

Pinellas County Schools

NINA HARRIS ESE CENTER



2026-27 Schoolwide Improvement Plan

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School Board Approval

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

SIP Authority

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

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

The Department's SIP template meets:

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

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Department encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year.

I. School Information

A. School Mission and Vision

Provide the school's mission statement

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

Provide the school's vision statement

100% student success.

B. School Leadership Team, Stakeholder Involvement and SIP Monitoring

1. School Leadership Membership

School Leadership Team

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

Leadership Team Member #1

Employee's Name

Carmela Haley

haleyc@pcsb.org

Position Title

Principal

Job Duties and Responsibilities

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

Leadership Team Member #2

Employee's Name

Michael Pursley

Pursleym@pcsb.org

Position Title

Assistant Principal

Job Duties and Responsibilities

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

Leadership Team Member #3

Employee's Name

Joycelyn Avery

avery-wrightj@pcsb.org

Position Title

Instructional Team Leader

Job Duties and Responsibilities

Responsible for IEP compliance, staff training, graduation, and student support. Additionally acts as pro-ed facilitator, wellness champion and IEP writer.

Leadership Team Member #4

Employee's Name

Deborah Young

youngde@pcsb.org

Position Title

Instructional Coach

Job Duties and Responsibilities

Responsibilities include working with teachers to improve teaching practices and student learning. She serves as the lead-mentor, collaborator, and professional learning partner. She supports teachers by observing classroom instruction, providing feedback and coaching, modeling lessons and teaching strategies, helping teachers set professional goals, and assisting with classroom management techniques.

Leadership Team Member #5

Employee's Name

Jacqueline Grimes

grimesja@pcsb.org

Position Title

Behavior Team Specialist Team Leader

Job Duties and Responsibilities

Establishes principles of behavior change procedures with basic understanding of applied behavior analysis. Conducts and facilitates Functional Behavior Assessments and implements Positive Behavior Intervention Plans. Establishes specific behavior management programs for students as needed. Collects and analyzes data, 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.

2. Stakeholder Involvement

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

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

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

families, and the school staff to provide input on school processes and school improvement.

3. SIP Monitoring

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

We monitor our SIP monthly at our School Based Leadership Team meetings where each department reports on progress. We monitor our student's growth 3 times per year through progress monitoring to assess academic progress and reliability. We provide our students with the State Alternative Assessments; Datafolio and Performance Task. The results of these assessments are generally provided from the state in mid-summer and help guide the following year's goals and focus.

C. Demographic Data

2026-27 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	COMBINATION PK-12
PRIMARY SERVICE TYPE (PER MSID FILE)	SPECIAL EDUCATION
2025-26 TITLE I SCHOOL STATUS	
2025-26 ECONOMICALLY DISADVANTAGED (FRL) RATE	75.9%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2025-26 ESSA IDENTIFICATION *UPDATED AS OF 07/09/2026	CSI
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2025-26 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD)* WHITE STUDENTS (WHT)* ECONOMICALLY DISADVANTAGED STUDENTS (FRL)*
SCHOOL IMPROVEMENT RATING HISTORY	2025-26: 2024-25: UNSATISFACTORY 2023-24: 2022-23: 2021-22: MAINTAINING

D. Early Warning Systems

1. Grades K-8

Current Year 2026-27

Using 2025-26 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment	2	5	4	6	6	9	8	17	11	68
Absent 10% or more school days	0	4	2	1	1	5	2	4	6	25
One or more suspensions	0	0	0	0	0	0	0	1	0	1
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0	0
Course failure in Math	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	0
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	2	5	4	6						17
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	2	5	4	6	6					23

Current Year 2026-27

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

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

Current Year 2026-27

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	0	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

Prior Year (2025-26) As Last Reported (pre-populated)

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

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

Prior Year (2025-26) As Last Reported (pre-populated)

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

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

Prior Year (2025-26) As Last Reported (pre-populated)

The number of students retained:

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

2. Grades 9-12 (optional)

Current Year (2026-27)

Using 2025-26 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

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

Current Year (2026-27)

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

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

Prior Year (2025-26) As Last Reported (pre-populated)

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

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

Prior Year (2025-26) As Last Reported (pre-populated)

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

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

Prior Year (2025-26) As Last Reported (pre-populated)

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

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

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

A. ESSA School, District, State Comparison

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

Data for 2025-26 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2026			2025			2024		
	SCHOOL	DISTRICT [†]	STATE [†]	SCHOOL	DISTRICT [†]	STATE [†]	SCHOOL	DISTRICT [†]	STATE [†]
ELA Achievement*	14	66	64	4	62	61	59	58	
Grade 3 ELA Achievement		69	64		68	62	64	59	
ELA Learning Gains	47	62	62	11	59	61	60	59	
ELA Lowest 25th Percentile		53	55		52	55	53	54	
Math Achievement*	15	68	64	3	66	62	62	59	
Math Learning Gains	50	64	61	11	63	60	59	61	
Math Lowest 25th Percentile		54	52		55	53	51	56	
Science Achievement		61	60	9	59	57	54	54	
Social Studies Achievement*		75	77	15	72	74	71	72	
Graduation Rate	94	49	77	93	40	72	31	71	
Middle School Acceleration		81	79		83	75	74	71	
College and Career Acceleration	0	14	61	7	19	56	0	54	
Progress of ELLs in Achieving English Language Proficiency (ELP)					59	61	53	59	

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

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

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

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

2025-26 ESSA FPPI						
ESSA Category (CSI, TSI or ATSI)						CSI
OVERALL FPPI – All Students						37%
OVERALL FPPI Below 41% - All Students						Yes
Total Number of Subgroups Missing the Target						3
Total Points Earned for the FPPI						220
Total Components for the FPPI						6
Percent Tested						99%
Graduation Rate						94%
ESSA OVERALL FPPI HISTORY						
2025-26	2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*
37%	19%	42%	4%	23%	22%	

C. ESSA Subgroup Data Review (pre-populated)

2025-26 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	37%	Yes	2	
White Students	33%	Yes	2	
Economically Disadvantaged Students	32%	Yes	2	

D. Accountability Components by Subgroup

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

2025-26 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2024-25	C&C ACCEL 2024-25	ELP PROGRESS
All Students	14%		47%		15%	50%					94%	0%	
Students With Disabilities	14%		47%		15%	50%					94%	0%	
White Students	18%				23%						91%	0%	
Economically Disadvantaged Students	14%		45%		13%	55%							

2024-25 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2023-24	C&C ACCEL 2023-24	ELP PROGRESS
All Students	4%		11%		3%	11%		9%	15%		93%	7%	
Students With Disabilities	4%		11%		4%	11%		9%	15%		93%	7%	
White Students	7%		0%		6%	17%		8%	25%				
Economically Disadvantaged Students	7%		8%		7%	8%			23%				

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

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

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

There is no assessment data available for this school.

III. Planning for Improvement

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

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

Most Improvement

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

Our math learning gains scores for our students went from 10 points last year to 47 points this year. The actions our school took included professional development for staff on preparing for and giving the FAA. Our teachers included supplemental math curriculum to students to prepare them for the FAA test administration. Teachers gave practice tests to students, so they became familiar with the test process. Teachers also attended trainings on administering the tests with fidelity and accuracy. Additional professional development was held detailing students' data and opportunities for improvement.

Lowest Performance

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

The lowest performance for our school was our ELA learning gains score of 44 points. This was still a 34-point gain from last year.

Greatest Decline

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

We did not have declines this year.

Greatest Gap

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

Nina Harris is an exceptional student education center. All three of our subgroups were below the state average even though our scores in math and ELA rose substantially. We are planning on creating an upward trend to earn a commendable rating.

EWS Areas of Concern

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

Attendance - Our students have complex medical needs and miss days due to these issues. We communicate closely with the families and provide missed work to the family.

Highest Priorities

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

Communication

ELA gains

Math gains

Attendance

Behavior

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

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

Area of Focus #1

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

Instructional Practice specifically relating to Benchmark-aligned instruction, Career and Technical Education, Collaborative Planning, Differentiation, ELA, Instructional Coaching, Intervention, Math

Area of Focus Description and Rationale

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

Benchmark aligned instruction

Instruction will be aligned to the state standards and modified for our population. Culturally relevant instruction, core vocabulary and a consistent mode of communication along with the opportunities for students to use their voice throughout the campus.

Measurable Outcome

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

Previous year our ELA learning gains score was a 10 which rated in the unsatisfactory rating. Our math learning gains were a 10, also in the unsatisfactory rating. This year, our ELA learning gains was a 44 and the math was a 47 advancing the school to the maintaining range. Our goal is to raise the ELA learning gains for all subgroups, to 52 and the math learning gains to 56 which would raise the school to the commendable rating.

Monitoring

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

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

Person responsible for monitoring outcome

Carmela Haley/Michael Pursley

Evidence-based Intervention:

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

Description of Intervention #1:

Professional development will be provided to teachers on curricula such as Readtopia and Project Core as it relates to the state standards.

Rationale:

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

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

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

Action Step #1

Professional development for teachers

Person Monitoring:

Haley/Pursley

By When/Frequency:

Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Professional development will be provided for teachers on the state standards for access students. Administration will monitor through daily walk throughs. Student data will be analyzed three times each year through progress monitoring.

Action Step #2

Academic PLCs

Person Monitoring:

Haley/Pursley

By When/Frequency:

Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Teachers will participate in regular scheduled PLCs led by administration/teacher leaders. Guided talking points may be provided by administration to help teachers focus upon state standards and strategies in the classroom. Teachers will collect progress monitoring data related to their students' communication and literacy skills as measured by Readtopia's Emergent Literacy and progress monitoring.

Area of Focus #2

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

Instructional Practice specifically relating to Benchmark-aligned instruction, Career and Technical Education, Collaborative Planning, Differentiation, ELA, Instructional

Coaching, Intervention, Math, Professional Learning

Area of Focus Description and Rationale

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

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

Measurable Outcome

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

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

Although our emerging students increased to 23.8% , and our consistent rating was 41.9%, our reliable rating was 34.3%.

Monitoring

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

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

Person responsible for monitoring outcome

Haley/Pursley

Evidence-based Intervention:

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

Description of Intervention #1:

SLPs will work with students and teachers through PLCs, pull out and push in sessions. Project Core, Readtopia curricula, AAC devices and MELD boards will be utilized in the classroom to facilitate with communication.

Rationale:

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

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

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

Action Step #1

PLCs

Person Monitoring:

Haley/Pursley

By When/Frequency:

Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

PLCs for communication will be held monthly and facilitated by our SLPs. Monitored by administration through daily walkthroughs.

Action Step #2

Visuals

Person Monitoring:

Haley/Pursley

By When/Frequency:

Daily

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Increased visuals will be distributed and posted for students around campus. Project Core and Readtopia curricula, AAC devices and MELD boards will be utilized in the entire campus to facilitate giving voices and choices to all students.

Area of Focus #3

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

Instructional Practice specifically relating to Student Engagement**Area of Focus Description and Rationale**

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

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

Measurable Outcome

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

Our overall attendance rate for the previous year was 45% below 90% attendance. This year it was 38.8%. Our goal for next year is 9%.

Monitoring

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

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

Person responsible for monitoring outcome

Sara Bleattler

Evidence-based Intervention:

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

Description of Intervention #1:

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

Rationale:

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

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

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

Action Step #1

Child Study Team (CST) Meetings

Person Monitoring:

Sara Bleattler

By When/Frequency:

Bi-monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

The CST meets twice monthly to review attendance data.

Action Step #2

Recommendations

Person Monitoring:

Sara Bleattler

By When/Frequency:

Daily as needed.

Describe the Action to Be Taken and how the school will monitor the impact of this action

step:

The CST makes recommendation of interventions for identified students who miss more than 10% of school. These interventions include, but not limited to, home visits, parent conferences, telephone conferences and referral to district truancy.

Area of Focus #4

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

Instructional Practice specifically relating to Intervention, Professional Learning Communities, Small-group Instruction, Student Engagement

Area of Focus Description and Rationale

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

Positive Behavior and Intervention System (PBIS)

As a base line in 25 -26 there were 2170 behavior calls taken and documented by the school behavior team. Aggression accounted for 64% of the calls. Out of Area (OOA) accounted for 21.4% of calls. 12th graders were intervened 454 times. White students accounted for 57.5% of the calls. Since in the introduction of new communication and academic efforts over the past three years the number of behavior calls was decreased by 229. Aggressive calls have been increased by 33 calls. The OOA calls were reduced by 369.

Measurable Outcome

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

By May 2027 the number of behavior calls will be reduced by 20% through continued improvements in communication and academic exposures as measured in the behavior database and other behavior data.

Monitoring

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

Behavior is monitored on a daily basis. It is reported in IEP's to parents.

Person responsible for monitoring outcome

Haley/Pursley

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable

outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

The VBMAApp will continue to be used to monitor student verbal behavior. Improved communication for all students will continue to be a major focus to lead students to gain self-advocacy skills and strategies.

Rationale:

We have demonstrated improvement in behavior since our introduction of AAC's for all students. We exhibited a slight increase in aggressive calls this past year although we had a decrease in OOA.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

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

Action Step #1

Communication

Person Monitoring:

Mike Pursley

By When/Frequency:

Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

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

Action Step #2

Behavior interventions

Person Monitoring:

Jacquie Grimes

By When/Frequency:

Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

The behavior team responds to calls to assist with student behavior. They implement interventions and model various modes of intervention.

IV. Positive Learning Environment

Area of Focus #1

Student Attendance

Area of Focus Description and Rationale

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

reviewed.

Attendance - Our students have complex medical needs and miss days due to these issues.

Measurable Outcome

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

This year it was 38.8%. Our goal for next year is 35% Our goal is to reduce this number to 9% for each grade level.

Monitoring

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

We monitor this concern through the Child Study Team We communicate closely with the families and provide missed work to the family. Our school social worker facilitates and keeps absence data.

Person responsible for monitoring outcome

Sara Bleattler

Evidence-based Intervention:

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

Description of Intervention #1:

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

Rationale:

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

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

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

Action Step #1

Child Study Team (CST) meetings

Person Monitoring:

Sara Bleattler

By When/Frequency:

Bi-monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action

step:

The CST meets twice monthly to review attendance data.

Action Step #2

Recommendations

Person Monitoring:

Sara Bleattler

By When/Frequency:

Daily as needed

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

The CST makes recommendation of interventions for identified students who miss more than 10% of school. These interventions include, but not limited to, home visits, parent conferences, telephone conferences and referral to district truancy.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

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

Dissemination Methods

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

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

Our school's website is <https://ninaharris.pcsb.org/>

At the mid-year SAC meeting, a State of the School information meeting is held. Our school has a robust social media and digital presence where frequent posts share information with families, staff and community. Monthly School Advisory Council (SAC) meetings and Parent Teacher Organization meetings are held. Weekly emails and communications are sent to staff and family. Missed Meeting Notifications (Including Progress Data) are also sent home to families. IEPs also communicate important student progress to families.

Positive Relationships With Parents, Families and other Community Stakeholders

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

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

We build positive relationships with our families by: Offering Parent Workshops: Families attend workshops during scheduled academic and social events to learn how to support academic skills at home. Providing Mental Health and Wellness Events: Workshops and resources help families understand and respond to students' emotional and behavioral needs. Sharing weekly Communications: These communications offer academic tips, school updates, and community resources. Leveraging Technology for Communication: Families stay informed through Class Dojo, the school website, phone calls, texts, and digital flyers. Printed packets are also sent home for those

who cannot attend events. Hosting the Annual Title I Meetings: Families receive information about curriculum, assessments, and proficiency expectations, with opportunities for questions and feedback. Encouraging Participation in SAC and PTO: Parents help shape decisions via SAC and volunteer opportunities throughout the year. Ensuring Access for All: Translation services, flexible scheduling, and accommodations help ensure full participation for families of all backgrounds.

Plans to Strengthen the Academic Program

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

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

How Plan is Developed

If appropriate and applicable, describe how this plan is developed in coordination and integration with other federal, state and local services, resources and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d) (20 U.S.C. § 6314(b)(5) and §6318(e)(4), ESEA Sections 1114(b)(5) and 1116(e)(4)).

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

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

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

Improving Student's Skills Outside the Academic Subject Areas

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

Title I funds support full-day programming for PreK-3 students, an MTSS Coach, and additional intervention support staff. Student Services and Mental Health Programs: At Nina Harris we are fortunate to have a full time Social Worker and a part time psychologist, along with three Speech and Language Pathologists, four nurses, an Occupational Therapist and other services as required by the students' IEPs. We partner with the district's student services team, school counselors, and community mental health agencies to address student well-being Community Partners: Organizations like Broderick Park City of Pinellas, provide food, hygiene products, and school supplies to ensure families' basic needs are met. Violence Prevention and PBIS: Our Positive Behavior Intervention and Support (PBIS) systems are aligned with schoolwide expectations and supported by behavior assemblies and restorative practices. Nutrition Programs: We coordinate with the district's Food and Nutrition Department to ensure all students receive breakfast and lunch at no cost.

Preparing for Postsecondary Opportunities and the Workforce

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

Our school has a robust Extended Transition program which prepares students for their post-secondary life either as a worker in the community or in adult day treatment. Our families learn about opportunities for their students in a variety of ways such as the Back to School event, weekly correspondence, annual agency fair, IEPs and website.

Addressing Problem Behavior and Early Intervening Services

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

Our school implements a Multi-Tiered System of Supports (MTSS) that integrates academic,

behavioral, and social-emotional interventions. This framework is designed to prevent problem behavior, identify students in need of additional support early, and provide increasingly intensive interventions based on student data. At Nina Harris we have three behavior specialists. One behavior specialist is a Behavior Analyst. We have implemented the VBMap to assess student abilities in behavior. We have active PBI and MTSS programs.

Our model provides preventing and addressing problem behavior, coordinated with early intervening services under the Individuals with Disabilities Education Act (IDEA), providing a proactive, data-driven framework that supports the academic, behavioral, and social-emotional success of all students while ensuring that our students receive appropriate services.

Professional Learning and Other Activities

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

Staff attend multiple professional development throughout the year, including the ATIA conference, Mandt Training, Project Core, Readtopia and communication, academic and behavior PLCs.

Strategies to Assist Preschool Children

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

N/A

VI. ATSI, TSI and CSI Resource Review

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

Process to Review the Use of Resources

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

As students' needs are known and resources are identified, items are requested and purchased with the assistance of the district.

Specifics to Address the Need

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

The School Based Leadership Team (SBLT) will meet monthly to discuss school and students' needs based upon current school data. Individual staff may also request items to support instruction and other students' needs.

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2026-27 UniSIG funds but has chosen NOT to apply.

No

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