

Miami-Dade County Public Schools

Neva King Cooper Educational Center



2019-20 Schoolwide Improvement Plan

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Neva King Cooper Educational Center

151 NW 5TH ST, Homestead, FL 33030

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

Demographics

Principal: Tracy Roos

Start Date for this Principal: 8/3/2012

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School PK-12
Primary Service Type (per MSID File)	Special Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	77%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	
School Grades History	2018-19: No Grade 2017-18: No Grade 2016-17: No Grade 2015-16: No Grade 2014-15: No Grade
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	CS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

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

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

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School Demographics

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

School Grades History

Year	2011-12
Grade	F

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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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at

<https://www.floridacims.org>.

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The mission 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 assisted technology, an individualized curriculum, and the assistance of our greatest asset, our stakeholders.

Provide the school's vision statement.

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

School Leadership Team

Membership

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

Name	Title	Job Duties and Responsibilities
Roos, Tracy	Principal	Principal, Dr. Roos serves as the school's instructional leader. She provides a mission and shapes a vision for academic success for all students. Data is utilized to drive decision-making, cultivate leadership in others, and provide the appropriate curriculum offerings. Dr. Roos establishes high expectations for all students and ensures that the school-based team is implementing Multi-Tiered System of Supports (MTSS).
Sachs, Holly	Teacher, ESE	As an instructor and department chair, Ms. Sachs serves as the liaison to the leadership team for her grade level and supports the implementation of the MTSS process.
Placido, Melissa	Other	As the electives department chair, Ms. Placido serves as the liaison to the leadership team for her department and supports the implementation of the MTSS process.
Forbes, Carla	Other	As professional development liaison and department chair, Ms. Forbes serves as the liaison to the leadership team for her grade level and supports the implementation of the MTSS process. She develops and provides professional development that address the needs of the instructional staff.
English, Jodi	Assistant Principal	Assistant Principal, Alicia Fernandez assists the principal in implementing the vision and mission for Neva King Cooper Educational Center. She ensures the fidelity of the MTSS model by monitoring and evaluating the following: instructional staff's implementation of tiered instruction, process of administering assessments, and the alignment of professional development with faculty needs.

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	2	1	2	5	0	4	4	7	4	7	10	6	30	82
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0
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

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

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

The number of students identified as retainees:

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

FTE units allocated to school (total number of teacher units)

24

Date this data was collected or last updated

Thursday 8/29/2019

Prior Year - As Reported

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

Indicator	Grade Level	Total
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

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

Indicator	Grade Level	Total
Students with two or more indicators		

Prior Year - Updated

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

Indicator	Grade Level												Total
	K	1	2	3	4	5	6	7	8	9	10	11	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0
One or more suspensions	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
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0

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

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

Part II: Needs Assessment/Analysis

School Data

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

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	0%	63%	61%	0%	59%	57%
ELA Learning Gains	0%	61%	59%	0%	59%	57%
ELA Lowest 25th Percentile	0%	57%	54%	0%	55%	51%
Math Achievement	0%	67%	62%	0%	62%	58%
Math Learning Gains	0%	63%	59%	0%	60%	56%
Math Lowest 25th Percentile	0%	56%	52%	0%	52%	50%
Science Achievement	0%	56%	56%	0%	53%	53%
Social Studies Achievement	0%	80%	78%	0%	75%	75%

EWS Indicators as Input Earlier in the Survey														
Indicator	Grade Level (prior year reported)													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	2 (0)	1 (0)	2 (0)	5 (0)	0 (0)	4 (0)	4 (0)	7 (0)	4 (0)	7 (0)	10 (0)	6 (0)	30 (0)	82 (0)
Attendance below 90 percent	0 ()	0 ()	0 ()	0 ()	0 ()	0 ()	0 ()	0 ()	0 ()	0 ()	0 ()	0 ()	0 ()	0 (0)
One or more suspensions	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)
Course failure in ELA or Math	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)
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)

Grade Level Data

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

NOTE: 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.

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

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

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison		0%				

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

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

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

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

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

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

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD		20			23						
BLK		8			10						
HSP		36									
FRL		21			22						
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16

ESSA Data

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

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	CS&I
OVERALL Federal Index – All Students	7
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	4
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	43
Total Components for the Federal Index	6
Percent Tested	100%

Subgroup Data

Students With Disabilities	
Federal Index - Students With Disabilities	7
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	

English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	

Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	5
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	12
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	9
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection

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

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

According to the Florida Standards Alternate Assessment, the data element that showed the lowest performance was ELA. The contributing factor was the change in curricular resources and the move toward standards-based planning. In addition, fourth grade students began writing as an open response item.

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

The fourth grade ELA data component showed the greatest decline from the prior year. This is due to students having to write in open-response form.

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.

The ELA data component showed the greatest gap when compared to the state. The contributing factor was the change in curricular resources and move toward standards-based planning. In addition, 4th grade began writing as an open response item.

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

The Science data component showed the most improvement. Neva King Cooper participated in Science Technology, Engineering and Math (S.T.E.A.M.) related activities, through our Science Technology, Engineering and Math school initiative. Professional Development was offered to the staff to ensure all were able to assist in the S.T.E.A.M. related activities.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

The Early Warning system identifies attendance as an area of concern. Where we have a 84% attendance rate. This EWS is significant however, many students at Neva King Cooper Educational Center are students with significant intellectual disabilities and medical needs resulting in hospitalizations and inability to attend school.

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

1. Focus on Writing Across the curriculum and vocabulary development.
2. Focusing on Standards – Based Planning ensuring students are taught an assessed in the classroom based on grade level standards.
3. Create a Positive Behavior Intervention Strategy System (PBIS) to ensure all are following a school and classroom management system that will positively impact the classroom and create a safe learning environment.

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Standards-based Lesson Planning
Rationale	Based on the FSAA Mathematics data, there is a significant decrease in sixth grade. One out of five students took the FSAA Math Assessment and zero scored at a Level 2. At a level 1, students do not demonstrate an adequate level of success and in level 2 students demonstrate a limited level of success. Therefore, increasing developmental scores can possibly move students up a level demonstrating a positive learning gain.
State the measurable outcome the school plans to achieve	If we continue to provide Professional Development, opportunities for collaborative planning, and conduct classroom walkthroughs, then we can continue FSAA ELA achievement as evidenced by FSAA results. If NKCEC's primary practice is to provide job-embedded Professional Development, Professional Learning Communities, then we can increase student achievement in Mathematics as evidenced by the FSAA Mathematics Results.
Person responsible for monitoring outcome	Tracy Roos (pr0921@dadeschools.net)
Evidence-based Strategy	Administration will provide additional professional development in Standards-Based Planning, Classroom walkthroughs from administration as well as teacher/teacher to build on practices. Collaborative planning to assist in pacing instruction.
Rationale for Evidence-based Strategy	Teachers present to others in the department practices that work for them in the classroom or a lesson that was a success.
Action Step	
Description	1. FSAA Standards Blueprint Lesson plan development to enhance primary practice 2. Share Best Practices and learn FSAA protocol
Person Responsible	Carla Forbes (cforbes@dadeschools.net)

#2	
Title	Job-embedded Professional Development
Rationale	Based on the 2017-2018 FSAA Mathematics data, there is a significant decrease in grade 7. 7 students took the FSAA Math Assessment and 0 students scored at a Level 2. At a level 1, students do not demonstrate an adequate level of success and in level 2 student demonstrate a limited level of success.
State the measurable outcome the school plans to achieve	If we continue to provide Professional Development, opportunities for collaborative planning, and conduct classroom walkthroughs, then we can continue FSAA ELA achievement as evidenced by FSAA results. If NKCEC's primary practice is to provide job-embedded Professional Development, Professional Learning Communities, then we can increase student achievement in Mathematics as evidenced by the FSAA Mathematics Results.
Person responsible for monitoring outcome	[no one identified]
Evidence-based Strategy	Administration will provide Professional Development (PD) such as Professional Learning Communities (PLC) to enhance teacher knowledge based on their needs. Schedule a Professional Development (PD) in Higher Order thinking instructional approach specifically geared for our student population.
Rationale for Evidence-based Strategy	Teachers present to others in the department practices that work for them in the classroom or a lesson that was a success.
Action Step	
Description	1. FSAA Standards Blueprint Lesson plan development to enhance primary practice 2. Share Best Practices and learn FSAA protocol
Person Responsible	Carla Forbes (cforbes@dadeschools.net)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

Part IV: Title I Requirements

Additional Title I Requirements
 This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Schoolwide Improvement Plan to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

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

The faculty and staff at Neva King Cooper Educational Center works rigorously to keep parents informed of their child's academic progress. Parents are provided with quarterly progress reports, report cards, and they participate in parent/teacher conferences. Team parent conferences for identified under-performing Homebound students are routinely scheduled to address their academic and behavioral needs. In addition, quarterly student progress reports are issued to all students to provide parents student's current academic performance. The school's social worker is used as a family resource to assist them with making contact and referrals to outside agencies as needed. Staff works with families and school to ensure their successful transition back to the student's home school following dismissal from Homebound placement.

PFEP Link

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

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.

Our school considers counseling for students entering the Hospitalized/Homebound program, especially those students with a psychiatric medical diagnosis. District clinicians provide counseling services to students identified through IEP team meetings to be in need of individual counseling. As needed, Functional Assessment of Behaviors (FAB) and Behavioral Intervention Plans (BIP) will be developed and implemented for identified students.

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

Neva King Cooper Educational Center administered the state-wide kindergarten screening tool Florida Kindergarten Readiness Screener (FLKRS) to determine the readiness of each child entering kindergarten. Strategies will be implemented to involve parents to assist their children be more prepared for learning. Parents will be given a Guide to Grade Level Skills for the Florida Standards at open house. Our Staffing and Transition Specialists will work with parents, students, and home school staff to successfully transition students into and out of the Homebound/Hospitalized Instructional Program.

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.

The school leadership team uses a multifaceted process to identify and align resources to meet the needs of students. The leadership team, comprised of the Principal, Assistant Principal, and Department Heads, meets weekly. The team collaborates regarding decisions impacting student performance. Adjustments are made as necessary. The Principal has ultimate responsibility for all budgetary decisions, but input from the members of the leadership team is sought and valued. The Assistant Principal is assigned to monitor the property control inventory including instructional materials and technology resources to ensure they are allocated to maximize student performance. Most personnel are funded through state and local funds. Nutrition Program funds help provide free breakfast to all students school-based students and free or reduced lunch to qualifying students. IDEA funds are used to support Exceptional Education students and programs.

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 enrolled at Neva King Cooper Educational Center have an individual education plan (IEP) developed, and annually thereafter if the student is still enrolled with us. Transition planning begins at age 14 for Neva King Cooper Educational Center students as part of the development of their initial and annual IEPs. In this transition plan, the student provides input on future goals including career, educational and personal goals. The intake specialist goes over this plan, as well as the student's schedule of classes, keeping in mind their chosen academic and career track. Electives are based on the school's course offerings as well as the student's interests. Twelfth graders (seniors) are provided with post secondary information from the school's counselor.

Transition meetings are also held with each graduating student specifically to assist them to prepare for post-secondary endeavors by providing them with information on two- and four- year colleges, universities, vocational and career schools and facilitating access to state vocational rehabilitation services when applicable.

Supporting Secondary School Reform, the Articulation, Transition, and Orientation board rule is in place to increase the percentage of graduating students that pursue and are successful in post-secondary areas of enrichment. Teachers implement lessons which focus on improving personal effectiveness, planning life after high school, surviving after high school and succeeding in post-secondary academic institutions.

Part V: Budget

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

1	III.A.	Areas of Focus: Standards-based Lesson Planning	\$0.00
2	III.A.	Areas of Focus: Job-embedded Professional Development	\$0.00
Total:			\$0.00