

Pinellas County Schools

Nina Harris ESE Center



2020-21 Schoolwide Improvement Plan

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Nina Harris ESE Center

6000 70TH AVE N, Pinellas Park, FL 33781

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

Demographics

Principal: Jacqueline Cassidy

Start Date for this Principal: 9/25/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School PK-12
Primary Service Type (per MSID File)	Special Education
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	92%
2019-20 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* White Students* Economically Disadvantaged Students*
School Grades History	2018-19: No Grade 2017-18: No Grade 2016-17: No Grade 2015-16: No Grade
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	CS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

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

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

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School Demographics

School Type and Grades Served (per MSID File)	2019-20 Title I School	2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Combination School PK-12	Yes	%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
Special Education	No	%

School Grades History

Year
Grade

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Purpose and Outline of the SIP

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

100% student success.

School Leadership Team

Membership

Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Title	Job Duties and Responsibilities
Cassidy, Jacqueline	Principal	*Instructional Leader
Lyon, Ela	Teacher, ESE	Teaches students with autism, Assists with implementation of SIP goals and action steps
Vermeer, Kent	Assistant Principal	Member of MTSS/SBLT Testing Coordinator Curriculum - Florida State Standards Access Points
Hernandez, Samantha	Teacher, ESE	Teaches PVE students, provides input from a PVE teacher's perspective Assists in implementing SIP goals and action steps
Grimes, Jacquie	Other	Behavior Specialist- Bridging the Gap Goal Manager
Avery-Wright, Joycelyn	Teacher, ESE	Teaches SVE students Serves as Equity Champion for MTSS/SBLT
Ruffin, Tony	Other	
Otto, Chris	Teacher, ESE	
Thompson, Courtney	Teacher, ESE	
Young, Deb	Teacher, ESE	
Ryan, Terry	Teacher, Adult	
Vaughan, Christina	Other	
D'Angelo, MJ	Other	
Gregory, Diana	Administrative Support	

Demographic Information

Principal start date

Wednesday 9/25/2019, Jacqueline Cassidy

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

Total number of teacher positions allocated to the school

37

Demographic Data

2020-21 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School PK-12
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Year	
Support Tier	
ESSA Status	CS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

Early Warning Systems**Current Year**

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	3	9	10	5	14	12	14	18	18	16	11	15	77	222
Attendance below 90 percent	3	7	8	5	12	11	10	14	11	11	10	13	52	167
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

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

The number of students identified as retainees:

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

Date this data was collected or last updated

Tuesday 6/9/2020

Prior Year - As Reported

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

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

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

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

The number of students identified as retainees:

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

Prior Year - Updated

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

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

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

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

The number of students identified as retainees:

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

Part II: Needs Assessment/Analysis

School Data

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

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	0%	70%	61%	0%	65%	57%
ELA Learning Gains	0%	63%	59%	0%	57%	57%
ELA Lowest 25th Percentile	0%	56%	54%	0%	52%	51%
Math Achievement	0%	72%	62%	0%	64%	58%
Math Learning Gains	0%	63%	59%	0%	56%	56%
Math Lowest 25th Percentile	0%	54%	52%	0%	52%	50%
Science Achievement	0%	64%	56%	0%	55%	53%
Social Studies Achievement	0%	81%	78%	0%	81%	75%

EWS Indicators as Input Earlier in the Survey															
Indicator	Grade Level (prior year reported)													Total	
	K	1	2	3	4	5	6	7	8	9	10	11	12		
	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	0 (0)

Grade Level Data
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019					
	2018					
Cohort Comparison						
04	2019					
	2018					
Cohort Comparison		0%				
05	2019					
	2018					
Cohort Comparison		0%				
06	2019					
	2018					
Cohort Comparison		0%				
07	2019					
	2018					
Cohort Comparison		0%				
08	2019					
	2018					
Cohort Comparison		0%				
09	2019					
	2018					
Cohort Comparison		0%				
10	2019					
	2018					
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019					
	2018					
Cohort Comparison						
04	2019					
	2018					
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019					
	2018					
Cohort Comparison		0%				
06	2019					
	2018					
Cohort Comparison		0%				
07	2019					
	2018					
Cohort Comparison		0%				
08	2019					
	2018					
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019					
	2018					
Cohort Comparison						
08	2019					
	2018					
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	8	21	38	9	20	20	5	7		100	
BLK		6			23						
HSP		27		6							
WHT	18	30		14	17		5	8			
FRL	5	21		7	25		5	13			

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16

ESSA Data

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

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

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	23
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	2
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	6
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	2
Hispanic Students	
Federal Index - Hispanic Students	11
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	2
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	

Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	15
White Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years White Students Subgroup Below 32%	2
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	13
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	2

Analysis

Data Reflection

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

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

Our math percentage of students that are improving is an area of concern. We continue to work on the basics of numbers at all grade levels but the concepts for the students that are IND is quite difficult. As a team we will be looking at the standards that we are covering to see if the amount or sequence of concepts is a concern.

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

Math is also the area that shows decline for the reasons we stated in a. Math can be difficult for the average student but for our students that are IND it is extremely difficult and sometimes the results can be random and not an indication of the instruction.

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.

Our students take the FSAA and are on Datafolio or Performance Based. The state does not currently have data to measure and compare schools in the state for centers.

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

Our ELA continues to be strong at all grade levels. As the two IND centers wrote curriculum it focused on those skills that the students need every year. The repetition for students that are IND is critical to success. For K-12 the learning strategies are the same so that we have consistent instruction and we see after two years a successful trend.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

The only part of the EWS that is used at Nina is the attendance rate. We work every year to increase the attendance for all students but we also realize that there is a substantial part of our population (10-15%) that have significant medical issues and do not allow them to be in attendance consistently. Our Child Study Team address the barriers and concerns monthly to help increase the average daily attendance.

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

1. Communication
2. MTSS - Behavior Related
3. Restorative Practices/Equity
4. Family and Community Engagement

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale: ELA Goal: The percent of ESE students who made learning gains will increase from 20% to 25% as measured by 2021 FSAA. Our current level of performance from the 2019 FSAA shows that 66% of students are on a Level 1, 25% are on a Level 2, 6% of students are on a Level 3 and 3% of the students are on a Level 4. The majority of our students are performing at Level One as evidenced in the results of our current FSAA scores. A total of 20% of students made learning gains. The problem is occurring because our level 1 students do not have a reliable method of communication (which affects learning in all subject areas) in order for the students to be able to express their understanding of the content -- these students are typically assessed via FSAA Datafolio to better target their most appropriate method of communication and mode of response for assessment.

Measurable Outcome: The percent of ESE students who made learning gains will increase from 20% to 25% as measured by 2021 FSAA.

Person responsible for monitoring outcome: Kent Vermeer (vermeere@pcsb.org)

Evidence-based Strategy: The evidence-based strategy being implemented in this ELA area includes direct instruction using a variety of teaching strategies (such as visual supports, hands-on materials, core vocabulary supports, sensory-integrated experiences, whole group/small group/individualized instruction, repeated instruction). Project Core/MELD/core vocabulary supports is a classroom-based intervention for students with significant cognitive disabilities who do not use speech, sign language or symbols to meet a broad range of communication needs. The Tier I, universal intervention in Project Core calls for modeling the use of symbols combined with explicit teaching of the meaning and use of the Universal Core vocabulary. Modeling and teaching are integrated into daily activities (arrival, mealtime, personal care) instructional routines (shared reading, predictable chart writing, alphabet knowledge/phonological awareness activities). Communication core boards will be used as a mode of modeling communication during instruction. As the first tier of multi-tiered System for Augmenting Language the intervention is a classroom-based communication intervention for all students with targeted communication needs. Instructional routines (e.g., shared reading, predictable chart writing, alphabet/phonological awareness) are grounded in evidence-based practices and provide examples of the use of the Universal Core throughout the English Language Arts block of instruction.

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

Action Steps to Implement

1. Teachers will incorporate real world culturally relevant ELA lessons aligned to the access points and identified learning targets.
2. Speech Language Pathologists will model the use of a variety of communication modes during lessons/

therapy sessions to increase student engagement.

3. Teachers will collaborate with Speech Language Pathologists on a variety of communication modes that meet the individual needs of their students.
4. Teachers will accurately collect ELA progress monitoring data (i.e. Vizzle activities).
5. All Instructional Staff will receive Professional Development regarding the use of "Core Boards" (Project Core, MELD training) to build language/communication skills and utilize Communication Boards throughout ELA instruction.
6. Additional training for the Communication Matrix which will encompass an overview for new staff and a refresher for returning staff on its use.
7. Professional Development on how to utilize Vizzle will be provided to all teachers and relevant support staff on how to use the web-based program and program data to enhance the ELA standards-based lessons.

*All steps requiring PD will be monitored through walk-through feedback, direct observations, lesson plans.

Person Responsible Jacqueline Cassidy (cassidyj@pcsb.org)

#2. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale:

The percent of ESE students who made learning gains will increase from 19% to 26% as measured by the 2021 FSAA.

Our current level of performance from the 2019 FSAA shows that 68% of students are on a Level 1, 23% are on a Level 2, 8% of students are on a Level 3 and 1% of the students are on a Level 4. Due to the COVID-19 school closure and cancellation of Florida Assessments, student growth will be measured by the 2018-2019 test results in comparison to the 2020-2021 FSAA test results. The majority of our students are performing at Level One as evidenced in the results of our current FSAA scores. A total of 19% of students made learning gains. The problem is occurring because our level 1 students do not have a reliable method of communication for them to be able to express their understanding of the content. Also, an increase in real world connections, more culturally relevant instruction and use of a Communication Board with core vocabulary will lead to more students moving up a level of proficiency

Project Core/MELD/core vocabulary supports is a classroom-based intervention for students with significant cognitive disabilities who do not use speech, sign language or symbols to meet a broad range of communication needs. The Tier I, universal intervention in Project Core calls for modeling the use of symbols combined with explicit teaching of the meaning and use of the Universal Core vocabulary. Modeling and teaching are integrated into daily activities (arrival, mealtime, personal care) instructional routines (shared reading, predictable chart writing, alphabet knowledge/phonological awareness activities). Communication core boards will be used as a mode of modeling communication during instruction. As the first tier of multi-tiered System for Augmenting Language the intervention is a classroom-based communication intervention for all students with targeted communication needs. Instructional routines (e.g., shared reading, predictable chart writing, alphabet/phonological awareness) are grounded in evidence-based practices and provide examples of the use of the Universal Core throughout the English Language Arts block of instruction.

Measurable Outcome: The percentage of all students achieving Math learning gains will increase from 19% to 26% or more as measured by FSAA.

Person responsible for monitoring outcome: Kent Vermeer (vermeere@pcsb.org)

Evidence-based Strategy: Strengthen staff practice to utilize questions to help students communicate and respond to math content.
Enhance staff capacity to identify critical content from the standards in alignment with District resources.

Rationale for Evidence-based Strategy: Due to the fact that some of our students have no identified mode of communication compounded by limited intellectual capacity, they require exposure to real world experiences to help them process and retain information. Based on this year's FSAA results, 91% of our students are currently performing at a Level 1 or Level 2. As a result, we will incorporate the use of culturally relevant math lesson plans aligned to the access standards, refine methods of determining students' modes of communication and more accurately collect progress monitoring data.

Action Steps to Implement

1. Teachers will incorporate real world culturally relevant math lesson plans aligned to the access standards
2. Teachers will accurately collect math progress monitoring data.
3. Concrete objects and manipulatives will be used during math lessons.
4. Professional Development on how to utilize Vizzle will be provided to identified teachers on how to utilize the web-based program to enhance the math standards-based lessons and how to utilize the program data.

*All steps requiring PD will be monitored through walk-through feedback, direct observations, lesson plans.

Person Responsible Jacqueline Cassidy (cassidyj@pcsb.org)

#3. Culture & Environment specifically relating to Equity & Diversity

Area of Focus Description and Rationale: The percentage of black students achieving at performance level 2 or above will increase from 14% to 19% as measured by the FSAA 2021. Currently 24% of our student population is black and they generate 17% (385 calls) of the behavior calls. Most of our black students have no consistent or reliable mode of communicating understanding of learning targets, so they require exposure to real world experiences to help them relate to and understand the learning targets, and better process and retain information. Based on this year's FSAA (ELA) results, 14% of our African American students are currently performing at level 2 or above. In order to increase proficiency for the 86% that are at Level 1, we will incorporate the use of culturally relevant lesson plans aligned to the standards and continue to develop and refine students' reliable modes of communication, in order to increase achievement and reduce behaviors.

Measurable Outcome: The percentage of black students scoring on the FSAA at level 2 or above will increase by 5% (14% to 19%). In addition, the percentage of behavior calls for our black students, currently 17% will be maintained or lowered as we do not have a racial gap in discipline.

Person responsible for monitoring outcome: Joycelyn Avery-Wright (avery-wrightj@pcsb.org)

Evidence-based Strategy: Support teachers by providing professional development through Equity training, on building culturally relevant relationships and developing more culturally relevant lesson plans. Culturally relevant relationships can be strengthened by continuing our work with Restorative Practices strategies and Equity training.

Rationale for Evidence-based Strategy: Based on achievement data and behavioral data, developing a learning environment that is relevant to and reflective of our students' social, cultural and communication experiences and utilizing students' cultures and experiences as assets for learning, will increase student achievement levels as well as reduce behavior calls..

Action Steps to Implement

1. District based Equity Training
 2. Additional modules of Equity Training to be chosen by staff
 3. CPI Level 1 for all staff; selected staff will receive training on CPI Level 2.
 4. Provide culturally relevant practices to increase student engagement
 5. Use of Restorative Practices throughout the school to continue building culturally relevant relationships.
 6. All Instructional Staff will receive Professional Development regarding the use of "Core Boards" (Project Core, MELD training) to build language/ communication skills and utilize Communication Boards throughout ELA instruction.
 7. Additional training in regards to the Communication Matrix will be presented which will encompass an overview for new staff and a refresher for returning staff on its use.
- District based Equity Training
 Communication Matrix will be presented which will encompass an overview for new staff and a refresher for returning staff on its use.
 *All steps requiring PD will be monitored through walk-through feedback, direct observations, lesson plans.

Person Responsible Jacqueline Cassidy (cassidyj@pcsb.org)

#4. Culture & Environment specifically relating to Student Attendance

The attendance % for the school year 2019-2020 is 77.7%. Although this is a decline from the previous year COVID directly impacted attendance. If comparing Semester data 2018-19 S1 was 84.6 and S2 was 84.5. In 2019-20 S1 was 86.2 and S2 was 69.2. Our goal, given school is in full session is to increase the attendance of 2018-19 by 2.4%.

Area of

Focus

Description and

Rationale:

The attendance rate is directly related to the fact that many of the students attending Nina Harris have significant medical needs (hospitalizations, seizures and chronic health issues). In addition, family mobility creates transportation issues when changing addresses which also has a negative impact on attendance. Parents are dependent upon district transportation as they lack the ability to transport their child until a new bus is assigned approximately five days later. Due to Covid-19, the nature of the student's disability (physical and/or behavioral), and mandate to provide virtual educational services, many of the students had limited attendance during the last quarter of the 2019-2020 school year.

Measurable Outcome:

Improve the average daily rate of attendance from 84.6% (2018-19) to 87% as measured by the average daily attendance in FOCUS.

Person responsible for monitoring outcome:

Jacqueline Cassidy (cassidyj@pcsb.org)

Evidence-based Strategy:

Strengthen the implementation of Tier 2 & 3 interventions to address and support the needs of students. Identify the reason for the absence and communicate with families.

Rationale for Evidence-based Strategy:

Many of the students attending Nina Harris have significant medical needs (hospitalizations, seizures and chronic health issues). Also, varied environmental issues which translates into daily/monthly absenteeism which results in a negative impact on attendance.

Action Steps to Implement

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

*All steps requiring PD will be monitored through walk-through feedback, direct observations, lesson plans.

Person Responsible

Jacqueline Cassidy (cassidyj@pcsb.org)

#5. Culture & Environment specifically relating to Positive Behavior Intervention and Supports

Area of Focus Description and Rationale: The percentage of school-wide behavior support calls generated by students will decrease from 20% as measured by year end school-wide behavior support data reported in May 2021. Reduction of behavior support calls generated by students will increase time within the classroom environment. Student achievement data will be consistently shared with families.

Measurable Outcome: We will reduce the number of behavior calls by 20% for our students through the explicit use of classroom management strategies; TEACCH and CHAMPS and Behavior Team modeling of appropriate behavior management strategies.

Person responsible for monitoring outcome: Jacquie Grimes (grimesj@pcsb.org)

Evidence-based Strategy: Teachers will have initial or refresher training in the TEACCH and or CHAMPS classroom management strategies. All current ASD teachers have enrolled in a Registered Behavior Technician course and received the Verbal Behavior Model of Behavior Interventions.

Rationale for Evidence-based Strategy: We believe that with current classroom and instructional management processes, teachers will be able to address low level behaviors in the classroom. They will be better equipped to understand and address behaviors, replacing aberrant behaviors with desired behaviors. This will have a direct result in student success in the classroom.

Action Steps to Implement

1. Targetted Teachers will complete the RBT course.
2. Targetted Teachers will engage in the Verbal Behavior Text.
3. Targetted Teachers will complete the UKeru training.
4. Targetted Teachers will complete or refresh the CHAMPS and or TEACCH PD's
5. The Behavior Team will monitor behavior calls and particpate in PLC's to ensure behavior trends are addressed.

*All steps requiring PD will be monitored through walk-through feedback, direct observations, lesson plans.

Person Responsible Jacqueline Cassidy (cassidyj@pcsb.org)

#6. Other specifically relating to Healthy Schools

Area of Focus Description and Rationale:	Nina Harris is experiencing a problem/gap due to a lack of physical activity beyond recommended number of minutes. Stress management programs, essential topics on physical activity, professional development on promoting and integrating physical activity in the classrooms.
Measurable Outcome:	Nina Harris will be eligible in 5 out of the 6 modules for bronze/silver/gold recognition by April 2021 as evidenced by the Alliance of the Healthier Generation healthy schools program framework.
Person responsible for monitoring outcome:	Chris Otto (ottoc@pcsb.org)
Evidence-based Strategy:	We will meet the requirements of the modules (1-6) provided in the Alliance for a Healthier Generation action plan.
Rationale for Evidence-based Strategy:	Pinellas County School District provides a comprehensive Healthy Schools Program to help all staff members obtain optimal health. Through the utilization of these resources and the completion of the assigned modules the identified problem/gap will be reduced.

Action Steps to Implement

1. Assemble a Healthy School Team made up of a minimum of four individuals including, but not limited to: PE Teacher/Health Teacher, Classroom Teacher, Wellness Champion, Administrator, Cafeteria Manager, Parent and student.
 2. Healthy School Lead team member will Attend District-supported professional development.
 3. Healthy School Team will complete Healthy Schools Program Assessment and develop/implement Healthy School Program Action Plan no later than April 2021.
 4. The Cafeteria manager will complete the SMART Snacks in School Documentation by September 2020.
 5. Healthy school team will update the Program Assessment and apply for recognition (if applicable), by April 1, 2021.
- *All steps requiring PD will be monitored through walk-through feedback, direct observations, lesson plans.

Person Responsible Jacqueline Cassidy (cassidyj@pcsb.org)

#7. Culture & Environment specifically relating to Parent Involvement

Area of Focus Description and Rationale: Family and Community: Increase our parental participation with school events and IEP meetings. We do not currently have data on past participation. We will begin collecting data on school events and IEP meeting participation. Parental involvement will allow parents to understand curriculum and other student needs and goals. Our rationale begins with the percentage of parents attending the beginning of the school year Title 1 meetings. We will monitor this number this school year.

Measurable Outcome: We will see an increase in attendance at IEP meetings, Title One workshops and all other school based activities.

Person responsible for monitoring outcome: Courtney Thompson (thompsoncour@pcsb.org)

Evidence-based Strategy: Effectively communicate with families about their student's progress in school processes/ practices. Provide academic tools to families in support of their student's achievement at home. Purposefully involve families with opportunities for them to advocate for their student. Intentionally build positive culturally relevant and restorative relationships with family and community partners.

Rationale for Evidence-based Strategy: Based on the results of our Title One Parent survey, results indicate that the majority of our parents not only like us but feel welcomed and comfortable at our school. They appreciate the work we do and the efforts of our teachers. We desire to continue to build upon those warm, fuzzy feelings through the use of culturally relevant and restorative practice to increase the level of community and parental involvement.

Action Steps to Implement

1. Teachers will review student progress and develop IEP goals based on data with parent input.
2. Develop a parent survey to be distributed at the Annual Title One meeting to gather parent input on the types of workshops they would be interested in attending.
3. Agency Fair will be held in the Spring.
4. We will put together an events list and request support from students at the beginning of the year.
5. Use the school messenger as a reminder of upcoming events.

*All steps requiring PD will be monitored through walk-through feedback, direct observations, lesson plans.

Person Responsible [no one identified]

#8. Instructional Practice specifically relating to Science

Area of Focus Description and Rationale:

Increase the percentage of students scoring above a Level 1 by 5% as measured by the 2021 FSAA and EOCs.
 23% of students in grades 5 and 8 scored a Level 2 or higher in Science. 44% of students taking the Biology EOC scored a Level 2 or higher. The majority of our students are performing at Level One as evidenced in the results of our current FSAA scores. The problem is occurring because our level 1 students do not have a reliable method of communication (which affects learning in all subject areas) in order for the students to be able to express their understanding of the content -- these students are typically assessed via FSAA Datafolio to better target their most appropriate method of communication and mode of response for assessment.

Measurable Outcome:

The percentage of all students scoring above a Level 1 will increase by 5% in Science and EOCs as measured by the 2021 FSAA (Performance Task or Datafolio) and EOCs.

Person responsible for monitoring outcome:

Kent Vermeer (vermeere@pcsb.org)

Evidence-based Strategy:

The evidence-based strategy being implemented in this Science area includes direct instruction using a variety of teaching strategies (such as visual supports, hands-on materials, core vocabulary supports, sensory-integrated experiences, whole group/small group/individualized instruction, repeated instruction).

Project Core/MELD/core vocabulary supports is a classroom-based intervention for students with significant cognitive disabilities who do not use speech, sign language or symbols to meet a broad range of communication needs. The Tier I, universal intervention in Project Core calls for modeling the use of symbols combined with explicit teaching of the meaning and use of the Universal Core vocabulary. Modeling and teaching are integrated into daily activities (arrival, mealtime, personal care) instructional routines (shared reading, predictable chart writing, alphabet knowledge/phonological awareness activities). Communication core boards will be used as a mode of modeling communication during instruction. As the first tier of multi-tiered System for Augmenting Language the intervention is a classroom-based communication intervention for all students with targeted communication needs. Instructional routines (e.g., shared reading, predictable chart writing, alphabet/phonological awareness) are grounded in evidence-based practices and provide examples of the use of the Universal Core throughout the Science block of instruction.

Rationale for Evidence-based Strategy:

Due to the fact that some of our students have no identified mode of communication compounded by limited intellectual capacity, they require exposure to real world experiences to help them process and retain information. Based on the 2019 FSAA results, 23% of students in grades 5 and 8 scored a Level 2 or higher and 44% of the students who took Biology EOCs scored a Level 2 or higher. As a result, we will incorporate the use of culturally relevant science lessons aligned to the access standards and refine methods of determining students' modes of communication.
 Direct instruction using a variety of teaching strategies includes multiple evidence-based learning strategies to reach the variety of learners with significant cognitive disabilities. The multi-tiered System for Augmenting Language (mSAL) is a three-tiered system for providing communication intervention that offers support to a large number of students with significant cognitive disabilities who do not currently use speech, signs, and/ or symbols to communicate. The first Tier of mSAL is focused on the classroom and the classroom teacher using Aided Language Stimulation in a systematic routine. This will help build

consistent and reliable modes of communication so we can accurately assess student progress and determine the most reliable method of assessment.

Action Steps to Implement

1. Teachers will incorporate real world culturally relevant science lessons aligned to the access points standards.
2. All Instructional Staff will receive Professional Development regarding the use of "Core Boards" (Project Core, MELD training) to build language/communication skills and utilize Communication Boards throughout Science instruction.
3. Professional Development on how to utilize Vizzle will be provided to all teachers on how to use the web-based program and program data to enhance the Science standards-based lessons.

*All steps requiring PD will be monitored through walk-through feedback, direct observations, lesson plans.

Person Responsible [no one identified]

#9. Instructional Practice specifically relating to Social Studies

Area of Focus Description and Rationale: Increase the percentage of students scoring above the Level One range in social studies EOCs by 5%. Due to the COVID-19 school closure and cancellation of Florida Assessments, student growth will be measured by the 2018-2019 test results in comparison to the 2020-2021 FSAA test results. 42% of students taking Access US History scored a Level 2 or above on the EOCs. 58% of our students are performing at Level One from the 2019 FSAA. The problem is occurring because our level 1 students do not have a reliable method of communication in order for the students to be able to express their understanding of the content. Also an increase in real world connections, more culturally relevant instruction and use of a Communication Board with core vocabulary will lead to more students moving up a level of proficiency.

Measurable Outcome: The percentage of all students scoring above a Level 1 in Social Studies EOCs will increase by 5% as measured by the 2021 EOCs.

Person responsible for monitoring outcome: Kent Vermeer (vermeere@pcsb.org)

Evidence-based Strategy: Project Core a classroom-based intervention for students with significant cognitive disabilities who do not use speech, sign language or symbols to meet a broad range of communication needs. The Tier I, universal intervention in Project Core calls for modeling the use of symbols combined with explicit teaching of the meaning and use of the Universal Core vocabulary. Modeling and teaching are integrated into daily activities (arrival, mealtime, personal care) instructional routines (shared reading, predictable chart writing, alphabet knowledge/phonological awareness activities). Communication core boards will be used as mode of modeling communication during instruction. As the first tier of multi-tiered System for Augmenting Language the intervention is a classroom-based communication intervention for all students with targeted communication needs. Instructional routines(e.g., shared reading, predictable chart writing, alphabet/phonological awareness) are grounded in evidence-based practices and provide examples of the use of the Universal Core throughout the Social Studies block of instruction.

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

Action Steps to Implement

1. Teachers will incorporate real world culturally relevant social studies lesson plans aligned to the access standards.
 2. All Instructional Staff will receive Professional Development regarding the of "Core Boards" (Project Core, MELD training) to build language/ communication skills and utilize Communication Boards throughout Social Studies instruction.
- *All steps requiring PD will be monitored through walk-through feedback, direct observations, lesson plans.

Person Responsible Jacqueline Cassidy (cassidyj@pcsb.org)

#10. Instructional Practice specifically relating to Graduation

Area of Focus Description and Rationale: Graduation: The percent of ESE students promoted on-track with their cohort will be maintained at 100% as measured by May 2021 graduation rate. Students transcripts of course work taken must be accurately tracked to ensure all required courses are taken for graduation. Lack of credits needed for graduation can exist when students transfer in from another district or state. Transcripts need to be requested and evaluated in a timely manner for these students.

Measurable Outcome: The percent of ESE students promoted on-track with their cohort will be maintained at 100% as measured by May 2021 graduation rate.

Person responsible for monitoring outcome: Christina Vaughan (vaughanc@pcsb.org)

Evidence-based Strategy: Ensure all students are enrolled in the appropriate access courses for graduation.

Rationale for Evidence-based Strategy: Ensure all students are enrolled in the appropriate access courses for graduation.

Action Steps to Implement

1. Students' transcripts will be checked by the assistant principal and Data Management Technician to ensure students are on track to earn their high school credits.
2. The assistant principal working with the CED and Data Management Technician will enroll students in required courses.
3. A binder will be created to keep track of students' courses.
4. Graduation requirements will be discussed with parents at IEP meetings, involving students in the process.

Person Responsible: Jacqueline Cassidy (cassidyj@pcsb.org)

#11. Other specifically relating to Bringing the Gap

Area of Focus Description and Rationale: Bridging the Gap: The percentage of black students achieving at performance level 2 or above will increase from 14% to 19% as measured by the FSAA 2021. Most of our black students have no identified mode of communication, so they require exposure to real world experiences to help them process and retain information. Based on this year's FSAA (ELA) results, 14% of our African american students are currently performing at level 2 or above. In order to increase proficiency for the 86% that are at Level 1 we will incorporate the use of culturally relevant lesson plans aligned to the standards and continue to determine students' modes of communication in order to increase achievement and reduce behaviors. Currently 24% of our student population is black and they generate 17% (385 calls) of the behavior calls.

Measurable Outcome: The percentage of black students scoring on the FSAA at level 2 or above will increase by 5% (14% to 19%). In addition, the percentage of behavior calls for our black students will be maintained at 17% as we do not have a racial gap in discipline.

Person responsible for monitoring outcome: Kent Vermeer (vermeere@pcsb.org)

Evidence-based Strategy: Support teachers by providing professional development on building culturally relevant relationships and sharing student data with black families. These culturally relevant relationships can be strengthened as well by continuing our work with Restorative Practices strategies.

Rationale for Evidence-based Strategy: Reduction of behavior support calls generated by black students will increase time within the classroom environment. Student achievement data will be consistently shared with families. 100% of black students will graduate on time.

Action Steps to Implement

1. Three modules of Equity Training to be chosen by staff
 2. Provide culturally relevant practices to increase student engagement
 3. Use of Restorative Practices throughout the school to continue building culturally relevant relationships.
 4. All Instructional Staff will receive Professional Development regarding the use of "Core Boards" (Project Core, MELD training) to build language/ communication skills and utilize Communication Boards throughout ELA instruction.
 5. Additional training in regards to the Communication Matrix will be presented which will encompass an overview for new staff and a refresher for returning staff on its use.
- *All steps requiring PD will be monitored through walk-through feedback, direct observations, lesson plans.

Person Responsible [no one identified]

#12. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups

Area of Focus Description and Rationale:

The evidence-based strategy being implemented in this area includes direct instruction using a variety of teaching strategies including Increased use of MELD Communication/ Core Boards with visual supports, hands-on materials, core vocabulary supports, sensory-integrated experiences, whole group/small group/individualized instruction, repeated instruction.

Project Core/MELD/core vocabulary supports is a classroom-based intervention for students with significant cognitive disabilities who do not use speech, sign language or symbols to meet a broad range of communication needs. The Tier I, universal intervention in Project Core calls for modeling the use of symbols combined with explicit teaching of the meaning and use of the Universal Core vocabulary. Modeling and teaching are integrated into daily activities (arrival, mealtime, personal care) instructional routines (shared reading, predictable chart writing, alphabet knowledge/phonological awareness activities). Communication core boards will be used as a mode of modeling communication during instruction. As the first tier of multi-tiered System for Augmenting Language the intervention is a classroom-based communication intervention for all students with targeted communication needs. Instructional routines (e.g., shared reading, predictable chart writing, alphabet/phonological awareness) are grounded in evidence-based practices and provide examples of the use of the Universal Core throughout the English Language Arts block of instruction.

Measurable Outcome: The percent of ESE students who made learning gains across all areas will increase as a direct result of improved communication instruction; MELD.

Person responsible for monitoring outcome: Courtney Thompson (thompsoncour@pcsb.org)

Evidence-based Strategy: All students will have individual communication boards, Teachers will receive refresher or initial PD in MELD communication.

Rationale for Evidence-based Strategy: Our students are significantly impacted by a lack of viable communication modalities. Our students need substantially more exposures to repeated instruction. Their communication ability significantly impacts their learning.

Action Steps to Implement

1. Teachers will refresh or take initial MELD communication training.
 2. Admin will monitor core board usage in classrooms.
 3. Core boards will be provided to all students, teachers and parents upon request.
- *All steps requiring PD will be monitored through walk-through feedback, direct observations, lesson plans.

Person Responsible Jacqueline Cassidy (cassidyj@pcsb.org)

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

None at this time.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

At Nina Harris we provide experiences for our students that are valued by our parents and guardians. Parents and guardians provide feedback formally through surveys and IEP meetings and informally in daily conversations. The experiences we provide our students include those provided at general education campuses and many exclusively for our population of ESE student. We provide experiences with Home Coming, Prom, MLK and Cancer Awareness Parades. We also provide experiences around the holidays to include a Gift Giving event and a Snow day where 2 tons of snow and sleds are brought to the school so that our students can experience an event they would not otherwise be able to experience. We have a drum line and safety patrol. Our parents are always invited to events and this year we will have a focus on bringing in more parents to participate.

Parent Family and Engagement Plan (PFEP) Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Instructional Practice: ELA	\$0.00
2	III.A.	Areas of Focus: Instructional Practice: Math	\$0.00
3	III.A.	Areas of Focus: Culture & Environment: Equity & Diversity	\$0.00
4	III.A.	Areas of Focus: Culture & Environment: Student Attendance	\$0.00
5	III.A.	Areas of Focus: Culture & Environment: Positive Behavior Intervention and Supports	\$0.00
6	III.A.	Areas of Focus: Other: Healthy Schools	\$0.00
7	III.A.	Areas of Focus: Culture & Environment: Parent Involvement	\$0.00

8	III.A.	Areas of Focus: Instructional Practice: Science	\$0.00
9	III.A.	Areas of Focus: Instructional Practice: Social Studies	\$0.00
10	III.A.	Areas of Focus: Instructional Practice: Graduation	\$0.00
11	III.A.	Areas of Focus: Other: Bringing the Gap	\$0.00
12	III.A.	Areas of Focus: ESSA Subgroup: Outcomes for Multiple Subgroups	\$0.00
			Total: \$0.00