

Miami-Dade County Public Schools

Neva King Cooper Educational Center



2016-17 Schoolwide Improvement Plan

Neva King Cooper Educational Center

151 NW 5TH ST, Homestead, FL 33030

<http://nkc.dadeschools.net/>

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Combination School PK-12	Yes	85%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
Special Education	No	81%

School Grades History

Year Grade		2011-12 F
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School Board Approval

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

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F or a monitoring status of "Former F" (see page 4). For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

Florida's DA network is divided into four geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Neva King Cooper Educational Center

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

The goal of Neva King Cooper Educational Center is to give all our students the tools needed to communicate independently, enhance normalization, and grow/develop to their maximum potential. This will take place through the use of assistive technology, an individualized curriculum, and the assistance of our greatest asset, our stakeholders.

b. Provide the school's vision statement.

Neva King Cooper Educational Center is committed to providing innovative learning experiences and educational excellence to all.

2. School Environment

a. Describe the process by which the school learns about students' cultures and builds relationships between teachers and students.

Neva King Cooper Educational Center is committed to building relationships among the teachers and students, by communicating with teachers, staff, families and the community. At Neva King Cooper Educational Center we encourage PTSA membership, to build on parent relationships, which can in turn strengthen teacher and student relationships. We also encourage the building of collegial relationships to provide support among the staff. Frequent dialogue among colleagues, shared work, and making time in the schedule for teachers to work together are ways we learn about those stakeholders at our school. We also take time to provide professional development on effective teaching strategies for the students at Neva King Cooper Educational Center which serve students with special needs. Teachers collaborate, team-teach, and take part in professional learning communities, which bring individuals together around issues of mutual interest and/or concerns. We involve staff in new ideas, and provide them with the resources they may need. Parents and guardians are invited to attend meetings, and school activities to build relationships with the school and home. In addition, Individualized Education Plan are created annually for every student at NKCEC, which target individual needs and strengths giving the school and teacher an understanding of the students. In addition, an Instructional leadership team and Professional Learning Communities have been established to provide opportunities of collaborative conversations to build relationships and learn about student cultures. Administration is dedicated to include parents and families in these conversations through EESAC, PTSA and the annual meetings and activities throughout the year. Our school communicates with parents via phone calls, e-mails, conferences, flyers home to provide up-to-date information, and we welcome parents, guardians and other family members to take part in the school's activities. Parents and families take part in the Individual Education Plan of the students at Neva King Cooper Educational Center and provide information on the students ways in which teacher can familiarize themselves with the students in the classroom.

b. Describe how the school creates an environment where students feel safe and respected before, during and after school.

Student safety at Neva King Cooper is a priority; therefore our school's Behavior Management System serves to assist us in maintaining a safe learning environment that is conducive for teaching and learning. All classes at Neva King Cooper Educational Center have a low-pupil-to-teacher ratio with paraprofessional support due to their inability to function successfully in a general education setting as a result of their need for a smaller learning environment. The students at NKCEC need

consistency, structure, supervision, individualized instruction, and behavioral interventions, which the school security, social worker, program specialist, placement specialist as well as administration, assist in providing these supports. The support staff attends professional development training for behavior coordinators to learn the necessary and current procedures to properly assist teachers with collecting behavior data, to later develop goals and a plan which are addressed on the students Individualized Education Plans. Teachers can then obtain the necessary instructional tools, accommodations, modifications and/or strategies to implement each plan. Professional learning communities to promote positive behavioral strategies are established to ensure that students, staff, parents, and visitors feel accepted, valued, and engaged. School rules and norms are established and reviewed with staff and parents. An Emergency Response Plan is created and reviewed with the staff as well, to ensure the safety of all in the school.

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced.

Neva King Cooper Educational Center is a school that services students with Severer Intellectual and Physical Disabilities. Therefore, suspension of students is not used to correct or modify unwanted behaviors. Rather, goals addressed on student Individualized Education Plans (IEPs) with the support of Behavior Intervention Plans (BIPs) drive the modification of unwanted behaviors through an incentive process. Incentives at our school site include and are not limited to participation in activities such as Club Days, Community Based Instruction (CBI) trips, Daisy Pet Therapy, and/ or Open Aquatics on Friday. Our on-site school Social Worker SPED Program Specialist and Placement Specialist, assist with any concerns that may be addressed through our student services department.

The Behavior Management System at Neva King Cooper Educational Center serves two primary objectives. First, it assists us in maintaining a safe learning environment that is conducive for teaching and learning. Second, it targets our students' Priority Educational Needs (PENS) through the delivery and monitoring of behavioral interventions that teach students new skills in order to reduce problem behaviors that interfere with the student's academic and social/emotional progress.

Identifying effective interventions for our students requires that the multidisciplinary team of staff and family responsible for each student have a comprehensive understanding of the individual and social circumstances impacting his/her behavior. Frequently our students are referred to NKCEC due to their inability to function successfully in a general education setting as a result of their need for a smaller learning environment with low pupil to teacher ratio, their need for consistency, structure, supervision, individualized instruction, and behavioral interventions. Numerous factors contribute to their levels of academic, social, emotional, and behavioral functioning. Frequently their behavioral difficulties result from intellectual/cognitive abilities and/or the presence of mental disorders (i.e.: post-traumatic stress disorder, depression, schizophrenia, etc). Increased awareness of the etiology and behaviors associated with the mental disorders affecting our students will follow. Keep in mind that it is common for our students to meet criteria for more than one disorder.

The following characteristics of the classroom and teacher behavior are an essential part of the design of the classroom management system

1. Rules for appropriate behavior are identified, taught, and posted in all classrooms.
2. Students are frequently reminded of the rules for behaving appropriately and model as such.
3. The teacher creates and maintains a positive, warm, and supportive classroom environment in which students feels comfortable and is academically engaged.
4. The physical space and materials in the classroom are designed to prevent disruption and distractions while maximizing student engagement.
5. Systematic and specific verbal praise is used frequently to give feedback to students and reinforce appropriate behavior.
6. A clear and consistent routine is in place for moving about the classroom and for carrying out general classroom activities.
- 7.

Teachers and staff work together in the classroom and the school to maintain and support the positive behavior of students. 8. Teaching and support staff facilitates the learning process by mediating and controlling learning activities, making adjustments as needed on an individual basis to accommodate student needs and lesson demands. This proactive approach to classroom management involves actions taken by instructional staff to prevent behavioral problems from occurring.

d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

Neva King Cooper Educational Center ensures that all students' social-emotional needs are met. First and foremost, by providing a safe environment for the students, one in which the students can work in classrooms without fear of not meeting their needs. The School Social worker collaborates with families of the students to make sure students have food, housing, and medicine. Teachers and support staff facilitates the needs of all students by making adjustments, as needed, on an individual basis and provide accommodations as needed. In addition NKCEC has a school psychologist; placement and program specialist all of who assist in making sure the students at our schools social – emotional needs are met. This staff also provides information on services available throughout the community and facilitates collaborations between teachers, families, medical professionals, and others, to encourage healthy development and positive learning experiences. NKCEC looks consistently looks into student needs, and schedules students with teachers who will build relationships with the students.

3. Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

a. Describe the school's early warning system and provide a list of the early warning indicators used in the system.

Neva King Cooper Educational Center's early warning system process is as followed:

- Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension

Neva King Cooper Educational Center is a school specifically geared to students with special needs such as intellectual disabilities. Many students at the school site are medically fragile students who require frequent visits to the doctor's office and at times are hospitalized due to their fragile state. Communication with the families is key to understand their needs. At times, referral to the Bruce Ball Hospital Homebound program is done to facilitate the family's needs. Communication with parents and families, letters sent home as well as connect ed messages reminding parents of school attendance.

- One or more suspensions, whether in school or out of school

Neva King Cooper Educational Center is a school specifically geared to students with special needs such as intellectual disabilities. Functional Assessments of Behavior and behavioral intervention plans are created along with the students individual education plan to address behaviors. Suspensions do not occur at Neva King Cooper Educational Center as their disability affects their understanding of such behaviors and are manifested many times because of their disability.

- Course failure in English Language Arts or mathematics

Neva King Cooper Educational Center is a school specifically geared to students with special needs

such as intellectual disabilities. All Students are on a modified curriculum tailored to their specific needs and levels of support. Failure in these courses is not an option as the courses are modified to their needs and functioning.

- A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics

Neva King Cooper Educational Center is a school specifically geared to students with special needs such as intellectual disabilities. Many students at NKCEC will receive a level 1 in English Language Arts and Mathematics in the Florida Standards Alternate Assessment. These students are not demonstrating Early Warning Systems but their true capability of functioning. Those students that can perform at a higher level, receive frequent assistance and lesson strategies and differentiated instruction, through Unique Learning Systems as well as pic/symbol communication systems and assistive technology devices.

b. Provide the following data related to the school's early warning system

1. 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	
Attendance below 90 percent	0	0	0	0	1	0	1	2	0	1	0	1	4	10
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	0	0	0	0	0	0	0	0	0	0	0	0	0	0

The number of students identified by the system as exhibiting two or more early warning indicators:

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

c. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system.

Neva King Cooper Educational Center is a specialized center. All Students at Neva King Cooper Ed. Center are students with disabilities of which have Individualized Education Plan. This plan is tailored to meet the students individual needs, in many areas. Individual Education Plans are the interventions set forth at NKCEC. Individualized Education Plans are developed annually with a multi-disciplinary team of individuals to provide insight on strategies for each individual student.

B. Family and Community Engagement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(B)(iii)(I)(aa).

1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress.

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. Â§ 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

Yes

1. PIP Link

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

2. Description

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement.

Continuous communication with Neva King Cooper Educational Center Dade Partnerships is key. Neva King Cooper Educational Center sustains partnerships with the local community by frequently communicating with our Dade Partners. During School functions/activities these institutions are invited to the school and asked to participate. Our School Social Worker assists with maintaining this partnership. At NKCEC we welcome resources to assist in meeting students social-emotional needs. In turn these partners volunteer their services having a positive impact in the community and our students and families' well-being. NKCEC involves all school community stakeholders (students, faculty, staff, parents, guardians, community members) in an ongoing dialogue to establish a culture of respect within the school context.

C. Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(H).

1. School Leadership Team

a. Membership

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

Name	Title
Roos, Tracy	Principal
English, Jodi	Assistant Principal
Forbes, Carla	Teacher, ESE
Placido, Melissa	Teacher, ESE
Ibarra, Luis	Teacher, ESE
Sachs, Holly	Teacher, ESE
Surca, Mary	Other

b. Duties

1. Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making.

The administrative team will ensure proper professional development is offered throughout the school year to enhance differentiated instruction throughout the classroom to meet student's individual needs. The principal will allocate resources to build on Neva King Cooper Educational Center's project-based learning as well as learning with instructional tools such as assistive technology. Administration will monitor and assist teachers as the need arises and as observed through classroom walkthroughs, department meetings and data chats.

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and

supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

Data will be used to guide instructional decisions and system procedures for all students to:

- Adjust the delivery of curriculum and instruction to meet the specific needs of students
- Adjust the allocation of school-based resources
- Drive decisions regarding targeted professional development

Create student growth trajectories in order to identify and develop interventions

Title I, Part A;

Extended School Year Services are provided during the summer based on the students' Individual Educational Plans. The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to secondary students through Transition Specialists. District staff develop, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student needs while working with district personnel to identify appropriate, evidence-based intervention strategies. They also participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Other components that are integrated into the school-wide program include an extensive Parental Program.

Title I, Part C Migrant;

The school provides services and support to migrant students and parents. The District Migrant liaison coordinates with Title I and other programs and conducts a comprehensive needs assessment of migrant students to ensure that the unique needs of migrant students are met.

Title I, Part D;

The District receives funds to support the Educational Alternative Outreach Program.

Title II

The District uses supplemental funds for improving basic education as follows:

Training to certify qualified mentors for the New Teacher (MINT) Program

Training for add on endorsement programs, such as Reaching, Gifted, ESOL

Training and substitute release time for Professional Development Liaisons (PDL) at each school focusing on Professional Learning community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols.

Title III does not apply to Neva King Cooper Educational Center

Title VI, Part B;

Title X Homeless; The Social Worker at Neva King Cooper Educational Center works in conjunction with the District to provide resources for students identified as homeless under the McKinney-Vento Act to eliminate barriers to a free and appropriate education.

Supplemental Academic Instruction (SAI); This school will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP) allocations. violence prevention programs, students at Neva King Cooper have significant cognitive disabilities therefore, this does not apply to Neva King Cooper Educational Center

nutrition programs;

The school adheres to and implements the nutrition requirements stated in the district wellness policy. Nutrition education, as per state statute, is taught through physical education. The School Food Service Program, school breakfast, and school lunch follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.

Housing programs does not apply to Neva King Cooper Educational Center.

Head Start; adult education;

CTE; Due to the severe intellectual disabilities of students enrolled at Neva King Cooper Educational Center, Career and Technical Educational would not be appropriate. Instead, a focus on transitional services enables Neva King Cooper's students to be prepared for Adult Day Service Providers.

Job training, Due to the severe intellectual disabilities of students enrolled at Neva King Cooper

Educational Center, Career and Technical Educational would not be appropriate. Instead, a focus on transitional services enables Neva King Cooper's students to be prepared for Daily Living Needs.

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Dr. Tracy Roos	Principal
Margaret Getchell	Teacher
Larry McKenney	Business/Community
Darwin Brown	Teacher
Cynthia Nickle	Business/Community
Alicia Fernandez (Alternate)	Principal
Mr. Damien Fernandez	Business/Community
Phenelope Gonzalez	Education Support Employee
Melissa Placido	Education Support Employee

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

a. Evaluation of last year's school improvement plan

SAC takes part in evaluating SIP throughout the school year. They review data, teacher responses and approved current strategies developed by the team. In addition, the SAC committee reviews the action plan.

b. Development of this school improvement plan

The SAC involvement in the school improvement plan is data-driven decision making. The SAC reviews relevant data (which is much more than test scores), identifies problem areas, develops improvement strategies, monitors their implementation, and then starts the whole process over when the next round of data is available.

c. Preparation of the school's annual budget and plan

SAC committee provides input on budget set forth for school year.

2. Describe the use of school improvement funds allocated last year, including the amount budgeted for each project.

The projected use of school improvement funds will be used to build on the school's Assistive Technology, such as newer models of communication switches, iPads and or applications geared to break the barrier from the student's inability to communicate during instruction. The goal is to ensure maximum participation from the students at NKCEC by providing the Teachers, with the necessary tools to enable the students to participate in tasks thereby increasing student achievement.

3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC.

Yes

a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements.

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Roos, Tracy	Principal
English, Jodi	Assistant Principal
Forbes, Carla	Teacher, ESE
Ibarra, Luis	Teacher, ESE
Placido, Melissa	Teacher, ESE
Sachs, Holly	Teacher, ESE
	SAC Member
Surca, Mary	Other

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

The major initiative of the Literacy Leadership Team this year will be to build the staff's capacity of reading knowledge throughout all content areas. The LLT will work with teachers in exposing the students to vocabulary development, phonetic skills as well as phonemic awareness to support reading development. The LLT will support teachers with providing tools such as communication devices, up-to-date pic/symbol cards, assistive technology devices as well as current technological applications for iPad's computers Promethean boards and smart board devices that will promote reading development and student communication. The LLT will attend workshops on various topics to provide teachers with best practices, up-to-date resources necessary to meet the students needs. The LLT will take part in professional development opportunities at NKCEC and coach staff based on needs. Various literacy activities are planned throughout the year to promote reading development for NKCEC such as Read for the Record Campaign, Reading Hour and more.

D. Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(D).

1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction.

Master schedule is such that teachers can collaboratively plan based on grade levels. Grade Level Department chairpersons have been established to provide expertise on grade level material and assist staff with their current needs. Meetings for departments are scheduled so that they can meet on a weekly basis. Subject Area Leaders were also assigned to assist in the planning of core content areas and provide NKCEC's staff with current tools, accommodations and modifications, necessary to meet Florida State Standards. Subject Area leaders meet once monthly and are available on an as needed basis. Professional Learning Communities, monthly department meetings.

2. Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school.

1. Provide applicable in-house workshops for Master Plan Points.
2. Partnering teachers new to Neva King Cooper with MINT certified teachers.
3. Work cooperatively with local universities.
4. Provide Professional Learning Communities to build collaboration among staff members.

3. Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities.

Rationale for pairing of teaching and mentoring will be based on common grade levels and common subject areas.

Planned Mentoring Activities: Professional Development on Best Practices, Professional Development on Unique Learning Systems Curriculum, Professional Development on Grade-book, Professional Development on ACCESS Points, Professional Development on Classroom Management and Weekly collaboration activities.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards.

Neva King Cooper Educational Center is a Special Education Center where all students are on a modified curriculum. Our School ensures its core content programs are aligned by providing professional development, assigning instructional leaders to assist with the planning process. Administration assigned instructional leaders to assist with lesson plan development, provide meetings to support staff with Florida Standards Access Points. Accelify training will be provided in order for teachers to plan according students unique needs and incorporate Florida Standards Access Points in their planning process. Unique Learning Systems, a district adopted curriculum for students are NKCEC is also a curriculum directly aligned to Florida Standards Access Points. Pre/post tests will be performed monthly to asses student achievement on State Standards.

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.

Students at NKCEC have individualized education plans. These plans utilize various assessments to determine levels of functioning. Instruction is planned based on the student needs and Florida Standards Access Points. All instruction at Neva King Cooper is modified and various instructional strategies performed to assist each and every student. At NKCEC teachers utilize accommodation strategies to assist the students. Instruction is differentiated and tailored to student needs.

2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Summer Program

Minutes added to school year: 6,000

Extended School Year (ESY) services are individualized special education and/or related services (such as speech/language therapy or occupational therapy) that are uniquely designed to provide a free appropriate public education (FAPE) to a student with disabilities (as mandated by IDEA). The need for ESY services is determined by the student's IEP team. ESY services are provided beyond the normal school year of a school district in the summer.

Strategy Rationale

The use of extended school year services is a direct result of the possible regression the students can have in critical life skills and academic as well, during the summer break. Thus, reinforcing skills taught during ESY can ensure Free and Appropriate Public Education.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment
- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Roos, Tracy, pr0921@dadeschools.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Several types of information should be analyzed and reviewed:

Current and previous IEP goals

Classroom tests and grades

Classroom observations (by qualified professionals such as a school psychologist or social worker)

Standardized tests, including statewide assessments in key academic subjects such as reading and math

Student work samples

Progress monitoring data from Unique Learning System

Attendance information

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(G).

1. Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

An Individual Education Plan meeting is held for each Pre-Kindergarten student who is in the Intellectually Disabled program who will transition from Pre-K to Kindergarten. At the meeting the transition to Kindergarten is planned. The meeting participants include the parents, the Pre-Kindergarten teacher, the Kindergarten teacher, support staff as appropriate (physical therapist, occupational therapist), the ESE Department Chair, and an administrator. It is facilitated by a region Staffing Specialist.

b. College and Career Readiness

1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.

All students attending Neva King Cooper Educational Center are Significantly Intellectually Disabled. However, a select number of students participate in community based instruction in which they visit various community sites as well as an adult center and participate in activities at the center.

2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs.

All students attending Neva King Cooper Educational Center are Profoundly Intellectually Disabled, this section would not be applicable. However, all students at NKCEC participate in community based instruction.

3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement.

All students attending Neva King Cooper Educational Center are Profoundly Intellectually Disabled. Therefore, this section would not be applicable.

4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes.

All students attending Neva King Cooper Educational Center are Profoundly Intellectually Disabled. Therefore, this section would not be applicable.

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Increase student achievement by improving core instruction in all content areas using the 4 C's; communication, collaboration, creativity and critical thinking..
- G2.** Increase student Attendance
- G3.** Increase Parental involvement and staff collaboration

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. Increase student achievement by improving core instruction in all content areas using the 4 C's; communication, collaboration, creativity and critical thinking.. 1a

G087735

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	42.0
AMO Reading - All Students	42.0
FSA Science Achievement	33.0
FAA Writing Proficiency	33.0

Targeted Barriers to Achieving the Goal 3

- Managing Challenging Behaviors due to students inability to communicate their needs.
- Implementing Access Points for Students with Significant Cognitive Disabilities.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Leadership Team, Department Chairpersons, Subject Area Leaders, PD Liaison, Program and Placement Specialist, school therapists
- Technology

Plan to Monitor Progress Toward G1. 8

Unique Learning Systems' reports will be monitored to assess strategies implemented

Person Responsible

Jodi English

Schedule

On 6/1/2017

Evidence of Completion

Assessment from Unique Learning System and results from the Florida Standards Alternate Assessment.

G2. Increase student Attendance 1a

G087736

Targets Supported 1b

Indicator	Annual Target
Attendance Below 90%	1.0

Targeted Barriers to Achieving the Goal 3

- Fragile medical conditions

Resources Available to Help Reduce or Eliminate the Barriers 2

- Provide support mechanisms to promote consistent attendance from our students.

Plan to Monitor Progress Toward G2. 8

Parent / Teacher Communication

Person Responsible

Jodi English

Schedule

Annually, from 8/22/2016 to 6/1/2017

Evidence of Completion

Attendance Bulletin iAttend Reports

G3. Increase Parental involvement and staff collaboration 1a

G087737

Targets Supported 1b

Indicator	Annual Target
5Es Score: Parent Involvement	10.0

Targeted Barriers to Achieving the Goal 3

- Support in homes to assist with caring for their children's special needs

Resources Available to Help Reduce or Eliminate the Barriers 2

- Provide Child Care when meetings are held

Plan to Monitor Progress Toward G3. 8

Review parent sign in logs

Person Responsible

Tracy Roos

Schedule

Semiannually, from 8/22/2016 to 6/1/2017

Evidence of Completion

Parent Sign- In Logs

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** =
 Barrier **S** = Strategy

1 = Problem Solving Step  **S123456** = Quick Key

G1. Increase student achievement by improving core instruction in all content areas using the 4 C's; communication, collaboration, creativity and critical thinking.. 1

G087735

G1.B1 Managing Challenging Behaviors due to students inability to communicate their needs. 2

B233265

G1.B1.S1 Teachers will provide students with a consistent behavior management plan, various strategies and picture task cards, to access curriculum and reduce behaviors. 4

S246186

Strategy Rationale

Strategy listed will assist students with increase desired behaviors to ensure students access instructional strategies thereby increasing core content achievement.

Action Step 1 5

Teachers will collaborate and approach a universal design for learning targeting student IEP goals and communication boards by thematic unites, create picture task cards to including functional vocabulary.

Person Responsible

Jodi English

Schedule

Weekly, from 8/22/2016 to 6/1/2017

Evidence of Completion

Assessment given to students from Unique Learning and FSAA results.

Action Step 2 5

Teachers will collaborate and meet regarding behavioral strategies, supports and accommodations to increase access of instructional strategies while using Unique Learning Systems in all core subject areas.

Person Responsible

Carla Forbes

Schedule

Weekly, from 8/22/2016 to 6/1/2017

Evidence of Completion

Classroom Walkthroughs; lesson Plans

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Unique Learning Systems' reports will be monitored to assess strategies implemented

Person Responsible

Jodi English

Schedule

Monthly, from 8/22/2016 to 6/1/2017

Evidence of Completion

Pre and Post Assessment scores of Unique Learning Systems and EOY FSAA results.

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Student's Continued use of picture task cards, communicatoin devices throughout lessons as well as other responses throughout the Unique Learning Systems' lessons. ULS reports will be monitored to assess strategies implemented

Person Responsible

Jodi English

Schedule

Monthly, from 8/22/2016 to 6/1/2017

Evidence of Completion

Evidence will be determined by the assessment given to students from unique Learning and FSAA results.

G1.B2 Implementing Access Points for Students with Significant Cognitive Disabilities. 2

B233266

G1.B2.S1 Teachers will be trained in effective use CPalms to access Florida Standards Access Points and on accelify the electronic management system for individual education plans. 4

S246187

Strategy Rationale

Professional development on ways to effectively plan in all areas can allow students to access curriculum in a variety of ways.

Action Step 1 5

Teachers will work collaboratively to create and adjust reading and communicative strategies utilizing technology, as necessary, based on student learning outcomes.

Person Responsible

Jodi English

Schedule

On 6/1/2017

Evidence of Completion

Acheivement data such as teacher-made tests, and FSAA results.

Action Step 2 5

Teachers will plan lessons, utilizing technology, including all students in the room.

Person Responsible

Carla Forbes

Schedule

On 6/1/2017

Evidence of Completion

Lesson Plans; Classroom Walkthroughs

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Will engage in professional learning communities to build and adjust technology strategies based on student learning outcomes.

Person Responsible

Jodi English

Schedule

Weekly, from 8/22/2016 to 6/1/2017

Evidence of Completion

Department meetings; Unique Learning Assessment; PLC sign in sheets

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Leadership team will work together to create and adjust strategies through best practices and meeting, to enhance use of technology in the classroom

Person Responsible

Jodi English

Schedule

Monthly, from 8/22/2016 to 6/1/2017

Evidence of Completion

Achievement data from Unique Learning System assessment and FSAA results

G2. Increase student Attendance 1

G087736

G2.B1 Fragile medical conditions 2

B233267

G2.B1.S1 Continuous communication with student families. 4

S246188

Strategy Rationale

Maintaining communication with families allows the school to determine if hospital/home bound placement is appropriate for the child.

Action Step 1 5

Teacher calls home on first absence

Person Responsible

Jodi English

Schedule

Weekly, from 8/22/2016 to 6/1/2017

Evidence of Completion

Communication Logs, Attendance Report

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

School Social Worker assists to provide community outreach assistance

Person Responsible

Jodi English

Schedule

Weekly, from 8/22/2016 to 6/1/2017

Evidence of Completion

Communication Logs; Attendance Bulletin; School Social Worker reports; iATtend Reports

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Parent / teacher communication log and outreach assistance program

Person Responsible

Jodi English

Schedule

Monthly, from 8/22/2016 to 6/1/2017

Evidence of Completion

Communication Logs and Attendance Bulletin

G3. Increase Parental involvement and staff collaboration 1

G087737

G3.B1 Support in homes to assist with caring for their children's special needs 2

B233268

G3.B1.S1 Provide parent supports and encourage parents to attend various meetings at NKCEC. 4

S246189

Strategy Rationale

By providing support networks and meetings parents can gain awareness of new trends.

Action Step 1 5

School wide activities will be scheduled at various times to accommodate parents with limited schedules. Provide bilingual written and verbal communicate and translation services and provide child care support.

Person Responsible

Jodi English

Schedule

Quarterly, from 8/22/2016 to 8/22/2017

Evidence of Completion

Parent Sign-In logs

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Review parent participation logs

Person Responsible

Tracy Roos

Schedule

Monthly, from 8/17/2015 to 6/2/2016

Evidence of Completion

Parent Sign-In Logs

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

Review Sign-In Logs ; School Social Worker assistance for parent supports

Person Responsible

Tracy Roos

Schedule

Monthly, from 8/22/2016 to 6/1/2017

Evidence of Completion

IEP Participation and Parent Sign-In Logs

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G3.B1.S1.MA1 M332474	Review parent participation logs	Roos, Tracy	8/17/2015	Parent Sign-In Logs	6/2/2016 monthly
G1.MA1 M332469	Unique Learning Systems' reports will be monitored to assess strategies implemented	English, Jodi	8/22/2016	Assessment from Unique Learning System and results from the Florida Standards Alternate Assessment.	6/1/2017 one-time
G2.MA1 M332472	Parent / Teacher Communication	English, Jodi	8/22/2016	Attendance Bulletin iAttend Reports	6/1/2017 annually
G3.MA1 M332475	Review parent sign in logs	Roos, Tracy	8/22/2016	Parent Sign- In Logs	6/1/2017 semiannually
G1.B1.S1.MA1 M332465	Student's Continued use of picture task cards, communicatoin devices throughout lessons as well as...	English, Jodi	8/22/2016	Evidence will be determined by the assessment given to students from unique Learning and FSAA results.	6/1/2017 monthly
G1.B1.S1.MA1 M332466	Unique Learning Systems' reports will be monitored to assess strategies implemented	English, Jodi	8/22/2016	Pre and Post Assessment scores of Unique Learning Systems and EOY FSAA results.	6/1/2017 monthly
G1.B1.S1.A1 A319204	Teachers will collaborate and approach a universal design for learning targeting student IEP goals...	English, Jodi	8/22/2016	Assessment given to students from Unique Learning and FSAA results.	6/1/2017 weekly
G1.B1.S1.A2 A319205	Teachers will collaborate and meet regarding behavioral strategies, supports and accommodations to...	Forbes, Carla	8/22/2016	Classroom Walkthroughs; lesson Plans	6/1/2017 weekly
G1.B2.S1.MA1 M332467	Leadership team will work together to create and adjust strategies through best practices and...	English, Jodi	8/22/2016	Achievement data from Unique Learning System assessment and FSAA results	6/1/2017 monthly
G1.B2.S1.MA1 M332468	Will engage in professional learning communities to build and adjust technology strategies based on...	English, Jodi	8/22/2016	Department meetings; Unique Learning Assessment; PLC sign in sheets	6/1/2017 weekly
G1.B2.S1.A1 A319206	Teachers will work collaboratively to create and adjust reading and communicative strategies...	English, Jodi	8/22/2016	Acheivement data such as teacher-made tests, and FSAA results.	6/1/2017 one-time
G1.B2.S1.A2 A319207	Teachers will plan lessons, utilizing technology, including all students in the room.	Forbes, Carla	8/22/2016	Lesson Plans; Classroom Walkthroughs	6/1/2017 one-time
G2.B1.S1.MA1 M332470	Parent / teacher communication log and outreach assistance program	English, Jodi	8/22/2016	Communication Logs and Attendance Bulletin	6/1/2017 monthly
G2.B1.S1.MA1 M332471	School Social Worker assists to provide community outreach assistance	English, Jodi	8/22/2016	Communication Logs; Attendance Bulletin; School Social Worker reports; iAttend Reports	6/1/2017 weekly
G2.B1.S1.A1 A319208	Teacher calls home on first absence	English, Jodi	8/22/2016	Communication Logs, Attendance Report	6/1/2017 weekly
G3.B1.S1.MA1 M332473	Review Sign-In Logs ; School Social Worker assistance for parent supports	Roos, Tracy	8/22/2016	IEP Participation and Parent Sign-In Logs	6/1/2017 monthly
G3.B1.S1.A1 A319209	School wide activities will be scheduled at various times to accommodate parents with limited...	English, Jodi	8/22/2016	Parent Sign-In logs	8/22/2017 quarterly

V. Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. Increase student achievement by improving core instruction in all content areas using the 4 C's; communication, collaboration, creativity and critical thinking..

G1.B1 Managing Challenging Behaviors due to students inability to communicate their needs.

G1.B1.S1 Teachers will provide students with a consistent behavior management plan, various strategies and picture task cards, to access curriculum and reduce behaviors.

PD Opportunity 1

Teachers will collaborate and approach a universal design for learning targeting student IEP goals and communication boards by thematic unites, create picture task cards to including functional vocabulary.

Facilitator

PD Liaison

Participants

Teachers and Leadership Team

Schedule

Weekly, from 8/22/2016 to 6/1/2017

PD Opportunity 2

Teachers will collaborate and meet regarding behavioral strategies, supports and accommodations to increase access of instructional strategies while using Unique Learning Systems in all core subject areas.

Facilitator

PD Liaison

Participants

Teachers and Paraprofessionals

Schedule

Weekly, from 8/22/2016 to 6/1/2017

G1.B2 Implementing Access Points for Students with Significant Cognitive Disabilities.

G1.B2.S1 Teachers will be trained in effective use CPalms to access Florida Standards Access Points and on accelify the electronic management system for individual education plans.

PD Opportunity 1

Teachers will work collaboratively to create and adjust reading and communicative strategies utilizing technology, as necessary, based on student learning outcomes.

Facilitator

PD Liaison

Participants

Teachers

Schedule

On 6/1/2017

PD Opportunity 2

Teachers will plan lessons, utilizing technology, including all students in the room.

Facilitator

PD Liaison

Participants

Teachers

Schedule

On 6/1/2017

VI. Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

VII. Budget

1	G1.B1.S1.A1	Teachers will collaborate and approach a universal design for learning targeting student IEP goals and communication boards by thematic unites, create picture task cards to including functional vocabulary.				\$250.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			District-Wide	School Improvement Funds		\$250.00
2	G1.B1.S1.A2	Teachers will collaborate and meet regarding behavioral strategies, supports and accommodations to increase access of instructional strategies while using Unique Learning Systems in all core subject areas.				\$0.00
3	G1.B2.S1.A1	Teachers will work collaboratively to create and adjust reading and communicative strategies utilizing technology, as necessary, based on student learning outcomes.				\$0.00
4	G1.B2.S1.A2	Teachers will plan lessons, utilizing technology, including all students in the room.				\$0.00
5	G2.B1.S1.A1	Teacher calls home on first absence				\$0.00
6	G3.B1.S1.A1	School wide activities will be scheduled at various times to accommodate parents with limited schedules. Provide bilingual written and verbal communicate and translation services and provide child care support.				\$0.00
Total:						\$250.00