



**Pam Stewart, Commissioner**

## **2013-2014 SCHOOL IMPROVEMENT PLAN**

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**Neva King Cooper Educational Center**

151 NW 5TH ST

Homestead, FL 33030

305-247-4307

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

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## School Demographics

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<b>School Type</b> Combination School	<b>Title I</b> Yes	<b>Free and Reduced Lunch Rate</b> <i>[Data Not Available]</i>
<b>Alternative/ESE Center</b> No	<b>Charter School</b> No	<b>Minority Rate</b> <i>[Data Not Available]</i>

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## School Grades History

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## SIP Authority and Template

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Section 1001.42(18), Florida Statutes (F.S.), 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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. 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 FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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## Purpose and Outline of the SIP

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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

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Part I summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

### Part II: Expected Improvements

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Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

### Part III: Coordination and Integration

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Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

### Appendix 1: Professional Development Plan to Support Goals

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Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

### Appendix 2: Budget to Support Goals

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Appendix 2 is the budget needed to implement the strategies identified in the plan.

## Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

### DA Regions

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

### DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
  - Year 1 – declined to D, or first-time graded schools receiving a D
  - Year 2 – second consecutive D, or F followed by a D
  - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
  - Year 1 – declined to F, or first-time graded schools receiving an F
  - Year 2 or more – second or more consecutive F

### DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

### 2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

  

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

## Current School Status

### School Information

#### School-Level Information

##### School

Neva King Cooper Educational Center

##### Principal

Dr. Tracy E. Roos

##### School Advisory Council chair

Mrs. Margaret Getchell

#### Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Alicia Fernandez	Assistant Principal
Diana Morales	Placement Specialist
Holly Sachs	Secondary Department Chair
Mary Surca	Elementary Department Chair
Melissa Placido	Reading Leader
Frank Lozada	Science Leader
Luis Ibarra	Math Leader

#### District-Level Information

##### District

Dade

##### Superintendent

Mr. Alberto M Carvalho

##### Date of school board approval of SIP

12/11/2013

### School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

#### Membership of the SAC

Dr. Tracy E. Roos Principal  
 Diana Morales Teacher  
 Margaret Getchell (EESAC Chairperson) Teacher  
 Francisco Lozada Teacher  
 Cynthia Nickle Educational Support  
 Monique Truesdell Alternate Educational Support  
 Kelly Warwar Parent  
 Gloria Palanko Parent  
 Deborah Barclay Parent  
 Walkiria Ramos Alternate Parent

Larry D. McKenney Business/Community Representative  
Virginia Ferguson Business/Community Representative  
Keyla Martinez Business/Community Representative  
Darwin Brown Union Steward

### **Involvement of the SAC in the development of the SIP**

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.

### **Activities of the SAC for the upcoming school year**

The EESAC will continue to have its meetings in which progress towards the SIP goals and objectives will be discussed and evaluated by all members.

### **Projected use of school improvement funds, including the amount allocated to each project**

The projected use of school improvement funds will be used to enhance the school's Multi-Sensory room. Multi-Sensory Room (Katie's Place) The Snoezelen (pronounced /snuzələ(n)/) or controlled multi-sensory environment (MSE) is a therapy for students with autism or developmental disabilities. Katie's Place is specially designed to deliver stimuli to various senses, using lighting effects, color, sounds, music, and scents. The combination of different materials on a wall may be explored using tactile senses. Katie's Place aims to maximize a student's potential to focus on his own free will and to engage on a motivational stimulus, and thereby to improve communication and functioning.

### **Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC** In Compliance

### **If not in compliance, describe the measures being taken to comply with SAC requirements**

## **Highly Qualified Staff**

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### **Administrators**

#### **# of administrators**

2

#### **# receiving effective rating or higher**

(not entered because basis is < 10)

#### **Administrator Information:**

<b>Dr. Tracy E. Roos</b>		
Principal	Years as Administrator: 12	Years at Current School: 2

<b>Credentials</b>	Certification: Elementary Ed. (Grades 1-6) Educational Leadership (All Levels) Exceptional Student Education Degrees: A.A.Education B.S. Elementary Education M.S. Educational Leadership Ed.D. Organizational Leadership and Instructional Leadership
<b>Performance Record</b>	'13 '12 '11 '10 '09 '08 School Grade F N/G N/G N/G N/G N/G High Standards Rdg. N/A N/A N/A N/A N/A N/A High Standards Math N/A N/A N/A N/A N/A N/A Lrng Gains-Rdg. N/A N/A N/A N/A N/A N/A Lrng Gains-Math N/A N/A N/A N/A N/A N/A Gains-Rdg-25% N/A N/A N/A N/A N/A N/A Gains-Math-25% N/A N/A N/A N/A N/A N/A Note: As a Specialized Center school for SPED students, the school is not graded.

<b>Alicia Fernandez</b>		
Asst Principal	Years as Administrator: 1	Years at Current School: 0

<b>Credentials</b>	Certification: Exceptional Student Education (K-12) Educational Leadership Degrees B.S Exceptional Student Education M.S Educational Leadership
<b>Performance Record</b>	'13 '12 '11 '10 '09 '08 School Grade N/G A A A A A High Standards Rdg. N/A 63 78 74 72 71 High Standards Math N/A 61 77 70 70 69 Lrng Gains-Rdg. N/A 67 69 67 65 65 Lrng Gains-Math N/A 69 74 69 73 69 Gains-Rdg-25% N/A 70 79 71 63 70 Gains-Math-25% N/A 64 73 62 69 63

**Instructional Coaches**

<b># of instructional coaches</b>	0
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<b># receiving effective rating or higher</b> (not entered because basis is < 10)	
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**Instructional Coach Information:**

Part-time / District-based

Years as Coach:

Years at Current School:

**Areas**

[none selected]

**Credentials****Performance Record****Classroom Teachers****# of classroom teachers**

24

**# receiving effective rating or higher**

23, 96%

**# Highly Qualified Teachers**

42%

**# certified in-field**

24, 100%

**# ESOL endorsed**

8, 33%

**# reading endorsed**

0, 0%

**# with advanced degrees**

9, 38%

**# National Board Certified**

2, 8%

**# first-year teachers**

0, 0%

**# with 1-5 years of experience**

4, 17%

**# with 6-14 years of experience**

5, 21%

**# with 15 or more years of experience**

15, 63%

**Education Paraprofessionals****# of paraprofessionals**

26

**# Highly Qualified**

3, 12%

**Other Instructional Personnel**

**# of instructional personnel not captured in the sections above**

0

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Teacher Recruitment and Retention Strategies**

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible**

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.

**Teacher Mentoring Program/Plan**

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Teacher mentoring program/plan, including the rationale for pairings and the 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.

**Multi-Tiered System of Supports (MTSS) / Response to Intervention (Rti)**

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs**

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

**Function and responsibility of each school-based leadership team member as related to MTSS and the SIP**

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. The Grade Level Chairpersons will work collaboratively with teachers to provide best practices opportunities and professional learning communities where teachers can discuss student progress, learning gains and student progress on IEP goals and benchmarks. The staffing and program specialist will assist teachers with IEP implementation and writing Specific and measurable goals specifically in Reading, Writing and Math for each child at Neva King Cooper Educational Center. The Specific Subject Area Leader's will participate in District wide workshops and bring current trends in the classroom and

instruction specifically in each Subject Area: Reading/ Writing, Math and Science. Administration will monitor and assist teachers as the need arises and as observed through classroom walkthroughs.

**Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP**

Unique Learning System, a curriculum geared for students with Intellectually Disabled students will be an instructional tool utilized by teachers in the classroom which correlates the Florida Access Points and individual student needs. The teachers will also provide differentiated instruction to the students, based on their needs which are indicated on the Individualized Education Plans (IEP). Teacher's weekly lesson plans and objectives are developed utilizing students IEP. Lessons are modified and adjusted through MTSS as weekly assessments are given. Program Specialist and Placement Specialist at NKC monitor the implementation of goals and benchmarks on a quarterly basis through Status Report on Goals forms, created by teachers.

**Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement**

The core academic program that is required by the Miami-Dade County Public Schools District of Exceptional Educational Office for students with intellectual disabilities is Unique Learning System. The NKC teachers and administration will use the Unique Learning System data sources and management systems to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, and writing.

**Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents**

Administration and Leadership Team will meet monthly to discuss student needs and possible Best Practices to assist in differentiating lessons. Principal and Assistant Principal will align policies and procedures at NKC across district and state levels. Teachers are given Professional Development opportunities at NKC to write quality Individualized Plans based on student needs to further the problem solving process in educating the students. Parents are always involved because of the Individualized Educational Plans (IEP) that are developed parents must be invited through Federal Guidelines.

**Increased Learning Time/Extended Learning Opportunities**

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated 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 Purpose(s)**

- Enrichment activities that contribute to a well-rounded education

**How is data collected and analyzed to determine the effectiveness of this 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

**Who is responsible for monitoring implementation of this strategy?**

The primary goal for a student requiring ESY services is to maintain the current level of the student's academic and functional skills and behavior in areas identified by the student's IEP in order to provide FAPE.

A. (Local Education Agency) LEAs may not and are required to monitor the implementation of the following strategies::

(1) May not limit ESY to particular categories of disabilities or particular ages or grade levels of students.

(2) May not unilaterally limit the type, amount, or duration of ESY services provided for students.

(3) Limit data consideration by IEP teams to only an analysis of regression and recoupment.

B. LEAs shall ensure that:

(1) ESY student programs are provided in the least restrictive environment

(2) ESY teachers and paraprofessionals meet IDEA's highly qualified requirements.

**Literacy Leadership Team (LLT)****Names and position titles of the members of the school-based LLT**

<b>Name</b>	<b>Title</b>
Dr. Tracy E. Roos	Principal
Ms. Alicia Fernandez	Assistant Principal
Ms. Margaret Getchell	EESAC Chairperson
Ms. Holly Sachs	Secondary Department Chairperson
Mr. Frank Lozada	Elective Department Chairperson

Name	Title
Ms. Mary Surca	Elementary Department Chairperson
Dr. Diana Morales	Placement Specialist

### **How the school-based LLT functions**

The team meets once a month to discuss programmatic concerns, suggestions, and strategies as related to the communication needs of the students.

### **Major initiatives of the LLT**

The major initiative of the LLT this year will be to focus on increasing the achievement as pertaining to the communication needs of the students.

## **Every Teacher Contributes to Reading Instruction**

### **How the school ensures every teacher contributes to the reading improvement of every student**

As part of the teachers' Professional Development strategies, training is provided on the Unique Learning System Curriculum, Individual Educational Plans, Communication Devices and Communication Objectives. The students' Individual Educational Plans will serve as a guideline to measure individual goals and the Unique Learning System curriculum will measure growth and serve as the school's Reading Objectives. The Individual Educational Plans and the classrooms are monitored by the Principal, Assistant Principal and Department Chairpersons.

## **College and Career Readiness**

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### **How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future**

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

### **How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful**

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

### **Strategies for improving student readiness for the public postsecondary level**

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

## Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### Area 1: Reading

#### Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	17%	0%	No	25%
American Indian				
Asian				
Black/African American				
Hispanic	17%	0%	No	25%
White				
English language learners				
Students with disabilities	17%	0%	No	25%
Economically disadvantaged	17%	0%	No	25%

#### Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6		<i>[data excluded for privacy reasons]</i>	7%
Students scoring at or above Level 7		<i>[data excluded for privacy reasons]</i>	3%

#### Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		<i>[data excluded for privacy reasons]</i>	25%
Students in lowest 25% making learning gains (FCAT 2.0)		<i>[data excluded for privacy reasons]</i>	0%

### Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5		<i>[data excluded for privacy reasons]</i>	0%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4		<i>[data excluded for privacy reasons]</i>	10%

### Area 3: Mathematics

**High School Mathematics****Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on EOC assessments, or scoring at or above Level 4 on FAA**

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	17%	0%	No	25%
American Indian				
Asian				
Black/African American				
Hispanic	17%	0%	No	25%
White				
English language learners				
Students with disabilities	17%	0%	No	25%
Economically disadvantaged	17%	0%	No	25%

**Florida Alternate Assessment (FAA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6		<i>[data excluded for privacy reasons]</i>	7%
Students scoring at or above Level 7		<i>[data excluded for privacy reasons]</i>	3%

**Learning Gains**

	2012 Actual #	2012 Actual %	2014 Target %
Students making learning gains (EOC and FAA)		<i>[data excluded for privacy reasons]</i>	25%
Students in lowest 25% making learning gains (EOC)		<i>[data excluded for privacy reasons]</i>	0%

**Area 4: Science****High School Science****Florida Alternate Assessment (FAA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6		<i>[data excluded for privacy reasons]</i>	25%
Students scoring at or above Level 7		<i>[data excluded for privacy reasons]</i>	0%

**Area 5: Science, Technology, Engineering, and Mathematics (STEM)**

**All Levels**

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	2		7
Participation in STEM-related experiences provided for students	10	10%	15%

**Area 6: Career and Technical Education (CTE)**

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	30	30%	40%
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses	0	0%	0%
Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses		0%	0%
Students taking CTE industry certification exams	0	0%	0%
Passing rate (%) for students who take CTE industry certification exams		0%	0%
CTE program concentrators	0	0%	0%
CTE teachers holding appropriate industry certifications	0	0%	0%

**Area 8: Early Warning Systems****High School Indicators**

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	45	38%	37%
Students in ninth grade with one or more absences within the first 20 days	0	0%	0%
Students in ninth grade who fail two or more courses in any subject	0	0%	0%
Students with grade point average less than 2.0	0	0%	0%
Students who fail to progress on-time to tenth grade	0	0%	0%
Students who receive two or more behavior referrals	4	4%	3%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	0	0%	0%



## Goals Summary

- G1.** Given a variety communication objectives and/or devices, the students will improve FAA reading scores by 25%.
- G2.** In the writing portion of the Florida Alternate Assessment, 0% of sthe students scored at or above level 4. On the 2014 FAA, at least 10% of the students will score at or above a level 4.
- G3.** Given a variety of math strategies such as; sorting, stacking and distinguishing between a variety of attributes the students will increase the FAA scores by 25%.
- G4.** 0% of students scored at or above a level 4 in the Science subsection of the FAA; Therefore, 25% of the students will score at or above a level 4.
- G5.** 40% of the students will participate in STEM like activities such as project - based Learning.
- G6.** 25% of the students of NKC will participate in CTE activities.
- G7.** 38% of the students at NKC had attendance concerns, NKC will reduce by 1%.
- G8.** 4% of the students at NKC had behavioral referrals, NKC will reduce the amount of referrals by 1%.
- G9.** 25% of parents participated in NKC decision making, therefore NKC will improve parental involvement by 25%.

## Goals Detail

**G1.** Given a variety communication objectives and/or devices, the students will improve FAA reading scores by 25%.

### Targets Supported

- Reading (FAA)

### Resources Available to Support the Goal

- Train the teachers to effectively implement Unique Learning Systems a Curriculum geared to assist teachers in the Reading instruction to student's with Intellectual Disabilities.
- Students will use various responses such as eye gazing, hand-over-hand and the use of assistive technology.

### Targeted Barriers to Achieving the Goal

- Communication
- Effective use of Unique Learning System Curriculum adopted by District.
- 0% of students at NKC scored a level 4, 5, or 6. Therefore, NKC will increase scores by 7%.
- 0% of students at NKC scored at or above a level 7; Therefore NKC will increase scores by 3%.

### Plan to Monitor Progress Toward the Goal

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

**Person or Persons Responsible**

Principal, Assistant Principal and the Leadership Team

**Target Dates or Schedule:**

Monthly

**Evidence of Completion:**

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

**G2.** In the writing portion of the Florida Alternate Assessment, 0% of sthe students scored at or above level 4. On the 2014 FAA, at least 10% of the students will score at or above a level 4.

**Targets Supported**

- Writing

**Resources Available to Support the Goal**

- Unique Learning Systems
- Communication Devices

**Targeted Barriers to Achieving the Goal**

- Student's are unable to express their wants and needs

### Plan to Monitor Progress Toward the Goal

Student use of picture and smarboard technology for vocabulary development

**Person or Persons Responsible**

Teachers, Literacy Leadersip team, Department Chairpersons

**Target Dates or Schedule:**

Monthly

**Evidence of Completion:**

Teacher made-tests

**G3.** Given a variety of math strategies such as; sorting, stacking and distinguishing between a variety of attributes the students will increase the FAA scores by 25%.

**Targets Supported**

- Math (Elementary and Middle FAA, High School, High School FAA)

**Resources Available to Support the Goal**

- Train the teachers to effectively implement Unique Learning Systems a Curriculum geared to assist teachers in Math instruction to student's with Intellectual Disabilities.
- Train the teachers to effectively implement assistive technology , communication devices and/or methods such as eye-gazing, hand-over-hand, to assist teachers in Math instruction to student's with Intellectual Disabilities.

**Targeted Barriers to Achieving the Goal**

- Communication
- 0% of students scored at level 4, 5, 6 therefore NKC will increase scores by 7%.
- 0% of students scored at or above a level 7, therefore NKC will increase scores by 3%.

**Plan to Monitor Progress Toward the Goal**

Unique Learning System Assessment

**Person or Persons Responsible**

Principal, Assistant Principal and Leadership Team and teachers will monitor progress.

**Target Dates or Schedule:**

Monthly

**Evidence of Completion:**

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

**G4.** 0% of students scored at or above a level 4 in the Science subsection of the FAA; Therefore, 25% of the students will score at or above a level 4.

**Targets Supported**

- Science
- Science - Elementary School
- Science - Middle School
- Science - High School

**Resources Available to Support the Goal**

- Provide teachers a Science Lead Teacher for various supports and assistance with subject matter.

**Targeted Barriers to Achieving the Goal**

- Communication Skills due to significant cognitive disabilities.

### Plan to Monitor Progress Toward the Goal

Continuous use of Unique Learning System to promote student communication

**Person or Persons Responsible**

Grade Level Chair, Science Lead Teacher, Teachers, Principal and Assistant Principal

**Target Dates or Schedule:**

Bi-Weekly

**Evidence of Completion:**

Unique Learning System Logs, FAA Results

### G5. 40% of the students will participate in STEM like activities such as project - based Learning.

**Targets Supported**

- STEM
- STEM - All Levels

**Resources Available to Support the Goal**

- Science and Math Lead teacher's informational tools from Professional Development.

**Targeted Barriers to Achieving the Goal**

- Computer accessibility

### Plan to Monitor Progress Toward the Goal

Students will work on creating objects using various supports such as switches.

**Person or Persons Responsible**

Teachers, Paraprofessional, Placement and Program Specialist, Principal, Assistant Principal

**Target Dates or Schedule:**

Bi-Weekly

**Evidence of Completion:**

Student work Products; Department meetings and FAA results

### G6. 25% of the students of NKC will participate in CTE activities.

**Targets Supported**

- CTE

**Resources Available to Support the Goal**

- Project Victory program

**Targeted Barriers to Achieving the Goal**

- Students' cognitive disability and fragile medical conditions

## Plan to Monitor Progress Toward the Goal

Community Based Instruction throughout the community

### Person or Persons Responsible

Teachers, Paraprofessional, Placement and Program Specialist, Principal, Assistant Principal

### Target Dates or Schedule:

Bi-Weekly

### Evidence of Completion:

CBI attendance schedule

**G7.** 38% of the students at NKC had attendance concerns, NKC will reduce by 1%.

### Targets Supported

- EWS
- EWS - Elementary School
- EWS - Middle School
- EWS - High School

### Resources Available to Support the Goal

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

### Targeted Barriers to Achieving the Goal

- Student's severe disabilities /Fragile medical conditions

## Plan to Monitor Progress Toward the Goal

Parent / Teacher Communication

### Person or Persons Responsible

School Social worker, Teachers, Paraprofessional, Placement and Program Specialist, Principal, Assistant Principal

### Target Dates or Schedule:

Bi-Weekly

### Evidence of Completion:

Attendance Bulletin and communication Logs

**G8.** 4% of the students at NKC had behavioral referrals, NKC will reduce the amount of referrals by 1%.

**Targets Supported**

- EWS
- EWS - Elementary School
- EWS - Middle School
- EWS - High School

**Resources Available to Support the Goal**

- Lead Teacher assistance

**Targeted Barriers to Achieving the Goal**

- Due to the student's significant cognitive deficiencies, they are unable to understand the rules and guidelines set forth in the student code of conduct.

**Plan to Monitor Progress Toward the Goal**

Revisiting the Behavior Intervention plan and plot behaviors on the plan to see reduction in behavioral patterns

**Person or Persons Responsible**

Teachers, Grade level Chairperson, Principal and Assistant Principal

**Target Dates or Schedule:**

Bi-Weekly

**Evidence of Completion:**

Suspension Report

**G9.** 25% of parents participated in NKC decision making, therefore NKC will improve parental involvement by 25%.

**Targets Supported**

- Parental Involvement

**Resources Available to Support the Goal**

- Provide Resource Center

**Targeted Barriers to Achieving the Goal**

- Lack of awareness of services

## Plan to Monitor Progress Toward the Goal

Review parent sign in logs

**Person or Persons Responsible**

Community Involvement Specialist, School Social Worker, Program and Placement Specialist, Principal and Assistant Principal.

**Target Dates or Schedule:**

Bi-Weekly

**Evidence of Completion:**

Parent Sign- In Logs

## Action Plan for Improvement

### Problem Solving Key

**G** = Goal

**B** = Barrier

**S** = Strategy

**G1.** Given a variety communication objectives and/or devices, the students will improve FAA reading scores by 25%.

#### **G1.B1** Communication

**G1.B1.S1** Teachers will provide students with various reading materials, picture task cards and/or communicative devices to assist with student communication

#### **Action Step 1**

Teachers will utilize reading material, picture task cards and switches along with unique learning system, to assist students with communicating responses.

#### **Person or Persons Responsible**

Teachers

#### **Target Dates or Schedule**

Quarterly

#### **Evidence of Completion**

Assessment given to students from Unique Learning and FAA results.

#### **Facilitator:**

PD Liaison

#### **Participants:**

Teachers and Leadership Team



### **Plan to Monitor Fidelity of Implementation of G1.B1.S1**

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

#### **Person or Persons Responsible**

Principal, Assistant Principal and Leadership Team will monitor the fidelity of teacher use in Unique Learning System.

#### **Target Dates or Schedule**

Monthly

#### **Evidence of Completion**

Assessment of Unique Learning Systems and FAA results.

### **Plan to Monitor Effectiveness of G1.B1.S1**

Student's Continued use of picture task cards throughout lessons and responses as well as their responses in throughout the Unique Learning Systems' reports will be monitored to assess strategies implemented

#### **Person or Persons Responsible**

Principal, Assistant Principal and Leadership Team and teachers will monitor the students progress on Unique Learning Systems for effectiveness of instruction.

#### **Target Dates or Schedule**

Monthly

#### **Evidence of Completion**

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

**G1.B2 Effective use of Unique Learning System Curriculum adopted by District.**

**G1.B2.S1 Teachers will be trained in effective use of Unique Learning System.**

**Action Step 1**

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

**Person or Persons Responsible**

Department Chairpersons will assist with Unique Learning System implementation.

**Target Dates or Schedule**

Quarterly

**Evidence of Completion**

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

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

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

**Person or Persons Responsible**

Administration, Department Chairpersons and Subject Area teachers.

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Department meetings; Unique Learning Assessment

**Plan to Monitor Effectiveness of G1.B2.S1**

Teachers will work together to create and adjust strategies as necessary based on student learning outcomes.

**Person or Persons Responsible**

Teachers, Department Chairpersons, and Administration

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Achievement data from Unique Learning System assessment and FAA results

**G1.B3** 0% of students at NKC scored a level 4, 5, or 6. Therefore, NKC will increase scores by 7%.

**G1.B3.S1** Train teachers to effectively implement Unique Learning Systems

**Action Step 1**

Teachers will use the different levels of instruction independent level, participatory level, and supported level

**Person or Persons Responsible**

Teachers

**Target Dates or Schedule**

Quarterly

**Evidence of Completion**

Report Card grades and status report on IEP goals

**Plan to Monitor Fidelity of Implementation of G1.B3.S1**

Teachers will engage in professional learning communities to build and adjust strategies based on student learning outcomes through various performance levels.

**Person or Persons Responsible**

Administration and Leadership Team

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Department Meeting agenda; Unique Learning System Assessment; FAA results

**Plan to Monitor Effectiveness of G1.B3.S1**

Teachers continued use of Unique Learning System

**Person or Persons Responsible**

Administration and Leadership Team

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Unique Learning System Reports and FAA Results

**G1.B4** 0% of students at NKC scored at or above a level 7; Therefore NKC will increase scores by 3%.

**G1.B4.S1** Provide students Augmentative Communication Devices; switches, sign language to assist with communication.

**Action Step 1**

Teachers will utilize Picture task cards and use of Unique Learning Systems throughout classroom instruction

**Person or Persons Responsible**

Teachers

**Target Dates or Schedule**

Quarterly

**Evidence of Completion**

Unique Learning Assessment Results

**Plan to Monitor Fidelity of Implementation of G1.B4.S1**

Department meetings during which data chats and discussion on students progress toward continued use of augmentative communication devices and/or sign language to communicate during classroom instruction as demonstrated in Unique Learning System Assessment results.

**Person or Persons Responsible**

Administration and Leadership Team

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Department Meetings , Unique Learning System Assessment and FAA results

**Plan to Monitor Effectiveness of G1.B4.S1**

Unique learning System Assessments and teacher made test.

**Person or Persons Responsible**

Administration and Leadership Team

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Department Meetings, Unique Learning System and FAA Results

**G2.** In the writing portion of the Florida Alternate Assessment, 0% of the students scored at or above level 4. On the 2014 FAA, at least 10% of the students will score at or above a level 4.

**G2.B1** Student's are unable to express their wants and needs

**G2.B1.S1** Students need picture communication symbols and / or real objects for the development of vocabulary and basic writing concepts for expressive and receptive language skills.

**Action Step 1**

Teachers will use pictures for vocabulary development and use smartboard technology to access content in Unique Learning System.

**Person or Persons Responsible**

Teachers

**Target Dates or Schedule**

Quarterly

**Evidence of Completion**

Unique Learning Assessment Results and FAA results

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

During monthly Professional Learning Communities leaders will monitor and assist teachers with strategies implemented in the classroom and discuss best practices.

**Person or Persons Responsible**

Department Chairpersons and Subject Area Leaders

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Department meeting Agendas and FAA results

### Plan to Monitor Effectiveness of G2.B1.S1

Sharing among grade level colleagues best practices and data chats to discuss student progress toward the goal through the use of Unique Learning System results and student use of picture task cards and switches to communicate.

#### Person or Persons Responsible

Leadership Team, Administration

#### Target Dates or Schedule

Monthly

#### Evidence of Completion

Department meetings, Unique Learning System Assessment and FAA results

**G3.** Given a variety of math strategies such as; sorting, stacking and distinguishing between a variety of attributes the students will increase the FAA scores by 25%.

### G3.B1 Communication

**G3.B1.S1** Train Teachers to effectively implement in the three tiered model of supports: the participatory level, supported level, and independent level to reach student's maximum level of independence through Unique Learning System.

#### Action Step 1

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

#### Person or Persons Responsible

Teachers will implement Access Points and the three tiered models of support through Unique Learning System.

#### Target Dates or Schedule

Strategies will be monitored monthly at leadership meetings using Unique Learning System's reports.

#### Evidence of Completion

Assessments given from Unique Learning Systems and the Florida Alternate Assessment results.

### **Plan to Monitor Fidelity of Implementation of G3.B1.S1**

Department Meeting professional learning community topics, and Unique Learning Systems' reports will be monitored to assess fidelity

#### **Person or Persons Responsible**

Principal, Assistant Principal and Leadership team will monitor for fidelity.

#### **Target Dates or Schedule**

Monthly

#### **Evidence of Completion**

Assessment given to students from unique Learning and FAA results.

### **Plan to Monitor Effectiveness of G3.B1.S1**

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

#### **Person or Persons Responsible**

Principal, Assistant Principal and Leadership Team and teachers will monitor for effectiveness.

#### **Target Dates or Schedule**

Monthly

#### **Evidence of Completion**

Assessments given from Unique Learning Systems and the Florida Alternate Assessment results

**G3.B1.S2** Train teachers to write quality IEP goals and benchmarks to have students' individual levels of performance

**Action Step 1**

Individual goals and benchmarks through Status reports on goals will be utilized.

**Person or Persons Responsible**

Principal, Assistant Principal and Leadership team will assist with strategies

**Target Dates or Schedule**

Strategies will be monitored quarterly.

**Evidence of Completion**

Assessment given with Unique Learning and the Florida Alternate Assessment.

**Facilitator:**

PD Liaison

**Participants:**

Principal, Assistant Principal and Leadership team will assist with strategies

**Plan to Monitor Fidelity of Implementation of G3.B1.S2**

Individual goals and benchmarks through Status reports on goals will be utilized..

**Person or Persons Responsible**

Program and Placement Specialist will monitor quality IEP and goals

**Target Dates or Schedule**

Status Reports on Goals will be monitored quarterly

**Evidence of Completion**

Evidence will be determined by the FAA results.



### Plan to Monitor Effectiveness of G3.B1.S2

Individual goals and benchmarks through Status reports on goals will be utilized.

#### Person or Persons Responsible

Principal, Assistant Principal and Leadership team will monitor effectiveness.

#### Target Dates or Schedule

Reports will be monitored quarterly

#### Evidence of Completion

Florida Alternate Assessment Results.

**G3.B2** 0% of students scored at level 4, 5, 6 therefore NKC will increase scores by 7%.

**G3.B2.S1** Utilize the various levels of instruction; independent, participatory and supported level

#### Action Step 1

Teach students using picture task cards and various support levels.

#### Person or Persons Responsible

Teachers

#### Target Dates or Schedule

Quarterly

#### Evidence of Completion

Report Card Grades and IEP goals and Benchmarks

### Plan to Monitor Fidelity of Implementation of G3.B2.S1

Department meetings and professional learning communities to discuss student progress and Unique Learning Assessment.

#### Person or Persons Responsible

Administration

#### Target Dates or Schedule

Monthly

#### Evidence of Completion

Unique Assessment Results and FAA Results

### Plan to Monitor Effectiveness of G3.B2.S1

Unique Assessment and discussion with leadership team on students progress.

**Person or Persons Responsible**

Administration, Leadership Team and Department Chairpersons

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Unique Learning System Results

**G3.B3** 0% of students scored at or above a level 7, therefore NKC will increase scores by 3%.

### G3.B3.S1 Use of stacking, sorting and picture task cards

**Action Step 1**

Use of Unique Learning System during lesson

**Person or Persons Responsible**

Teachers

**Target Dates or Schedule**

Quarterly

**Evidence of Completion**

Unique Learning Assessments and FAA results

### Plan to Monitor Fidelity of Implementation of G3.B3.S1

Departmental meetings and subject area meeting to discuss best practices and student progress.

**Person or Persons Responsible**

Administration; Leadership Team

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Unique Learning System Assessment; Department Meetings and FAA Results.

## Plan to Monitor Effectiveness of G3.B3.S1

Unique Learning System Assessments

### Person or Persons Responsible

Teachers, Leadership Team and Administration

### Target Dates or Schedule

Monthly

### Evidence of Completion

Unique Learning System Reports

**G4.** 0% of students scored at or above a level 4 in the Science subsection of the FAA; Therefore, 25% of the students will score at or above a level 4.

**G4.B1** Communication Skills due to significant cognitive disabilities.

**G4.B1.S1** Provide teachers assistance with picture task cards and supports with lead teacher and subject area lead.

### Action Step 1

Meetings with Lead Teacher

### Person or Persons Responsible

Grade Level Chair, Science Lead Teacher, Teachers, Principal and Assistant Principal

### Target Dates or Schedule

Quarterly

### Evidence of Completion

Meeting Logs

### Facilitator:

PD Liaison

### Participants:

Teachers and Lead Teacher

### Plan to Monitor Fidelity of Implementation of G4.B1.S1

Professional Learning Communities with lead teachers using best practices

#### Person or Persons Responsible

Grade Level Chair, Science Lead Teacher, Teachers, Principal and Assistant Principal

#### Target Dates or Schedule

Monthly

#### Evidence of Completion

Professional Learning Communities agenda and logs

### Plan to Monitor Effectiveness of G4.B1.S1

Teacher use of picture task cards through Unique Learning Systems, for vocabulary and communication skills development

#### Person or Persons Responsible

Grade Level Chair, Science Lead Teacher, Teachers, Principal and Assistant Principal

#### Target Dates or Schedule

Monthly

#### Evidence of Completion

Unique Learning System Logs

**G5.** 40% of the students will participate in STEM like activities such as project - based Learning.

### G5.B1 Computer accessibility

**G5.B1.S1** Provide students project-based learning opportunities using switch assistive technology.

#### Action Step 1

Provide Student with picture task cards and assist in production with assistive technology or hand over hand technique.

#### Person or Persons Responsible

Teachers, Paraprofessional, Placement and Program Specialist, Principal, Assistant Principal

#### Target Dates or Schedule

quarterly

#### Evidence of Completion

Student Made Products, Unique Learning System Assessment and FAA Results

### Plan to Monitor Fidelity of Implementation of G5.B1.S1

Provide Students with Picture Task cards, and various levels of support including hand over hand technique.

#### Person or Persons Responsible

Teachers, Paraprofessional, Placement and Program Specialist, Principal, Assistant Principal

#### Target Dates or Schedule

Monthly

#### Evidence of Completion

Student made Products Unique Learning System Assessment and FAA results

### Plan to Monitor Effectiveness of G5.B1.S1

Provide support mechanisms through department meetings and subject area meetings, to promote Student work products.

#### Person or Persons Responsible

Teachers, Paraprofessional, Placement and Program Specialist, Principal, Assistant Principal

#### Target Dates or Schedule

Bi-Weekly

#### Evidence of Completion

Student Work Products, Department Agenda and Unique Learning System Assessment

**G6.** 25% of the students of NKC will participate in CTE activities.

**G6.B1** Students' cognitive disability and fragile medical conditions

**G6.B1.S1** Assist students with communication skills in technical education concepts.

#### Action Step 1

Provide continuous repetition and vocational experience throughout the community.

#### Person or Persons Responsible

Teachers, Paraprofessional, Placement and Program Specialist, Principal, Assistant Principal

#### Target Dates or Schedule

Quarterly

#### Evidence of Completion

Data from Unique Learning System and IEP goals and benchmarks

### Plan to Monitor Fidelity of Implementation of G6.B1.S1

Visual task cards to use in Community Based Instruction

#### Person or Persons Responsible

Teachers, Paraprofessional, Placement and Program Specialist, Principal, Assistant Principal

#### Target Dates or Schedule

Monthly

#### Evidence of Completion

IEP Goals and Benchmarks

### Plan to Monitor Effectiveness of G6.B1.S1

Students will use communication skills taught in the classroom throughout the Project Victory visits

#### Person or Persons Responsible

Teachers, Paraprofessional, Placement and Program Specialist, Principal, Assistant Principal

#### Target Dates or Schedule

Bi-Weekly

#### Evidence of Completion

Teacher Observations and CBI attendance logs

**G7.** 38% of the students at NKC had attendance concerns, NKC will reduce by 1%.

**G7.B1** Student's severe disabilities /Fragile medical conditions

**G7.B1.S1** Continuous communication with student families.

#### Action Step 1

Teacher calls home for first absence

#### Person or Persons Responsible

Teachers, paraprofessional, placement and program specialist, Principal, Assistant Principal

#### Target Dates or Schedule

Quarterly

#### Evidence of Completion

Communication Logs, Attendance Report

### Plan to Monitor Fidelity of Implementation of G7.B1.S1

Provide community outreach assistance

#### Person or Persons Responsible

School Social Worker Teachers, Paraprofessional, Placement and Program Specialist, Principal, Assistant Principal

#### Target Dates or Schedule

Monthly

#### Evidence of Completion

Communication Logs; Attendance Bulletin

### Plan to Monitor Effectiveness of G7.B1.S1

Parent / teacher communication log and outreach assistance program

#### Person or Persons Responsible

School Social Worker, Teachers, Paraprofessional, Placement and Program Specialist, Principal, Assistant Principal

#### Target Dates or Schedule

Bi-Weekly

#### Evidence of Completion

Communication Logs and Attendance Bulletin

**G8.** 4% of the students at NKC had behavioral referrals, NKC will reduce the amount of referrals by 1%.

**G8.B1** Due to the student's significant cognitive deficiencies, they are unable to understand the rules and guidelines set forth in the student code of conduct.

**G8.B1.S1** In times of misbehavior, redirection or approved IEP accommodations will be used to address behavior.

**Action Step 1**

Classroom management and positive supports will be implemented to reduce the amount of behavioral referrals.

**Person or Persons Responsible**

Teachers, Paraprofessional, Grade Level Chairpersons, Principal, Assistant Principal

**Target Dates or Schedule**

Quarterly

**Evidence of Completion**

Suspension reports

**Facilitator:**

PD Liaison

**Participants:**

Teachers and Paraprofessionals

**Plan to Monitor Fidelity of Implementation of G8.B1.S1**

Conduct functional assessment of behavior and create Behavioral intervention plan for each student that is misbehaving.

**Person or Persons Responsible**

Grade level chairperson; Program and placement Specialist; Principal and Assistant Principal

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Suspension Reports and Behavioral Intervention Plan



### Plan to Monitor Effectiveness of G8.B1.S1

Reduced amount of referrals as seen on the suspension reports.

#### Person or Persons Responsible

Teachers, Paraprofessional, Grade level Chairperson, Principal and Assistant principal

#### Target Dates or Schedule

Monthly

#### Evidence of Completion

Suspension Reports

**G9.** 25% of parents participated in NKC decision making, therefore NKC will improve parental involvement by 25%.

### G9.B1 Lack of awareness of services

**G9.B1.S1** Provide parent supports and encourage parents to attend various meetings at NKC.

#### Action Step 1

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

#### Person or Persons Responsible

Community Involvement Specialist, School Social Worker, Teachers, Principal, Assistant Principal

#### Target Dates or Schedule

Quarterly

#### Evidence of Completion

Parent Sign-In logs

### Plan to Monitor Fidelity of Implementation of G9.B1.S1

Review parent participation logs

#### Person or Persons Responsible

Community Involvement Specialist, Program and Placement Specialist

#### Target Dates or Schedule

Quarterly

#### Evidence of Completion

Parent Sign-In Logs

**Plan to Monitor Effectiveness of G9.B1.S1**

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

**Person or Persons Responsible**

Community Involvement Specialist, Placement and Program Specialist, School Social Worker

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

IEP Participation and Parent Sign-In Logs

## Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### How federal, state, and local funds, services, and programs are coordinated and integrated at the school

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.

## Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

**G1.** Given a variety communication objectives and/or devices, the students will improve FAA reading scores by 25%.

### **G1.B1** Communication

**G1.B1.S1** Teachers will provide students with various reading materials, picture task cards and/or communicative devices to assist with student communication

#### **PD Opportunity 1**

Teachers will utilize reading material, picture task cards and switches along with unique learning system, to assist students with communicating responses.

#### **Facilitator**

PD Liaison

#### **Participants**

Teachers and Leadership Team

#### **Target Dates or Schedule**

Quarterly

#### **Evidence of Completion**

Assessment given to students from Unique Learning and FAA results.

**G3.** Given a variety of math strategies such as; sorting, stacking and distinguishing between a variety of attributes the students will increase the FAA scores by 25%.

### **G3.B1** Communication

**G3.B1.S2** Train teachers to write quality IEP goals and benchmarks to have students' individual levels of performance

#### **PD Opportunity 1**

Individual goals and benchmarks through Status reports on goals will be utilized.

#### **Facilitator**

PD Liaison

#### **Participants**

Principal, Assistant Principal and Leadership team will assist with strategies

#### **Target Dates or Schedule**

Strategies will be monitored quarterly.

#### **Evidence of Completion**

Assessment given with Unique Learning and the Florida Alternate Assessment.

**G4.** 0% of students scored at or above a level 4 in the Science subsection of the FAA; Therefore, 25% of the students will score at or above a level 4.

**G4.B1** Communication Skills due to significant cognitive disabilities.

**G4.B1.S1** Provide teachers assistance with picture task cards and supports with lead teacher and subject area lead.

**PD Opportunity 1**

Meetings with Lead Teacher

**Facilitator**

PD Liaison

**Participants**

Teachers and Lead Teacher

**Target Dates or Schedule**

Quarterly

**Evidence of Completion**

Meeting Logs

**G8.** 4% of the students at NKC had behavioral referrals, NKC will reduce the amount of referrals by 1%.

**G8.B1** Due to the student's significant cognitive deficiencies, they are unable to understand the rules and guidelines set forth in the student code of conduct.

**G8.B1.S1** In times of misbehavior, redirection or approved IEP accommodations will be used to address behavior.

### **PD Opportunity 1**

Classroom management and positive supports will be implemented to reduce the amount of behavioral referrals.

#### **Facilitator**

PD Liaison

#### **Participants**

Teachers and Paraprofessionals

#### **Target Dates or Schedule**

Quarterly

#### **Evidence of Completion**

Suspension reports

## Appendix 2: Budget to Support School Improvement Goals

### Budget Summary by Goal

Goal	Description	Total
G1.	Given a variety communication objectives and/or devices, the students will improve FAA reading scores by 25%.	\$540
Total		\$540

### Budget Summary by Funding Source and Resource Type

Funding Source	Professional Development	Total
N/A	\$540	\$540
Total	\$540	\$540

### Budget Details

*Budget items identified in the SIP as necessary to achieve the school's goals.*

**G1.** Given a variety communication objectives and/or devices, the students will improve FAA reading scores by 25%.

**G1.B1** Communication

**G1.B1.S1** Teachers will provide students with various reading materials, picture task cards and/or communicative devices to assist with student communication

**Action Step 1**

Teachers will utilize reading material, picture task cards and switches along with unique learning system, to assist students with communicating responses.

**Resource Type**

Professional Development

**Resource**

District Transition Team

**Funding Source**

N/A

**Amount Needed**

\$540