Nina Harris ESE Center

2021-22 Ungraded 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: Jacquline Cassidy

Start Date for this Principal: 9/25/2019

2021-22 Status (per MSID File)	Active
School Function (per accountability file)	ESE
School Type and Grades Served (per MSID File)	Combination School PK-12
Primary Service Type (per MSID File)	Special Education
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	92%
2020-21 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 Improvement Rating History	2021-22: Maintaining 2020-21: No Rating 2018-19: Unsatisfactory 2017-18: Unsatisfactory 2016-17: No Rating
DJJ Accountability Rating	2023-24: No Rating

School Board Approval

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

SIP Authority

A Schoolwide Improvement Plan (SIP) is a requirement for Comprehensive Support and Improvement (CSI) ungraded schools pursuant to 1001.42 F.S. and the Every Student Succeeds Act (ESSA) and for DJJ schools

receiving a rating of Unsatisfactory pursuant to Sections 1003.51 and 1003.52, F.S. and Rule 6A-1.099813, F.A.C.

CSI schools can be designated as such in 2 ways:

1. Have a graduation of 67% or lower; or
2. Have an overall Federal Index below 41%.

DJJ Unsatisfactory Ratings are based on percentages by program type:

- Prevention and Intervention: 0%-50%

- Nonsecure Programs: 0%-59%

- Secure Programs: 0%-53%

SIP Plans for Ungraded CSI schools and DJJ schools receiving an Unsatisfactory rating must be approved by the district and reviewed by the state.

Purpose and Outline of the SIP

The School Improvement Plan (SIP) provides schools and Local Educational Agencies (LEAs) the opportunity to identify the academic and priority goals along with strategies for each school. School leadership teams may refine their SIP annually to define their school's academic and priority goals to increase student achievement.

Schools and LEAs are strongly encouraged to collaborate in the development and implementation of this plan.

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.

Briefly discuss the population unique to your school and the specific supports provided to meet the mission and vision.

Nina Harris Exceptional Education Center School is a Pre - Extended Transition public school that serves students with disabilities, specifically students with severe cognitive delays, Autism Spectrum Disorders, and/or mental health concerns. Approximately 20 percentage of the student population is identified as living in foster care and enter school with documented mental health services and involvement with outside agencies. Approximately 85% of our students do not have sustainable verbal skills to communicate or self-advocate. All
students receive free/reduced lunch services. To address the communication needs of our students we have embraced the Project-Core Communication system to enhance our students opportunities to communicate and advocate for themselves. We have engaged in the VB MAPP assessment to build communication and behavior plans for students with Autism to increase communication and decrease negative behavior events.
The strategic and consistent implementation of these practices will help equip students and teachers with tools to
monitor and self-regulate social emotional learning, behavior, and academic progress, thus supporting a climate of continuous learning.

School Leadership Team

Membership
Identify the name, email address, position title, and job duties/responsibilities as it relates to SIP implementation for each member of the school leadership team.**:**

Name	Position Title	Job Duties and Responsibilities
Cassidy, Jacqueline	Principal	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.
Vermeer, Kent	Assistant Principal	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.
Thompson, Courtney	Instructional Coach	To provide assistance in the development and coordination of teaching and learning projects with an emphasis on technology, curriculum development and teacher training.
Bower, Joey	SAC Member	Parent
Grimes, Jacquie	Behavior Specialist	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.

Name	Position Title	Job Duties and Responsibilities
Otto, Chris	Teacher, Adult	Coordinates the Exceptional Student Education (ESE) referral, placement, reevaluation, and registration process within the school. Serves as Local Education Agency (LEA) representative at staffing and IEP meetings and assists the principal in coordinating all ESE functions within the school.
Ruffin, Tony	Other	Provides instructional support for students with medical or behavorial disabilities under the direction of one or more Exceptional Student Education (ESE) teachers. May also work with students with disabilities in general education classes under the direction of one or more general education teachers. Will collaborate with IEP team members to monitor and reinforce student behavior, interventions, medical selfcare needs, communication, academic and sensory needs through observation, data collection and record keeping duties.
Vaughan, Christina	Other	Coordinates the Exceptional Student Education (ESE) referral, placement, mainstream, reevaluation and registration process within the school. Serves as LEA representative at staffing and IEP meetings, and assists the principal in coordinating all ESE functions within the school.
Remy, Michelle	Teacher, ESE	Responsible for the educational leadership of students placed in exceptional education programs, including gifted students and students with disabilities. This position encompasses the three standards included in Teacher Professional Expectations in School Board Policy, which are high student achievement, safe learning environment, and effective and efficient operations.
Redfering, Kristie Jo	Teacher, ESE	Responsible for the educational leadership of students placed in exceptional education programs, including gifted students and students with disabilities. This position encompasses the three standards included in Teacher Professional Expectations in School Board Policy, which are high student achievement, safe learning environment, and effective and efficient operations.

Is education provided through contract for educational services?

Yes

If yes, name of the contracted education provider.

Demographic Information

Principal start date

Wednesday 9/25/2019, Jacquline Cassidy

Number of teachers with professional teaching certificates?

33

Number of teachers with temporary teaching certificates?

2

Total number of teacher positions allocated to the school.

35

Total number of students enrolled at the school.

198

Identify the number of instructional staff who left the school during the 2020-21 school year.

2

Identify the number of instructional staff who joined the school during the 2021-22 school year.

1

Demographic Data

Early Warning Systems

2021-22

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	3	11	10	4	14	14	18	19	18	15	11	76	216
Attendance below 90 percent	2	3	7	9	1	9	11	10	14	13	10	10	44	143
One or more suspensions	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	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	3	3	11	10	4	14	14	18	19	18	15	11	76	216

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	3	3	11	10	4	14	14	18	19	18	15	11	76	216

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	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Monday 7/19/2021

2020-21 - 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	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	
Course failure in ELA	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	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA Math 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	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	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Part II: Needs Assessment/Analysis

School Data Review
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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement					70%	61%		65%	60%
ELA Learning Gains					63%	59%		59%	57%

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Lowest 25th Percentile					56%	54%		55%	52%
Math Achievement					72%	62%		69%	61%
Math Learning Gains					63%	59%		64%	58%
Math Lowest 25th Percentile					54%	52%		59%	52%
Science Achievement					64%	56%		62%	57%
Social Studies Achievement					81%	78%		82%	77%

Grade Level Data Review - State Assessments
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	2021					
	2019					
Cohort Comparison						
04	2021					
	2019					
Cohort Comparison		0%				
05	2021					
	2019					
Cohort Comparison		0%				
06	2021					
	2019					
Cohort Comparison		0%				
07	2021					
	2019					
Cohort Comparison		0%				
08	2021					
	2019					
Cohort Comparison		0%				
09	2021					
	2019					
Cohort Comparison		0%				
10	2021					
	2019					
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019					
Cohort Comparison						
04	2021					

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019					
Cohort Comparison		0%				
05	2021					
	2019					
Cohort Comparison		0%				
06	2021					
	2019					
Cohort Comparison		0%				
07	2021					
	2019					
Cohort Comparison		0%				
08	2021					
	2019					
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019					
Cohort Comparison						
08	2021					
	2019					
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD	5	20	20	12	31					89	
BLK	9	18									
HSP		30									
WHT	5	19		12	33						
FRL	8	17		5	26						
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

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	22
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	

ESSA Federal Index	
Total Points Earned for the Federal Index	177
Total Components for the Federal Index	8
Percent Tested	71%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	22
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
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%	
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%	
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%	
Black/African American Students	
Federal Index - Black/African American Students	14
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	15
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	

Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	17
White Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	11
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis
Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

Reflect on the Areas of Focus from the previous school year. What progress monitoring was in place for low performing ESSA subgroups related to the Areas of Focus?

Our ESSA underperforming subgroups are Black/African American, White, Students with Disabilities, and Economically Disadvantaged students. All of our Black/African American and White students are included in both the Students with Disabilities and Economically Disadvantaged subgroups. Our school monitors each individual student's progress monitoring data, academic grades, behavioral performance, and attendance. Each student we serve has an Individualized Education Plan that is reviewed annually. In addition, teachers/case managers monitor student academic and behavioral data when planning, during instruction, and after each assessment cycle. The School Based Leadership Team utilizes a data driven dialog protocol and continuous improvement cycle model to analyze data, identify barriers, and design actionable next steps. The Child Study Team meets twice per month to monitor student attendance. All SIP goals and action steps are reviewed mid-year and adjustments are made based on current data.

Based on ESSA subgroup progress monitoring, which data component showed the most improvement? What new actions did your school take in this area?

2019 data revealed learning gains in ELA measured on learning target tracking data, which indicates our students

are continuing to work toward proficiency. That said, we acknowledge the need for action steps to improve the achievement of our students across grade levels, and content areas. Factors contributing to student success include, communication barriers, bridging students' home and school lives, interagency collaboration, the implementation of Project-Core communication measures, and PBIS supports. The new actions included, the building of positive classroom culture via restorative practices, and the implementation of the VB Mapp and Project-Core for communication and behavior supports. To assist in this process, we worked to implement high leverage strategies aimed at supporting rigorous student-centered communication, data-based planning aimed at improving communication.

What area is in the greatest need of improvement? What specific component of this area is most problematic? What is your basis (data, progress monitoring) for this conclusion?

Our students greatest need is to increase opportunities for communication, self-advocacy and improve behavior interactions. Communication is a basic human right an need for all students. Improving communication opportunities will help students to improve quality of life in all aspects of their day; home, school, and community.
For the 2021-2022 school year; year 2 of the school 3-Year Plan for Improving Communication has begun with all staff including cafe', plant operations, R'Club, all support and instructional staff having completed 12 Project-Core learning modules to improve communication opportunities.

What trends emerge across grade levels, subgroups and core content areas?

Students lack of communication ability to fully evaluate their receptive abilities to take in information. We have been completing the Datafolio assessments and are awaiting that data. It will be compared to the previous year; however the number of students taking the assessment is not statistically significant.

What strategies need to be implemented in order to accelerate learning?

We are completing our second year of intense PD and implementation of MELD Communication, Project-Core, and Comprehensive Literacy for All learnings. We are becoming stronger instructors in teaching students with significant cognitive delays to become communicators. That will enable them to use expressive responses in which ever mode of communication they are using.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

MELD Communication, Project-Core, and Comprehensive Literacy for All are the primary PD's that we have embraced for the improved future of our students.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	ELA Goal: The percent of ESE students who made learning gains will increase from 20% to 25% as measured by 2021 FSAA. Our level of performance from the 2019 FSAA shows that 66% of students are on a Level 1, 25% are on 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 1 as evidenced in the results of our 2019 FSAA scores. A total of 20% of students made learning gains. The problem is occurring because out 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: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	The percent of ESE students who made learning gains will increase from 20% to 25% as measured by 2022 FSAA.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	FSAA and pre/post assessments. *All steps requiring PD will be monitored through walk-through feedback, direct observations, lesson plans.
Person responsible for monitoring outcome:	Kent Vermeer (vermeere@pcsb.org)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	The evidence-based strategy being implemented in this ELA areas 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 1, universal intervention in Project Core calls for modeling the use 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: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this 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 no 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:
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Teachers will incorporate real world culturally relevant ELA lessons aligned to the access points and identified learning targets.

Person Responsible	Kent Vermeer (vermeere@pcsb.org)

Staff will participate in a book study on literacy to enhance educational experiences for students and staff.

Person Responsible	Courtney Thompson (thompsoncour@pcsb.org)

Speech Language Pathologists will model the use of a variety of communication modes during lessons/therapy sessions to increase student engagement

Person Responsible	Jacqueline Cassidy (cassidyj@pcsb.org)

Teachers will collaborate with Speech Language Pathologists on a variety of communication modes that meet the individual needs of their students

Person Responsible	Courtney Thompson (thompsoncour@pcsb.org)

Teachers will accurately collect ELA progress monitoring data (i.e. Vizzle activities)

Person Responsible	Courtney Thompson (thompsoncour@pcsb.org)

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

Person Responsible	Jacqueline Cassidy (cassidyj@pcsb.org)

Additional training for communication strategies or tools which will encompass an overview for new staff and a refresher for returning staff on its use

Person Responsible	Jacqueline Cassidy (cassidyj@pcsb.org)

Professional Development on how to utilize Vizzle/Lesson Pix 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

Person Responsible	Jacqueline Cassidy (cassidyj@pcsb.org)

Monitoring ESSA Impact:
If this Area of Focus is not related to one or more ESSA subgroups, please describe the process for progress monitoring the impact of the Area of Focus as it relates to all ESSA subgroups not meeting the 41% threshold according to the Federal Index.

Our ESSA underperforming subgroups are Black/African American, White, Students with Disabilities, and Economically Disadvantaged students. All of our Black/African American and White students are included in both the Students with Disabilities and Economically Disadvantaged subgroups. Our school monitors each individual student's progress monitoring data, academic grades, behavioral performance, and attendance. Each student we serve has an Individualized Education Plan that is reviewed annually. In addition, teachers/case managers monitor student academic and behavioral data when planning, during instruction, and after each
assessment cycle. The School Based Leadership Team utilizes a data driven dialog protocol and continuous improvement cycle model to analyze data, identify barriers, and design actionable next steps. The Child
Study Team meets twice per month to monitor student attendance. All SIP goals and action steps are reviewed mid-year and adjustments are made based on current data.

#2. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	The percent of ESE students who made learning gains will increase from 19% to 26% as measured by the 2022 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. 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.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

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

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

FSAA and pre/post assessments. *All steps requiring PD will be monitored through walk-through feedback, direct observations, lesson plans.

Person responsible for monitoring outcome:

Kent Vermeer (vermeere@pcsb.org)

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.

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:** Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this 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:
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Teachers will incorporate real world culturally relevant math lesson plans aligned to the access standards

| **Person Responsible** | Kent Vermeer (vermeere@pcsb.org) |

Teachers will accurately collect math progress monitoring data.

| **Person Responsible** | Jacqueline Cassidy (cassidyj@pcsb.org) |

Concrete objects and manipulatives will be used during math lessons.

| **Person Responsible** | Jacqueline Cassidy (cassidyj@pcsb.org) |

Professional Development on how to utilize Vizzle will be provided to identified teachers on how to utilize the web-based program to enhance the math standards-based lessons and how to utilize the program data

| **Person Responsible** | Jacqueline Cassidy (cassidyj@pcsb.org) |

| **Monitoring ESSA Impact:** If this Area of Focus is not related to one or more ESSA subgroups, please describe the process for progress monitoring the impact of the Area of Focus as it relates to all ESSA subgroups not meeting the 41% threshold according to the Federal Index. | Our ESSA underperforming subgroups are Black/African American, White, Students with Disabilities, and Economically Disadvantaged students. All of our Black/African American and White students are included in both the Students with Disabilities and Economically Disadvantaged subgroups. Our school monitors each individual student's progress monitoring data, academic grades, behavioral performance, and attendance. Each student we serve has an Individualized Education Plan that is reviewed annually. In addition, teachers/case managers monitor student academic and behavioral data when planning, during instruction, and after each assessment cycle. The School Based Leadership Team utilizes a data driven dialog protocol and continuous improvement cycle model to analyze data, identify barriers, and design actionable next steps. The Child Study Team meets twice per month to monitor student attendance. All SIP goals and action steps are reviewed mid-year and adjustments are made based on current data. |

#3. Instructional Practice specifically relating to Science	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	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: State the specific measurable outcome the school plans to achieve. This should be a data based, objective 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.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	FSAA data, pre and post assessment data will be monitored by AP quarterly. *All steps requiring PD will be monitored through walk-through feedback, direct observations, lesson plans.
Person responsible for monitoring outcome:	Kent Vermeer (vermeere@pcsb.org)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	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:
Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Because 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:
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Teachers will incorporate real world culturally relevant science lessons, activities, and materials aligned to the access points standards.

Person Responsible Kent Vermeer (vermeere@pcsb.org)

All Instructional Staff will receive Professional Development regarding the use of "Core Boards" (Project Core, MELD training) to build language/communication skills and utilize Communication Boards throughout Science instruction.

Person Responsible Jacqueline Cassidy (cassidyj@pcsb.org)

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.

Person Responsible Jacqueline Cassidy (cassidyj@pcsb.org)

Instructional staff in Autism Spectrum Disorder classrooms will utilize Verbal Behavior Milestones Assessment and Placement Program (VB-MAPP) and instructional staff in Varying Exceptionalities classrooms will utilize the Communication Matrix to determine and track the current skill of level of students.

Person Responsible Jacqueline Cassidy (cassidyj@pcsb.org)

Monitoring ESSA Impact:
If this Area of Focus is not related to one or more ESSA subgroups, please describe the process for progress monitoring the impact of the Area of Focus as it relates to all ESSA subgroups not meeting the 41%

Our ESSA underperforming subgroups are Black/African American, White, Students with Disabilities, and Economically Disadvantaged students. All of our Black/African American and White students are included in both the Students with Disabilities and Economically Disadvantaged subgroups. Our school monitors each individual student's progress monitoring data, academic grades, behavioral performance, and attendance. Each student we serve has an Individualized Education Plan that is reviewed annually. In addition, teachers/case managers monitor student academic and behavioral data when planning, during instruction, and after each

assessment cycle. The School Based Leadership Team utilizes a data driven dialog protocol and continuous improvement cycle model to analyze data, identify barriers, and design actionable next steps. The Child Study Team meets twice per month to monitor student attendance. All SIP goals

| threshold according to the Federal Index. | and action steps are reviewed mid-year and adjustments are made based on current data. |

#4. Instructional Practice specifically relating to Social Studies	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	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: State the specific measurable outcome the school plans to achieve. This should be a data based, objective 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.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	FSAA and pre/post assessment data. *All steps requiring PD will be monitored through walk-through feedback, direct observations, lesson plans.
Person responsible for monitoring outcome:	Kent Vermeer (vermeere@pcsb.org)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	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: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	Because 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:
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Teachers will incorporate real world culturally relevant science lessons, activities, and materials aligned to the access points standards.

Person Responsible Kent Vermeer (vermeere@pcsb.org)

All Instructional Staff will receive Professional Development regarding the use of "Core Boards" (Project Core, MELD training) to build language/communication skills and utilize Communication Boards throughout Science instruction.

Person Responsible Jacqueline Cassidy (cassidyj@pcsb.org)

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.

Person Responsible Jacqueline Cassidy (cassidyj@pcsb.org)

Instructional staff in Autism Spectrum Disorder classrooms will utilize Verbal Behavior Milestones Assessment and Placement Program (VB-MAPP) and instructional staff in Varying Exceptionalities classrooms will utilize the Communication Matrix to determine and track the current skill of level of students.

Person Responsible Jacqueline Cassidy (cassidyj@pcsb.org)

Monitoring ESSA Impact: If this Area of Focus is not related to one or more ESSA subgroups, please describe the process for progress monitoring the impact of the Area of Focus as it relates to all ESSA subgroups not meeting the 41%	

threshold according
to the Federal Index.

#5. Culture & Environment specifically relating to Equity & Diversity	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	The percentage of black students achieving at performance level 2 or above will increase from 14% to 19% as measured by the FSAA 2022. Currently 24% of our student population is black and they generate approximately 17% of the behavior calls. Most of our black students have no consistent of 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: State the specific measurable outcome the school plans to achieve. This should be a data based, objective 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.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Will use quarterly behavior data in cooperation with the Bx team.
Person responsible for monitoring outcome:	Joycelyn Avery-Wright (avery-wrightj@pcsb.org)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	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: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this 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:
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

District based Equity Training

Person Responsible   Jacqueline Cassidy (cassidyj@pcsb.org)

Additional modules of Equity Training to be chosen by staff

Person Responsible   Christina Vaughan (vaughanc@pcsb.org)

CPI Level 1 for all staff; selected staff will receive training on CPI Level 2.

Person Responsible   Jacquie Grimes (grimesj@pcsb.org)

Provide culturally relevant practices to increase student engagement

Person Responsible   Kent Vermeer (vermeere@pcsb.org)

Use of Restorative Practices throughout the school to continue building culturally relevant relationships.

Person Responsible   Joycelyn Avery-Wright (avery-wrightj@pcsb.org)

Monitoring ESSA Impact: If this Area of Focus is not related to one or more ESSA subgroups, please describe the process for progress monitoring the impact of the Area of Focus as it relates to all ESSA subgroups not meeting the 41% threshold according to the Federal Index.	Our ESSA underperforming subgroups are Black/African American, White, Students with Disabilities, and Economically Disadvantaged students. All of our Black/African American and White students are included in both the Students with Disabilities and Economically Disadvantaged subgroups. Our school monitors each individual student's progress monitoring data, academic grades, behavioral performance, and attendance. Each student we serve has an Individualized Education Plan that is reviewed annually. In addition, teachers/case managers monitor student academic and behavioral data when planning, during instruction, and after each assessment cycle. The School Based Leadership Team utilizes a data driven dialog protocol and continuous improvement cycle model to analyze data, identify barriers, and design actionable next steps. The Child Study Team meets twice per month to monitor student attendance. All SIP goals and action steps are reviewed mid-year and adjustments are made based on current data.

#6. Other specifically relating to Healthy Schools	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Nina Harris ESE Centers' current level of performance is 3 out of 6 topics for Bronze level recognition as evidenced in the Alliance for a Healthier Generation healthy school program framework. For the 2021/22 school year, we anticipate achieving Silver recognition by the 2022 deadline. Nina Harris' problem/gap is occurring due to a school environment that has not fully implemented a program that emphasizes physical activity and stress management tools to assist with promoting the overall health and wellness of all stakeholders. If our healthy school team can monitor the implementation of the wellness guidelines, we will be successful in our recognition process.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	For the 2021/22 school year, we anticipate achieving Silver recognition by the 2022 deadline.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Ms. Avery-Wright will monitor the wellness program on a monthly basis using the tools provided in the Limeaid program.
Person responsible for monitoring outcome:	Joycelyn Avery-Wright (avery-wrightj@pcsb.org)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Ms. Joy Avery-Wright will follow the district Limeaid program, she will advertise information and communicate with staff at staff meetings our progress.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	Following district guidelines through wellness program provided.

Action Steps to Implement:
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Develop a healthy school's team made up of but not limited to Healthy Schools team leader, Cafeteria Manager, PE Teacher, classroom teacher and Wellness Team leader.

Person Responsible	Joycelyn Avery-Wright (avery-wrightj@pcsb.org)

Lead team member will attend all district supported Professional development.

Person Responsible	Joycelyn Avery-Wright (avery-wrightj@pcsb.org)

Team will coordinate with the wellness team to develop health and wellness activities for staff.

Person Responsible	Joycelyn Avery-Wright (avery-wrightj@pcsb.org)

Wellness team will work with the administration team and the district to continue district level PD on stress and wellness.

Person Responsible	Joycelyn Avery-Wright (avery-wrightj@pcsb.org)

Team will coordinate with the Cafeteria Manager to develop and include healthy food and drink choices for students and staff.

Person Responsible	Joycelyn Avery-Wright (avery-wrightj@pcsb.org)

Monitoring ESSA Impact: If this Area of Focus is not related to one or more ESSA subgroups, please describe the process for progress monitoring the impact of the Area of Focus as it relates to all ESSA subgroups not meeting the 41% threshold according to the Federal Index.	Our ESSA underperforming subgroups are Black/African American, White, Students with Disabilities, and Economically Disadvantaged students. All of our Black/African American and White students are included in both the Students with Disabilities and Economically Disadvantaged subgroups. Our school monitors each individual student's progress monitoring data, academic grades, behavioral performance, and attendance. Each student we serve has an Individualized Education Plan that is reviewed annually. In addition, teachers/case managers monitor student academic and behavioral data when planning, during instruction, and after each assessment cycle. The School Based Leadership Team utilizes a data driven dialog protocol and continuous improvement cycle model to analyze data, identify barriers, and design actionable next steps. The Child Study Team meets twice per month to monitor student attendance. All SIP goals and action steps are reviewed mid-year and adjustments are made based on current data.

#7. Culture & Environment specifically relating to Parent Involvement	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Family and Community: Our parental/familial/guardian participation with school events and IEP meetings will be monitored to create a baseline of information about parental/familial/guardian involvement and participation. Parental/familial/guardian involvement will allow parents/families/guardians to understand student needs/goals, Florida Access Point curriculum, the school-wide initiative of students' access to appropriate communication, and other student/family and community opportunities. Monitor the percentage of parents/families/guardians attending the beginning of the school year Annual Title 1 meeting -- monitor this number in relation to the total number of family units. The Title 1 Drive-In Movie Night during the spring semester to continue parental/familial/guardian engagement opportunities and provide an update to parents/families/guardians about school initiatives and Title 1 information. A survey from the first annual Title 1 Drive-In Movie Night indicated that parents/families/guardians were interested in receiving more information about students' communication skills/opportunities. A similar survey will be provided to parents/families/guardians in preparation for the second annual Title 1 Drive-In Movie Night. The school website will be updated with information about students' communication skills and Augmentative & Alternative Communication (AAC) – Such updates will include picture/video evidence of students using AAC at school and access to additional resources, such as the Project Core website. Parents/families/guardians have provided informal feedback that the school messenger is a helpful source of communication – the school will continue to use this preferred method to remind parents/families/guardians of school events/important school information. The transition of our students from their educational experience at our ESE Center School into the community post-graduation will continue to be supported by the teachers of Extended Transition students and the occurrence of the Agency Fair in the spring semester. The school's marque, teachers'/parents'/guardians' Canvas platform, the school's social media, and the on-site Parent Station will continue to be additional sources of school information.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Provide a baseline of parental/familial/guardian participation with school events and IEP meetings.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Area will be monitored using the data described above as collected by the VE specialist and the Teacher Leader/Title 1 Audit Box representative.
Person responsible for	Courtney Thompson (thompsoncour@pcsb.org)

monitoring outcome:	
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Utilize the district-provided communication programs (school website, PeachJar, etc.) to effectively communicate with parents/families/guardians about school-wide initiatives and events. Update the school website to include the most current information about Title 1, the importance of students' access to AAC at school and at home, and school events. Intentionally build positive, culturally-relevant and restorative relationships with family via IEP meetings and community partners via opportunities for school events.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.	Based on the results of our Title 1 survey and inconsideration of this year's COVID restrictions, parents/families/guardians expressed concerned opinions of being able to participate in school activities. Qualitative data also notes preference of being able to participate in IEP meetings virtually. Case managers will continue to offer this medium to parents/families/guardian in which this is a setting preference.

Action Steps to Implement:
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Teachers will review student IEP data and develop IEP goals based on data with parent/family/guardian input.

Person Responsible Christina Vaughan (vaughanc@pcsb.org)

All IEP case managers to have parent/family/guardian complete Parent Input Form prior to IEP meetings.

Person Responsible Christina Vaughan (vaughanc@pcsb.org)

Develop a parent/family/guardian survey to be distributed at the Annual Title 1 meeting at beginning of year and at the annual Title 1 Drive-In Movie Night in spring semester to gather parent/family/guardian input on the types of educationally-relevant information they would like to receive and their preferred method of receiving this information.

Person Responsible Courtney Thompson (thompsoncour@pcsb.org)

Agency Fair will be held in the spring semester to support the family-community relationship.

Person Responsible Courtney Thompson (thompsoncour@pcsb.org)

Use the school messenger as a reminder of upcoming events and update the school website with important school information. Continue to update and monitor all other platforms of communication (marque, Parent Station, etc.).

Person Responsible	Jacqueline Cassidy (cassidyj@pcsb.org)

Monitoring ESSA Impact: If this Area of Focus is not related to one or more ESSA subgroups, please describe the process for progress monitoring the impact of the Area of Focus as it relates to all ESSA subgroups not meeting the 41% threshold according to the Federal Index.	Educational research has proven that a strong rapport and open communication between schools and parents leads to increased student academic gains. We will continue to report ESSA subgroup data to all stakeholders and increase efforts to engage all stakeholders in discussions about relevant individual student data. This year we have added virtual opportunities for families to engage in school meetings and events.

#8. Instructional Practice specifically relating to Graduation	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	The percent of ESE students promoted on-track with their cohort will be maintained at 100% as measured by May 2022 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 in order to ensure enrollment in any courses that may still be required.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	The percent of ESE students promoted on-track with their cohort will be maintained at 100% as measured by May 2022 graduation rate.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Monitor student progress throughout the year for course completion and attendance.
Person responsible for monitoring outcome:	Christina Vaughan (vaughanc@pcsb.org)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Ensure all students are enrolled in the appropriate access courses for graduation and monitor progress.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	Ensure all students are enrolled in the appropriate access courses for graduation.

Action Steps to Implement:
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

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.

Person Responsible	Christina Vaughan (vaughanc@pcsb.org)

The assistant principal working with the VE Specialist, and Data Management Technician will enroll students in required courses.

Person Responsible	Kent Vermeer (vermeere@pcsb.org)

A binder will be created to keep track of students' courses.

Person Responsible	Kent Vermeer (vermeere@pcsb.org)

Graduation requirements will be discussed with parents at IEP meetings, involving students in the process.

Person Responsible	Christina Vaughan (vaughanc@pcsb.org)
Monitoring ESSA Impact: If this Area of Focus is not related to one or more ESSA subgroups, please describe the process for progress monitoring the impact of the Area of Focus as it relates to all ESSA subgroups not meeting the 41% threshold according to the Federal Index.	Our ESSA underperforming subgroups are Black/African American, White, Students with Disabilities, and Economically Disadvantaged students. All of our Black/African American and White students are included in both the Students with Disabilities and Economically Disadvantaged subgroups. Our school monitors each individual student's progress monitoring data, academic grades, behavioral performance, and attendance. Each student we serve has an Individualized Education Plan that is reviewed annually. In addition, teachers/case managers monitor student academic and behavioral data when planning, during instruction, and after each assessment cycle. The School Based Leadership Team utilizes a data driven dialog protocol and continuous improvement cycle model to analyze data, identify barriers, and design actionable next steps. The Child Study Team meets twice per month to monitor student attendance. All SIP goals and action steps are reviewed mid-year and adjustments are made based on current data.

#9. Other specifically relating to Bridging the Gap	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	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: State the specific measurable outcome the school plans to achieve. This should be a data based, objective 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.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	AP will collaborate with behavior team and monitor all pre/post assessment data.
Person responsible for monitoring outcome:	Kent Vermeer (vermeere@pcsb.org)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	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: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this 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:
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Three modules of Equity Training to be chosen by staff

Person Responsible	Kent Vermeer (vermeere@pcsb.org)

Provide culturally relevant practices to increase student engagement

Person Responsible	Kent Vermeer (vermeere@pcsb.org)

Use of Restorative Practices throughout the school to continue building culturally relevant relationships.

| **Person Responsible** | Kent Vermeer (vermeere@pcsb.org) |

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.

| **Person Responsible** | Jacqueline Cassidy (cassidyj@pcsb.org) |

Additional training in regards to the Communication Matrix will be presented which will encompass an overview for new staff and a refresher for returning staff on its use.

| **Person Responsible** | Jacqueline Cassidy (cassidyj@pcsb.org) |

Monitoring ESSA Impact:
If this Area of Focus is not related to one or more ESSA subgroups, please describe the process for progress monitoring the impact of the Area of Focus as it relates to all ESSA subgroups not meeting the 41% threshold according to the Federal Index.

Our ESSA underperforming subgroups are Black/African American, White, Students with Disabilities, and Economically Disadvantaged students. All of our Black/African American and White students are included in both the Students with Disabilities and Economically Disadvantaged subgroups. Our school monitors each individual student's progress monitoring data, academic grades, behavioral performance, and attendance. Each student we serve has an Individualized Education Plan that is reviewed annually. In addition, teachers/case managers monitor student academic and behavioral data when planning, during instruction, and after each assessment cycle. The School Based Leadership Team utilizes a data driven dialog protocol and continuous improvement cycle model to analyze data, identify barriers, and design actionable next steps. The Child Study Team meets twice per month to monitor student attendance. All SIP goals and action steps are reviewed mid-year and adjustments are made based on current data.

#10. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	All of our students have significant cognitive disabilities, other developmental disabilities, and the majority of our students have Complex Communication Needs (CCN) which include students with no verbal speech, limited verbal speech, or unintelligible verbal speech. Students with CCN use Augmentative & Alternative Communication (AAC) systems (including core vocabulary) to meet their communication needs with communication partners, a basic human right that improves our students' quality of life. Students' communication mode of response and interaction with their individualized AAC systems can be classified as one of the following proficiency levels: Emerging – The student is at the beginning of developing a response mode to use (e.g. eye gaze, touch/point, Partner Assisted Scanning) and they are inconsistent/not deliberate in their responding; Consistent – The student has an identified response mode to use (e.g. eye gaze, touch/point, Partner Assisted Scanning) and can respond, however, they do not appear to be making a deliberate choice in their response that aligns with their communicative intent; Reliable – The student can scan their options and make a deliberate response that aligns with their communicative intent. In order for students with CCN to improve their communicative behaviors and intent from the previously-mentioned definitions of emerging to consistent to reliable, the evidence-based strategies of individualized access to core vocabulary, a team approach with content area experts, presuming competence of our learners, aided language input (teacher modeling), repeated instruction with variety, explicit (or direct) instruction, and naturalistic instruction (such as within daily activities/routines) will be used to teach symbolic communication to AAC users. Additionally, comprehensive literacy instruction for emergent and conventional readers and writers further supports the most autonomous communication of our students as they learn to read for information and write to communicate.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	The percent of students with communication mode of responses identified as "emerging," "consistent," or reliable" will increase by one proficiency level through improved communication instructional opportunities within one academic year to be documented on teachers' grading rubric worksheet/school-wide database.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	The school teacher leader will monitor in collaboration with teacher feedback and data chats at PLC's.
Person responsible for monitoring outcome:	Courtney Thompson (thompsoncour@pcsb.org)

Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.

All students will have individualized access to Augmentative & Alternative Communication (AAC). A team approach will be accessed by teachers, IEP team members, and other content area experts to support this individualized access after instructional staff's refresher/initial MELD PD, refresher/initial Communication Matrix PD, VB-MAPP PD, completion of the Project Core PD modules, and review of student documentation (e.g. IEPs, Communication Matrix information, VB-MAPP information). Evidence-based strategies to support instruction include presuming competence, aided language input (teacher modeling), repetition with variety, explicit/direct instruction, and naturalistic instruction. Additionally, with instruction on alphabet knowledge/phonological awareness and other literacy concepts, students have access to communicate their thoughts with autonomy instead of via an AAC system with pre-determined words. Dr. Karen Erickson's book, Comprehensive Literacy for All, includes evidence-based instructional strategies for both emergent and conventional readers and writers with significant disabilities.

Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.

All of our students have significant cognitive disabilities, other developmental disabilities, and the majority of our students have Complex Communication Needs (CCN) which include students with no verbal speech, limited verbal speech, or unintelligible verbal speech. Students with CCN use Augmentative & Alternative Communication (AAC) systems (including core vocabulary) to meet their communication needs with communication partners, a basic human right that improves our students' quality of life. Students' communication mode of response and interaction with their individualized AAC systems can be classified as one of the following proficiency levels: Emerging – The student is at the beginning of developing a response mode to use (e.g. eye gaze, touch/point, Partner Assisted Scanning) and they are inconsistent/not deliberate in their responding; Consistent – The student has an identified response mode to use (e.g. eye gaze, touch/point, Partner Assisted Scanning) and can respond, however, they do not appear to be making a deliberate choice in their response that aligns with their communicative intent; Reliable – The student can scan their options and make a deliberate response that aligns with their communicative intent. In order for students with CCN to improve their communicative behaviors and intent from the previously-mentioned definitions of emerging to consistent to reliable, the evidence-based strategies of individualized access to core vocabulary, a team approach with content area experts, presuming competence of our learners, aided language input (teacher modeling), repeated instruction with variety, explicit (or direct) instruction, and naturalistic instruction (such as within daily activities/routines) will be used to teach symbolic communication to AAC users. Additionally, comprehensive literacy instruction for emergent and conventional readers and writers further supports the most autonomous communication of our students as they learn to read for information and write to communicate.

Action Steps to Implement:
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Teachers and other instructional staff will take the necessary PD: refresher/initial MELD PD, refresher/initial Communication Matrix PD, VB-MAPP PD, completion of the Project core PD modules. Administration will monitor completion of this PD.

Person Responsible   Jacqueline Cassidy (cassidyj@pcsb.org)

Administration will monitor the use and instruction of core vocabulary in classrooms by walk-though feedback, direct observations, and lesson plans.

Person Responsible   Kent Vermeer (vermeere@pcsb.org)

A database will be established and monitored by Instructional Teacher Leader to monitor the growth of students' communication skills/mode of response identified as emerging, consistent, or reliable (based on the above-mentioned definitions).

Person Responsible Courtney Thompson (thompsoncour@pcsb.org)

Teachers and other instructional staff will be given Dr. Karen Erickson's book Comprehensive Literacy for All which includes evidence-based strategies to teach students with significant disabilities to read and write.

Person Responsible Jacqueline Cassidy (cassidyj@pcsb.org)

Teachers and other instructional staff will participate in school- and district-based learning opportunities regarding these evidence-based strategies. Administration will monitor completion of these learning opportunities.

Person Responsible Jacqueline Cassidy (cassidyj@pcsb.org)

Monitoring ESSA Impact: If this Area of Focus is not related to one or more ESSA subgroups, please describe the process for progress monitoring the impact of the Area of Focus as it relates to all ESSA subgroups not meeting the 41% threshold according to the Federal Index.	N/A

#11. Culture & Environment specifically relating to Student Attendance

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

The data reviewed included attendance from COVID impacted years and the pre-COVID school year. There was a drop in attendance by 9% during the COVID school dates. Pre-COVID attendance rate was 85% and during COVID our rates dropped to 76%

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

We would like to increase our attendance back to the 85% or better mark by the end of the 21 - 22 school year.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

This area will be monitored monthly at Child Study Team meetings.

Person responsible for monitoring outcome:

Jacqueline Cassidy (cassidyj@pcsb.org)

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.

Improve home-school connection and communication and continue to make school a more engaging place y improving student communication opportunities.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

The rationale for these strategies is to build on our school commitment to bring more parents into the school on a regular basis, and to continue improving student opportunity to communicate to the best of their ability with their determined mode of communication.

Action Steps to Implement:
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

CST team will meet monthly to evaluate student absences. They will communicate with the nursing staff and teachers to ensure absences that are not medically related are communicated with parents to see if there is a family need that is impeding the student's attendance.

Person Responsible   Jacqueline Cassidy (cassidyj@pcsb.org)

Teachers are required to make contact with families when a student has been absent for more than 3 days.

Person Responsible   Jacqueline Cassidy (cassidyj@pcsb.org)

Ensure social worker makes contact with families if they are in need of services that will support the student coming to school.

Person Responsible   Jacqueline Cassidy (cassidyj@pcsb.org)

Monitoring ESSA Impact:
If this Area of Focus is not related to one or more ESSA subgroups, please

Our ESSA underperforming subgroups are Black/African American, White, Students with Disabilities, and Economically Disadvantaged students. All of our Black/African American and White students are included in both the Students with Disabilities and Economically Disadvantaged subgroups. Our

describe the process for progress monitoring the impact of the Area of Focus as it relates to all ESSA subgroups not meeting the 41% threshold according to the Federal Index.	school monitors each individual student's progress monitoring data, academic grades, behavioral performance, and attendance. Each student we serve has an Individualized Education Plan that is reviewed annually. In addition, teachers/case managers monitor student academic and behavioral data when planning, during instruction, and after each assessment cycle. The School Based Leadership Team utilizes a data driven dialog protocol and continuous improvement cycle model to analyze data, identify barriers, and design actionable next steps. The Child Study Team meets twice per month to monitor student attendance. All SIP goals and action steps are reviewed mid-year and adjustments are made based on current data.

#12. Other specifically relating to School Climate & Conditions for Learning

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Specifically, we will work on Using Engagement Strategies. Currently not all students have an identified communication method. Allowing students the opportunity to communicate in class will provide opportunity for engagement and progression of IEP goals and functioning.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	We will have an established method of communication for every student by the end of the 1st marking period.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	We will update our student data board, student Passport, and desk quick reference chart for each student.
Person responsible for monitoring outcome:	Jacqueline Cassidy (cassidyj@pcsb.org)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Allowing students opportunity for communication will provide opportunity for continuous engagement in the school environment.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	Our school has been working to improve student communication for the past year and a half. We have attended many professional developments, read text, and attended the ATIA conference to better understand communication and improve opportunities for our students.

Action Steps to Implement:

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

School Speech Language Pathologist will collaborate with teachers and the school teacher leader to assess each student and produce a students level of communication and mode of communication.

Person Responsible	Jacqueline Cassidy (cassidyj@pcsb.org)

Teachers will update student Passports, communication matrix, VB MAPP, and student desk quick reference chart with student mode of communication.

Person Responsible	Jacqueline Cassidy (cassidyj@pcsb.org)

Ensure classroom assistance have training in the student communication methods and ensure students are provided opportunities throughout the day to support learning and engagement.

Person Responsible	Jacqueline Cassidy (cassidyj@pcsb.org)

Monitoring ESSA Impact: If this Area of Focus is not related to one or more ESSA subgroups, please describe the process for progress monitoring the impact of the Area of Focus as it relates to all ESSA subgroups not meeting the 41% threshold according to the Federal Index.	Our ESSA underperforming subgroups are Black/African American, White, Students with Disabilities, and Economically Disadvantaged students. All of our Black/African American and White students are included in both the Students with Disabilities and Economically Disadvantaged subgroups. Our school monitors each individual student's progress monitoring data, academic grades, behavioral performance, and attendance. Each student we serve has an Individualized Education Plan that is reviewed annually. In addition, teachers/case managers monitor student academic and behavioral data when planning, during instruction, and after each assessment cycle.

#13. Other specifically relating to College and Career Readiness

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

For students at our school we work with life skills that students with intellectual disabilities will need when they leave school at age 22. Feedback from parents and the community have been used to understand the essential information that will serve students best upon graduation.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Each year we measure each students progress based upon their IEP goals. Communication is a key for our students and is monitored at a minimum annually with either the Communication Matrix or VB-MAPP.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

Teachers will monitor IEP goals on a weekly basis, and are monitored by the VE specialist at minimum annually. Walk throughs will allow updates and monitoring at various times.

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

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.

Working on skills to assist students with life skills when they graduate. Curriculum that students are exposed to is based on Florida standards, Both communication matrix and VB_MAPP are evidence based programs that allow tracking of the development of communication skills by all students.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

These strategies were selected in conjunction with district representation. These communication programs are skills critical to students with intellectual disabilities. Those involved in selections of these strategies were teachers, staff, admin, SAC and district personnel

Action Steps to Implement:
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Pre-school training will focus on the communication area that aligns with their teaching responsibilities. These will include Project Core, Communication Matrix and VB-MAPP.

Person Responsible   Jacqueline Cassidy (cassidyj@pcsb.org)

In the spring of 2022 we will hold our annual career and services evening. Bringing in services and programs from across the county to have available for parents to discuss their student's needs for the present time and in the future..

Person Responsible   Christina Vaughan (vaughanc@pcsb.org)

Monitoring ESSA Impact:
If this Area of Focus is not related to one or more ESSA subgroups, please describe the process for progress monitoring the impact of the Area of Focus as it relates to all ESSA subgroups not meeting the 41% threshold according to the Federal Index.

Our ESSA underperforming subgroups are Black/African American,
White, Students with Disabilities, and Economically Disadvantaged
students. All of our Black/African American and White students are
included in both the Students with Disabilities and Economically
Disadvantaged subgroups. Our school monitors each individual
student's progress monitoring data, academic grades,

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teachers/case managers monitor student academic and behavioral
data when planning, during instruction, and after each assessment
cycle.

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.

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.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

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, IEP meetings, social media, daily planners 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 through PeachJar and Social media announcements.