SIP (20 U.S.C. § 6314(b)(7)(A)(ii), ESEA Section 1114(b)(7)(A)(ii)).

 At Nina Harris all students are students with significant cognitive disabilities. Our number one area of concern is improving communication skills for all students. Through improved communication we see improvements in ELA, Math, and behavior. We intend to continue to improve communication through professional development and implementing a standard curriculum.

How Plan is Developed
If appropriate and applicable, describe how this plan is developed in coordination and integration with other federal, state and local services, resources and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs,

adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d) (20 U.S.C. § 6314(b)(5) and §6318(e)(4), ESEA Sections 1114(b)(5) and 1116(e)(4)).

Our School's Improvement Plan is developed collaboratively with input from our stakeholders and aligned with federal, state and local services.

- **Federal Programs:** Title I funds support full-day programming for PreK-3 students, an MTSS Coach, and additional intervention support staff.
- **Student Services and Mental Health Programs:** We partner with the district's student services team, school counselors, and community mental health agencies to address student well-being.
- **Community Partners:** Organizations like Broderick Park City of Pinellas, provide food, hygiene products, and school supplies to ensure families' basic needs are met.
- **Violence Prevention and PBIS:** Our Positive Behavior Intervention and Support (PBIS) systems are aligned with schoolwide expectations and supported by behavior assemblies and restorative practices.
- **Nutrition Programs:** We coordinate with the district's Food and Nutrition Department to ensure all students receive breakfast and lunch at no cost.

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

Improving Student's Skills Outside the Academic Subject Areas

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services and other strategies to improve students' skills outside the academic subject areas (20 U.S.C. § 6314(b)(7)(A)(iii)(I), ESEA Section 1114(b)(7)(A)(iii)(I)).

At Nina Harris we are fortunate to have a full time Social Worker and a part time psychologist, along with three Speech and Language Pathologists, four nurses, an Occupational Therapist and other services as required by the students' IEPs.

Preparing for Postsecondary Opportunities and the Workforce

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (20 U.S.C. § 6314(b)(7)(A)(iii)(II), ESEA Section 1114(b)(7)(A)(iii)(II)).

All students at Nina Harris are eligible to attend an Extended Transition program until the age of 22 to further their opportunities to enter the work force.

Addressing Problem Behavior and Early Intervening Services

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. § 6314(b)(7)(A)(iii)(III), ESEA Section 1114(b)(7)(A)(iii)(III)).

At Nina Harris we have three behavior specialists. One behavior specialist is a Behavior Analysist. We have implemented the VBMapp to assess student abilities in behavior. We have active PBiS and MTSS programs.

Professional Learning and Other Activities

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high-need subjects (20 U.S.C. § 6314(b)(7)(A)(iii)(IV), ESEA Section 1114(b)(7)(A)(iii)(IV)).

In the past three years we have completed and will continue to attend many PD's to include ATIA (Communication Conference), Applied Behavior and Registered Behavior Training, Project-Core,

Comprehensive Literacy for All book study, and Readtopia Communication and Literacy Curriculum

Strategies to Assist Preschool Children
Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs (20 U.S.C. § 6314(b)(7)(A)(iii)(V), ESEA Section 1114(b)(7)(A)(iii)(V)).

N/A

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSIor CSI (ESEA Sections 1111(d)(1)(B)(4) and (2)(C) and 1114(b)(6).

Process to Review the Use of Resources
Describe the process you engage in with your district to review the use of resources to meet the identified needs of students.

Nina Harris has an active School Advisory Committee (SAC). All school improvement fund requests come from the school leadership team, from the staff at large and is presented to the SAC. The SAC discusses SIP spending and votes on spending at SAC meetings.

Specifics to Address the Need
Identify the specific resource(s) and rationale (i.e., data) you have determined will be used this year to address the need(s) (i.e., timeline).

The School Based Leadership Team (SBLT) will meet monthly to discuss school and students' need based upon current school data. Resources will be requested from SAC as needed.

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2025-26 UniSIG funds but has chosen NOT to apply.	**No**

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00