

Deaf High School (Fsdh)

207 SAN MARCO AVE, St Augustine, FL 32084

[no web address on file]

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
High	No	94%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
Yes	No	58%

School Grades History

Year
Grade

School Board Approval

This plan was approved by the FSDB County School Board on 12/4/2015.

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or 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 Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

Florida's Differentiated Accountability (DA) system 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 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 three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

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-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	2	Wayne Green
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

The mission of the Florida School for the Deaf and the Blind is to utilize all available talent, energy, and resources to provide free appropriate public education for eligible sensory impaired students of Florida. As a school of academic excellence, the School shall strive to provide students and opportunity to access education services in a caring, safe, unique, learning environment to prepare them to be literate, employable, and independent life-long learners. The School shall provide outreach services that include collaboration with district school boards and shall encourage input from students, staff, parents and the community. As a diverse organization, the School shall foster respect and understanding for each individual.

Provide the school's vision statement

The Florida School for the Deaf and the Blind shall prepare each student for a lifetime of success.

School Environment

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

The majority of our students at the Florida School for the Deaf and the Blind come from all over the state of Florida and most reside at the school. We also have a strong ESOL Program at the school as well.

We, at the school, believe that it is imperative to learn about our students' backgrounds, culture, language and family/home environments. Initially, staff members learn about students with regards to these topics through the intake process. The intake process for each and every student is quite comprehensive. Information gathered/reviewed/updated at the intake process include a social/family history, psychological testing, academic evaluations/history and medical history. The Intake Team communicates information gathered at the Intake with student's Individual Education Plan Team. We have found the connections between these two Teams to be very important in order to meet the student's individual needs as the student first joins the school.

After the student's successful intake into the FSDB, he/she is assigned an educational program where the student's Individual Education Plan (IEP) Team monitors the student's adjustment to the school, social adaptation and academic progress. The student's IEP Team often includes an Assistant Principal, a teacher who serves as a case manager, school counselor/social worker and/or mental health counselor, a psychologist, and educational diagnostician, the student's parents and the student (depending on their age.) Staff members who work with the student are encouraged to review the student's file with special attention given to social/family history, psychological testing, academic evaluations/history and medical history. The student's IEP Team meets at least annually and data is reviewed, progress is reviewed, educational and sometimes social/emotional behavioral goals and transition components are discussed and determined.

Every three years decisions are made regarding the student's triennial. Often additional psychological and educational testing may be requested. As part of the triennial the student's social/family history and medical history is updated. The triennial allows for FSDB staff to learn about any changes in the student's life that may impact his/her learning and social adaptation to the school.

Another way that FSDB staff learns about students' cultures/background and current needs is to take time to discuss the student occasionally at the weekly Multi-Tiered Support Systems Meeting (MTSS). This is a time allowing all professionals working with the student to share information about the

student as well as to look at/decide on any interventions and/or supports that would assist the student in meeting his/her goals.

Additionally the assistant principal, teachers and school counselor/ social worker and/or mental health counselor, a psychologist, an educational diagnostician communicate with the student themselves often on a daily basis. These same staff members welcome and invite parents to be in touch through phone or in-person conferences and through attending quarterly Parent Engagement Workshops or classes in such things as Behavior Management, Sign Language and Braille or through the On-Line 52-Weeks of Parent Involvement. FSDB encourages school staff and parents to work together to make decisions about their child's educational path.

A majority of our teachers are endorsed in English for Speakers of Other Languages (ESOL) with an emphasis on building a bridge or a connection between where a student has been and what they already know to what the student needs to learn. In the Deaf High School, teachers work on building and developing American Sign Language (ASL) skills from the student's native language, whether that is English, Spanish, Russian, etc. so that students can transition from their first language, or having very little language such as home signs, into developing ASL and English skills. Teachers at FSDB are encouraged to use ESOL Best Teaching Practices and Strategies. Being culturally responsive and building a link between home and school has positively impacted the school's climate and learning environment.

Beginning in the summer of 2015, all Deaf High School teachers have been engaged in a "7 Habits for Highly Effective People" workshops/ trainings as a part of a school wide effort to enhance and apply specifically identified principles through a culturally changing framework that each individual teacher can pull from through their own "unique strengths, talents, and creativity" in order to have "success in any endeavor" which is "derived from acting in harmony" with themselves and others. Through the framework of the "7 habits", teachers are being provided training that supports how they can be more successful in their everyday activities and lives which enhances the experience students receive from their instructional methods and role modeling practices. In addition, students in the Deaf High School (9th, 12th, Post-graduate, and returning Seniors) have been enrolled in courses that offer instruction in the "7 Habits of Highly Effective Teens" and "The 6 Most Important Decisions You'll Ever Make" by Sean Covey. Other materials and resources that focus on individual determination and positive transition practices are also utilized so that student receive the greatest benefit of how to plan for their future and the self determination practices that support putting this plan into action.

Positive Behavior Support (PBS) continues to be a strong program at FSDB and is a program supported by the Florida Department of Education and The PBS RtI Project, Problem Solving and Response to Intervention Project and Florida's Multi-Tiered System of Supports Project. PBS is a collaborative, data driven approach to developing effective interventions for behavior. PBS at the Florida School for the Deaf and the Blind emphasizes preventative, teaching and reinforcement-based strategies to achieve meaningful and long-lasting behavior and lifestyle outcomes. Our involvement with PBS continues to demonstrate that this philosophy/approach is continuing to positively impact our behavioral data, school climate and student learning.

Throughout the campus one will continue to see posters and signs advertising the FSDB Big Three or you may see it simply posted as CR2. FSDB is encouraging all staff and students to " Be Responsible, Be Cooperative, and Be Respectful." These are the entire school's Expectations for Behavior.

Through staff utilizing Positive Behavior Support Philosophy and Strategies a climate conducive to getting to know students and their positive attributes, to communicating with considerate/respectful communication, to recognizing and affirming who students are, where they have been and what they know allows us to begin to cross the bridge/make meaningful connections with our students and their families and promote successful learning.

New students who arrive to FSDB for the first time in the Deaf High School are encouraged to attend the "New Dragons" groups which is lead by the school's social worker and psychologist. Student are able to receive direct instruction and guidance on how the school operates, the academic/ social aspect of attending a residential school for the Deaf (i.e., Deaf culture, homesickness, etc.), transition

to a communication rich environment, and how to access school resources when students need them.

Another support group the Deaf High School offers their students is known as the Grieving Group. The group is also facilitated by the school social worker and psychologist. This service is offered to those who recently dealt with a loss of family, friend, or are coping with recent tragic event. The grieving consolidation support group offers opportunities to provide direct instruction on the process of grieving and development of healthy coping strategies. The benefit from group support approach is that they access opportunities to share experiences and receive supports from each other and it may be invaluable experiences.

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

Our goal is to create a safe and nurturing environment where students feel safe and respected. We do this campus-wide in collaboration with our school community in a program and philosophy known as Positive Behavior Support.

In 2010, FSDB adopted this Positive Behavior Support (PBS) program as a model for campus-wide behavior, partnering with the University of South Florida and other schools within the state. In February 2012, the School Safety Advocacy Council (SSAC) recognized FSDB with the National Exemplary Program Recognition Award for its outstanding anti-bullying efforts and a commitment to keeping students safe. FSDB takes great pride in its PBS program.

PBS begins with the philosophy that positive behavior must be supported consistently and continuously in order for problem behavior to lessen or decrease. The PBS approach establishes school wide behavioral expectations that are infused into all areas of the campus. At FSDB these expectations are Cooperation, Respect and Responsibility. The approach emphasizes modeling, teaching and reinforcing the appropriate behaviors related to these expectations. PBS establishes a common language and provides support as needed at varying levels of social emotional or behavioral functioning. Although PBS focuses on modeling, teaching and recognizing positive behavior, it is also used to address problem behavior in a more meaningful way. PBS expectations and strategies are utilized in all areas of FSDB- in classrooms, in the dormitories, on buses, at P.E., during recreation, in cafeterias and many other common areas on campus.

The PBS program at FSDB:

- Teaches students appropriate social skills
- Teaches students when to use these skills
- Teaches expected behavior, procedure, or routine in all settings
- Teaches skills in context; that is, making use of “teachable moments”
- Consistently rewards appropriate skills

The PBS program is individualized (we develop our own school plan), collaborative (everyone on campus participates), data-driven (we establish what we need based on research), and effective (over 50 years of research backs up the PBS process). Modeling, teaching and recognizing positive behavior often and consistently through incentives is key to the PBS philosophy.

Each school with coordinating dormitory(s) within FSDB have been having monthly PBS Team meetings where activities supporting modeling, teaching and reinforcing positive behavior are planned and then carried out. Some of these activities include coordinating individual Team PBS Kick-Offs, reinforcement activities such as awarding of tickets or Dragon Tickets followed by Auctions and PBS Students of the Month. Behavior Incentive Stores and Random Acts of Positive Behavior Support are also being coordinated. A number of staff are involved in carrying out efforts to provide education, social skills groups and counseling groups for our students to promote the PBS philosophy. A number of resources are used for this endeavor including Strong Start, Strong Kids, Strong Teens curriculum, Second Step Violence Prevention Curriculum, Talking about Touching Curriculum, Flirting Not Hurting Curriculum, and other resources supporting positive social skills and good character development.

Another tool in our kit to promote the school and boarding area’s Positive Behavior Support Program

has been incorporating the Love and Logic philosophy into our environments. We are finding it important to build relationships and positive rapport with students. Being empathic, setting limits, giving choices and neutralizing anger are all a part of the Love and Logic philosophy. Boarding staff have all been trained in this approach and staff in the academic departments have been offered training in Love and Logic.

FSDB has found that the PBS Program and Philosophy encourages students to feel safe, respected and nurtured before, during and after school which positively impacts the learning environment. Additionally, student safety is supported through prevention education on the topic of Bullying/Harassment Awareness (grade k through Continuing Education) and on Teen Dating Violence and Abuse Awareness (grade 7 through Continuing Education). Staff training on these topics also occurs annually across campus. Students learn about the definition of these topics, how to identify them as well as the school policy and reporting procedures should such an event occur. The students are also taught strategies to prevent and/or respond to these topics.

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

As described in response to the first two questions the Florida School for the Deaf and the Blind utilizes Positive Behavior Support Program and Philosophy with supporting tools and curriculums as its campus/school wide behavioral system. FSDB has found that this Program and Philosophy aids in minimizing distractions and promotes student engagement as well as encourages a positive climate. Each classroom, school, area such as the cafeteria, the buses, the library, playground, physical education, hallway and dormitory has consistent, clear behavioral expectations. These are to be Cooperative, to be Respectful and to be Responsible. Within each of the classrooms and areas a matrix has been developed, posted and reviewed with the students.

Examples :

Cafeteria:

1. BE RESPONSIBLE

-All students will pick up tray and will wait patiently in line.

-Students will sit appropriately in their seats.

-Students must leave their tables free of trays, food and litter & push their chairs into the table after completing their meals.

2. BE COOPERATIVE

-Students will cooperate with the directions of the School, Boarding and Food Service Staff.

3. BE RESPECTFUL

-Students will use appropriate language and polite manners with adults and other students.

Bus/Transportation

1. BE RESPONSIBLE

-Students will sit appropriately on the bus.

-Students will remain in their seats and follow all safety rules.

2. BE COOPERATIVE

-Students will cooperate with the directions of both the Chaperone and the Bus Driver.

3. BE RESPECTFUL

-Students will use appropriate language with adults and other students.

-Students will keep hands and feet to themselves.

Should a student not be successful in meeting the behavioral expectations the PBS Discipline Flowchart is followed. Each school has their own PBS Discipline Flowchart.

Each Department can add their own PBS Discipline Flowchart here. The PBS Discipline Flowchart for each department was already designed, was updated last year and will be updated this year as well.

The discipline flowchart is followed for the misbehavior and follows the guidelines in the Student Handbook as well.

Positive Behavior Support Program and Philosophy utilizes times of behavioral errors as modeling/teaching/learning opportunities.

Staff have been trained to enter discipline incidents into Skyward. Discipline will be addressed first in the classroom by the teacher and then move on to the Assistant Principal and Principal as necessary. This allows for all Positive Behavior Support Teams (including the Leadership Team) as well as the Behavioral Occurrence Report Team to review data inputted, identify trends and patterns & address trends/patterns with appropriate interventions.

Staff have ongoing training on how to correctly enter behavioral data into Skyward. There is also annual training on the Policy, Procedures, Prevention, Consequences related to Bullying and Harassment, Abuse, Sexual Misconduct, Teen Dating Violence and Abuse. Staff also follow the protocol as set in the Student Handbook. These trainings help to promote fairness and consistency in enforcing discipline and applying Positive Behavior Support Program and Philosophy Strategies.

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

FSDB strives through the utilization of the Positive Behavior Support Program, "7 Habits for Highly Effective People", the FSDB Philosophy and the additional, supporting tools that we use such as Second Step Violence Prevention Curriculum, Love & Logic, prevention education on topics such as Bullying/Harassment and Teen Dating Violence/Abuse to ensure that the social-emotional needs of all students are being met.

Each school and classroom emphasizes being cooperative, respectful and responsible to self, peers/staff and community members. Through PBS students are provided the safety and predictability that they need. Staff have learned to be predictable in their interactions with their students in positive ways, be aware when a student(s) is/are becoming overwhelmed, utilize techniques/strategies taught in Crisis Prevention Intervention training, and give learning opportunities where students can experience success, give praise as a student progresses in his/her learning different skills.

Through Multi-Tiered Support System (MTSS) Meetings students who are having behavioral and/or academic challenges can be identified. Sometimes a student may have behavioral or academic needs beyond those that can be addressed through Tier One Positive Behavior Support Program and Philosophy. These students may require Tier Two Interventions or Tier Three Individual Interventions. A student who moves on the continuum from Tier One to Tier Two or Three may be provided with such interventions as group counseling, transition and transition adjustment counseling, bullying behavior prevention counseling, recipient of bullying behavior counseling, mentoring from a peer or a staff member, be a participant in the Check-In/Check-Out Procedure, individual counseling, behavior contract or behavior plan. A student can move back and forth, between the tiers depending on the needs of the student.

Early Warning Systems

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

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

Teachers, parents, and staff submit a referral to MTSS team due to academic challenges associated with low achievement in the classroom. (Current Florida Standards Assessment (FSA) data cannot be reported as the level system for scores has not yet been established by the state.) Data for the indicators are collected through the Skyward system, transcript review, principal's records, and state assessment data.

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

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

Indicator	Grade Level				Total
	9	10	11	12	
Attendance below 90 percent	0	0	0	0	
One or more suspensions	1	0	0	1	2
Course failure in ELA or Math	7	2	1	1	11
Level 1 on statewide assessment	0	0	0	0	

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

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

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

Attending school daily is highly encouraged for all of the students through the presentations given on Registration Day to parents and families, through letters that are sent home from the Assistant Principal prior to the beginning of school, and throughout the school year through the Deaf High School office with letters for warnings of accumulated absences. The attendance policy is also reviewed at meetings with students, during the Sub-School Advisory Committee (Sub-SAC) quarterly, at individual IEP meetings and communicated to parents and students when coming through intake and entering FSDB. The policy is published in the student handbook which is given to students at the beginning of the school year. Students who demonstrate that attendance could be a problem early in the year are warned and counseled.

Programs are in place to recognize positive behavior and hopefully decrease behaviors which may lead to suspension. Counseling is provided for students who exhibit severe behavior problems which could lead to suspension. There is a multi-tiered discipline structure which uses suspension from school as a last resort unless the infraction is so serious that it deserves immediate suspension. Students who are failing, or in danger of failing ELA and Math classes are put into remedial reading and math classes to help deter failure in the class room. Tutoring is available to students in individual and small group sessions. Walk-in tutoring is made available to students two nights per week for most of the school year. Teachers invite students to come before or after school to receive additional one on one work.

Students who score level 1 scores on state mandated assessments may be placed into remedial classes according to what the law prescribes as a minimum intervention. In addition, all the other voluntary programs are made available to them.

Family and Community Involvement

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

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

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

Will the school use its PIP to satisfy this question?

No

PIP Link

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

Description

The Florida School for the Deaf and the Blind (FSDB) is a boarding school that is available to qualifying students from all 67 school districts. Therefore, there are challenges with getting full parental involvement on a regular basis. Our specific parental involvement target is to have parents attend and participate in their child's IEP at least once annually. Target numbers and percentages are based on this goal.

Florida School for the Deaf and the Blind (FSDB) strongly believes that parent involvement is a powerful influence on a child's achievement in school. The Parent Services Department is an integrated component of the school and is staffed with a Parent Liaison for the specific purpose of connecting FSDB families to their school and community resources.

Throughout the year FSDB offers capacity building events such as Parent Engagement Workshops, parent classes in American Sign Language (ASL), Braille, and Orientation & Mobility Classes, with travel reimbursement if needed to allow parents to visit the campus often. These events are typically recorded and/or live streamed to allow parents to participate when they are unable to travel to the school.

FSDB offers a comprehensive range of opportunities for parents to stay informed on current FSDB events and programs. The school utilizes our home website, teacher webpages, electronic communications, social media pages, school newsletters, mail, and a variety of other formats to ensure that parents are informed about upcoming school events and activities.

Annually parents are provided with a Parent-Student Handbook with current and comprehensive information on the Academic and Boarding Programs, Healthcare Services, Transportation, Student Rights, Dining and Nutrition, Athletics, and more. FSDB has a Parent Involvement Policy (OPP 10.26E) in place to ensure that all FSDB departments are working cooperatively to meet our parent involvement goals.

Our school strives to build and maintain positive relationships with parents by offering a friendly and open campus, educational opportunities, and a variety of ways to stay informed on current FSDB events.

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

The Advancement Department retains and acquires relationships with community civic groups and leaders to assure they have current information about FSDB and the importance or private dollars to the overall mission of the school. Additionally, FSDB invites the community to attend events on campus when appropriate so that the community has an opportunity to see the amazing work of the students. The Communications and Public Relations department at FSDB interacts extensively with specialized educational groups and community stakeholders to ensure awareness about FSDB as a statewide leader in the education of Pre-K and K-12 students who are deaf/hard of hearing or blind/visually impaired. A constant stream of information on student achievements, community training programs, and campus events are shared through the school website, which also has a central events calendar and social media accounts. Open houses, performing arts events, athletic games, graduation ceremonies, and more are live streamed beyond the boundaries of the school campus for greater community engagement. Through these efforts, FSDB is able to procure additional resources to further showcase the achievements of students.

Effective Leadership

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

School Leadership Team

Membership:

Name	Title
Wimberly, Cynthia	Assistant Principal
Lally, Jacquelyn	Guidance Counselor
Anderson, Ryan	Administrative Support
Salamunovich, James	Dean
Saling, Jeremy	Psychologist
Milczarski, Alesia	Other
Pittman, Katherine	Instructional Coach
Stoddard, Dee	Attendance/Social Work

Duties

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

Roles and responsibilities of the School-Based Leadership Team include:

Assistant Principal: Provides a common vision for the use of data driven decision making; ensuring that the school-based team is implementing Multi-Tiered System of Support (MTSS)/ Rtl; conducts assessment of Rtl skills of school staff; ensures implementation of intervention support and documentation; ensures adequate professional development to support MTSS/Rtl implementation; and communicates with parents regarding school-based MTSS/ Rtl plans and activities.

Psychologist: conducts assessment of MTSS/Rtl skills of school staff; ensures implementation support and documentation; works collaboratively with teachers to meet individual student needs; conducts student assessment.

Behavior Specialist (Alesia Milczarski): conducts assessment of MTSS/Rtl skills of school staff; ensures implementation of intervention support and documentation; works collaboratively with teachers to meet individual needs; conducts student assessments.

Coordinator of Transition and High School Counseling (Guidance)(Jacquelyn Lally): conducts assessment of MTSS/Rtl skills of school staff; ensures implementation support and documentation; works collaboratively with teachers to meet the individual student needs; provides individual and group counseling for students with identified needs; focuses on all academic-related supports as needed (grades, credits, graduation requirements, etc.).

Individual Education Plan Coordinator (Administrator Support)(Ryan Anderson): conducts and ensures all meetings take place for all students with Individual Education Plans (IEP) and triennials; sends notices to both parents, teachers, and other all participant staff to IEP meetings; assists with reviewing student assessment data and supporting documentation for evaluations when planning for and during all IEP meetings; reviews with the IEP team members the Model Communication Plan, applicable assessment waivers, etc.

Educational Diagnostician (Instructional Coach) (Katherine Pittman): conducts assessment of MTSS/ Rtl skills of school staff; ensures implementation support and documentation; works collaboratively with teachers to meet individual student needs; conducts student assessment; helps determine needs of students; interprets data and makes appropriate recommendations; provides consultation for professionals and paraprofessionals in the areas of assessment and evaluation; provides educational consulting to specific students as needed.

Coordinator of Student Conduct (Dean)(James Salmunovich): Supports school staff and teachers with developing and implementing behavioral interventions; leader of the DHS Positive Behavior Support team and for the school operation; member of the team that reviews behavioral data and provides recommendations for MTSS/Rtl skills; conducts investigations on reports of bullying/ harassment. Works collaboratively with teachers to meet individual needs.

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 based MTSS Leadership Team meets weekly to review progress monitoring data, identify professional development and resources, and facilitate a school-wide understanding of the RtI process. This team is also available on an ongoing basis to offer instructional support and process implementation as classroom teachers become aware of students' need for intervention.

Title I, Part A, Part C

During the 2014-15 school year, the deaf high school did not receive funds or was designated as a "Title I school". During the 2015-16 school year, the deaf high school will not receive funds or was designated as a "Title I school".

Title II

Title II funds are used for professional development for teachers, administrators, and instructional assistants. These funds also enable teachers and para-professionals to participate in coursework and exams to earn Highly Qualified status.

The supplementary professional development supported by Title II funds is planned in conjunction with other federal and state funding sources. Valuable supplementary (not required) professional development opportunities are funded through the federal NCLB and IDEA grants, and general revenue.

In addition to supporting travel and registration for conferences, the Title I grant programs typically include OPS stipends for curriculum projects, one-on-one mentors, teachers serving as curriculum team facilitators, Progress Monitoring Analysts who work with the Assistant Principal on monitoring student data, and for attending workshops on behavior management and training to enable teachers to involve parents in their child's education.

Title III

Deaf High School ESOL population was too small to merit this funding.

Title VI, Part B

Deaf High School does not qualify for this funding.

Title X Homeless

Our Program Coordinator of Homeless Students, Christi Boertz, handles the compliance of policies and procedures for taking care of our students who are classified as homeless.

Supplemental Academic Education (SAI)

Deaf High School does not receive these funds.

Violence Prevention Programs

The following programs are available campus-wide at FSDB: Character Counts, Positive Behavior Support (PBS) Programs, DARE, Second Step, Violence Prevention Counseling, and Social Skills Counseling.

Nutrition Programs

The Child Nutrition and WIC Re-authorization act of 2004 mandates that schools participating in the National School Lunch and Breakfast Program develop School Wellness Policies. The FSDB Wellness Committee developed a policy that addresses food service, physical fitness, nutrition education, as well as other food activities such as vending machines, fundraising efforts, classroom rewards, and celebrations.

Housing Programs

Deaf High School does not offer housing programs.

Head Start

Deaf High School does not offer Head Start programs.

Adult Education

These courses are not offered in the Deaf High School.

Career Technical Education

FSDB has a campus-wide Career Development Program. The Deaf High School focuses on Career Exploration and Experience.

Job Training

The Deaf High School offers on and off campus (community stakeholders) career experience courses. Other course are offered on campus in order to prepare students for job related skills in specific areas of the work force. The school also partners with the Florida Career Technical College (FCTC) in order to provide students will more opportunities to build on job readiness and job training.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Cynthia Wimberly	Principal
Jacquelyn Lally	Education Support Employee
Alesia Baatz	Education Support Employee
Rosablanca Matteo	Teacher
James Salamunovich	Education Support Employee
Brent Bechtold	Education Support Employee
Sue Clark	Education Support Employee
Christina Garcia	Parent

Duties

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

Evaluation of last year's school improvement plan

During quarterly meetings, the Deaf High School Sub-SAC monitored implementation of the School Improvement Plan action steps and considered testing data as available to monitor progress towards goals. During our last meeting of the 2014-15 school year, progress was discussed with the Sub-SAC and suggestions for the 2015-16 School Improvement Plan were requested. The Sub-SAC will follow the same process for the 2015-16 school year.

Development of this school improvement plan

The Deaf High School Sub-SAC provides input and suggestions for the School Improvement Plan and discusses the Plan during quarterly meetings. Input from those meetings is used to develop a draft plan, which is then shared with the Deaf High School School staff for input as well. Other stakeholders from the School are requested to provide input for the plan and submit their recommendations prior to the plan beginning finalized.

Preparation of the school's annual budget and plan

N/A The Florida School for the Deaf and the Blind does not receive SAC funds.

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

N/A The Florida School for the Deaf and the Blind does not receive SAC funds.

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

Yes

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

Literacy Leadership Team (LLT)

Membership:

Name	Title
Wimberly, Cynthia	Assistant Principal
Bechtold, Brent	Instructional Coach
Pittman, Katherine	Instructional Coach
Fox, Lauren	Teacher, K-12
Gibbs, Shana	Teacher, K-12
Harris, Ashley	Teacher, K-12
Cowan, Carol	Teacher, K-12
Matteo, Rosablanca	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The LLT this year will focus on monitoring the implementation of both informative and argumentative writing by utilizing evidence supports when writing in all subject areas and providing on-going support and professional development activities throughout the year. The goal of the team is to provide a strong foundation for increased student achievement, and priorities focus on developing a positive testing culture, maintain time on task for students, and identifying the needs for interventions. Writing will continue to be an area of focus for the LLT and for all other subject areas in the high school during the 2015 - 16 school year.

Topics that will be discussed during the LLT meetings include:

- * Application of Differentiated Instruction (DI) and Universal Design for Learning (UDL) in the content areas
- * Professional Learning Community (PLC) opportunities for book chats: Write Like This by Kelly Gallagher (1st semester), Mindset: The New Psychology of Success by Carol Dweck (2nd semester)
- * Celebrate Literacy via Author Visit, Celebrate Florida Literacy Week, and Poetry Walk
- * Extension of Reading Access - Drive to have every student obtain a St. Johns County Public Library card (which would give access to print books and e-books that could be read on their school laptops and/or other devices); continue to expand our OverDrive e-book collection for our students
- * Every Dragon <<Reads & Writes>> Every Day motivates students to read via 20-minute daily independent self-selected reading (with conferencing) or guided small group reading (with modeling) and quick write posts in Edmodo across the curriculum. Utilizing current literacy research (reading choice, accuracy, comprehension, personally meaningful writing, peer discussion about reading/writing, and fluent adult read alouds...every day—Allington, 2013), we have aligned our project's mission with the FSDH Strategic Plan and the Florida Standards: the purpose of Every Dragon<<Reads and Writes>>Every Day is not only for our students to become college and career ready, but also passionate, lifelong readers and writers.

Public and Collaborative Teaching

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

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

Teachers in the Deaf High School share instructional responsibilities by co-teaching or team teaching in Math and English courses. Opportunities for collaboration among teachers takes place with some common planning times and also during our Friday homeroom session times. During monthly staff meetings with the Assistant Principal, strategies for working together in positive ways is reinforced with games and incentives.

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

1. Teachers are encouraged to attend state and national conferences. -Assistant Principal
2. Teachers have the opportunity to participate in the decision-making process via curriculum teams. - Director of Curriculum and Staff Development
3. Teachers are provided resources and support when attending or presenting at conferences. -Director of Curriculum and Staff Development
4. Tuition waivers are available for staff participating in additional coursework at state colleges and at a local private college. - Director of Human Resources

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

FSDB has a mentoring program where teachers new to FSDB are paired with an experienced teacher to assist them in learning the policies and procedures at FSDB. The mentors will be guiding the new teachers by modeling and reviewing differentiated instruction methods, classroom management styles, adjusting lessons with accommodations according to students needs, and effective strategies to use when facilitating a positive learning environment. Mentors are chosen based on need and subject area, and experience working with the visually impaired is considered. Mentors meet with the new teachers (outside of contract hours) a minimum of 30 minutes, twice a month for the entire school year. The mentors are paid a small supplement at the end of the school year. For the school year 2015-16, DHS's new teacher and mentor groups include: Amanda Gladey (a new English) will be mentored by Renee Carden, (Blind High School English teacher) and Cally Traetto (Deaf Middle School English teacher), Ron Busby (a new math teacher) will be mentored by Sue Clark, the school's math specialist, Braden Forbes (a new social studies teacher) will be mentored by Brent Bechtold, the DHS Reading Specialist. Teachers are also mentored / coached by both the reading specialist and the math specialist as each teacher needs.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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

Teachers at the Florida School for the Deaf and the Blind are required to use state adopted textbooks and materials that are aligned to the standards and benchmarks defined by Florida course descriptions. These materials have undergone an extensive review/evaluation process to ensure they are correlated to the Florida Standards, Next Generation Sunshine State Standards (NGSSS), or Access Points. Materials are adopted as outlined in the state adoption cycle calendar. Teachers and curriculum specialists serving on teams, research, review, and recommend instructional materials to be purchased based on their quality and alignment with Florida Standards, NGSSS, or Access Points and the benchmarks defined by course descriptions in order to prepare students to take the FCAT2.0/EOC assessments.

Teachers use these state adopted textbooks and materials aligned with the Florida Standards,

NGSSS or Access Points and document these standards into their weekly lesson plans. Teachers are required to submit weekly lesson plans showing the integration of the standards and the benchmarks into daily learning activities. Unit Plans utilized in the elementary school ensure all standards and required benchmarks are covered during the school year.

The curriculum staff shared the Florida Standards, NGSSS, and Access Points benchmarks and course descriptions as well as the Florida End-of-Course Assessment Test Item Specifications with teachers both electronically and in printed form when they were released by FLDOE. Continued support is provided to ensure these core instructional materials are utilized for the instruction and progress monitoring of all students.

Staff and Faculty receive ongoing training on integrating the standards and course requirements into daily learning activities; for using data from progress monitoring assessments to drive instruction; on the changes made to the FCAT 2.0/EOC; unpacking the Florida Standards; utilization of the curriculum resources and toolkits found CPALMS to support standards driven instruction; and, since 100% of our students are ESE, writing goals on how to access the standards and benchmarks in students' Individual Education Plans (IEPs) and Transitional Individual Education Plans (TIEP). Academic administrators conduct Classroom Walkthroughs (CWTs) and two formal classroom observations, one in the fall and one in the spring, using the FSDb state-approved evaluation system each school year to assure instructional materials and programs are aligned to the Florida Standards, NGSSS, and Access Points. In addition to the teacher performance process, all teachers at FSDb create Individual Professional Development Plans each year. These plans often focus on implementing the standards, analyzing data, and using data to drive instruction.

Instructional Strategies

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

Each student's IEP and assessment data is reviewed by the teachers in order to provide accessible instruction or provide supplemental assistance to students who have additional needs in the classrooms through differentiated instruction and universal design learning strategies. Students who are having difficulty attaining the proficient or advanced level on state assessments are provided additional supports such as individual work with the Reading and Math Specialists, individual or group tutoring, Achieve 3000, and/or supplemental materials sent home by the teachers. All accommodations are documented in weekly teacher lesson plans reviewed by the Assistant Principal. The Testing Coordinators also review student IEPs and provide accommodations as required by the IEPs for all state assessments.

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

Strategy: After School Program

Minutes added to school year: 4,500

Students who are currently failing a course are to be provided with additional help/instruction in Core Academic Subjects during after-school tutoring, referred to as Homework Help. Tutors and support staff at the Dragon Quest Support (formerly known as Homework Help) will collaborate with classroom teachers to identify the most significant areas of need and provide assistance 3 afternoons a week starting during the 2nd quarter of the academic school year and continuing through the 4th quarter when school ends.

Strategy Rationale

Students who have received a failing grade of F (or 59% and below) at the end of each grading quarter will be referred to Dragon Quest Support (DQS) to receive additional instruction. Once the students have improved their grades to a C average (75%) or better in their classes, they can be released from Dragon Quest Support (DQS) with the approval of the Assistant Principal.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Wimberly, Cynthia, wimberlyc@fsdb.k12.fl.us

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

Pre- and Post-test scores from the teachers are used to determine the effectiveness of this strategy; once a teacher has confirmed the student has a grade of C (75% average) or better, they will be released from Dragon Quest Support (DQS).

Strategy: Extended School Day

Minutes added to school year: 7,200

Students can receive homework support and tutoring through the Night Library assistance program that is offered two nights weekly in the FSDB Library. Individual or small group tutoring can also be provided before or after school.

Strategy Rationale

Provide extra support for all students who need more guidance with completing homework and extra review of content for course content.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

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

Recommendations are given directly from teachers and staff to all students and is based on performance in class, students indicating that they feel they need extra support with their work, and the results of standardized tests.

Student Transition and Readiness

PreK-12 Transition

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

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

A New Student Orientation is provided for all students transferring from 8th grade (Deaf Middle School) to 9th grade (Deaf High School) as well as all new students to the Deaf High School (through the summer intake process) before school starts in August. Topics covered are related to academics, career planning, leadership development and enrichment, independent living skills, community involvement, and becoming successful future citizens. Graduation requirements and the new Florida Standards Assessments were shared with the students and parents.

All Freshman are enrolled into the high school course Leadership Skills Development in order to provide them with all encompassing instruction for high school transition issues such as time management, calculating GPAs, using a planner, asking for assistance, and so forth. Additional support is provided in the Leadership Skills Development class through guidance lessons from the Guidance Counselor. Group counseling (known as New Dragons) for all new students is also provided in the first month of school to address any social/emotional support for students. Pathways to Your Future for sophomores and juniors is provided as a full-day event focusing on career interest inventories, career exploration activities, and learning style inventories to help students in deciding their future careers, which in turn allows students to make a conclusive transition goal for their IEPs. Students are also given the opportunity to see and tour a variety of careers across the campus during the event as well. Students are also invited to attend First Coast Technical College to see the dual enrollment and training programs offered to help prepare for their future jobs as another option.

Seniors attend Senior Day in which they finalize their transition plans, complete college applications, devise resumes, receive training on how to apply for scholarships, and meet community members and agencies that can help them with their transition goals (such as Vocational Rehabilitation and the Independent Living Resource Center of Jacksonville).

College and Career Readiness

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

The Coordinator of Transition and High School Counseling and the Director of Career Development work closely together to provide career awareness opportunities for all high school students through various programs and events on campus: visiting transition course classrooms, Pathways to Your Future, Senior Day, Job Fairs, and the Career Experience course (work program). Community and business partners are always invited to participate in the programs and events on campus.

Community and business partners are also invited to an awards ceremony at the end of the year to thank them for their collaboration in allowing our students to work with them.

Students also meet regularly with the Coordinator of Transition and High School Counseling to discuss progress towards meeting their individual transition goals. All of these areas are discussed thoroughly each year at the IEP meeting with students, parents and staff. Students also have the opportunity to fill out a "pre-registration" form each year to identify and prioritize elective classes they would like to take the following school year. The Department for the Blind classes are also open to students in the Deaf Department. Some students are also enrolled in courses at St. Augustine High School (SAHS), First Coast Technical College (FCTC) and St. Johns River State College (SJRSC) for Dual Enrollment. As a part of their academic schedule, students can also take on-line courses through Florida Virtual School in our Learning Opportunity Center campus lab.

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

FSDB offers Career and Technical Education (CTE) course programs in Administrative Office Specialist, Building Construction Technologies, Culinary Arts, Digital Audio Production, Digital Media/Multimedia Design, Horticulture Science and Services, Marketing and Promotional Enterprises. Students can also attend First Coast Technical College (FCTC) to participate in other CTE courses and earn industry certifications in: Carpentry/Cabinet Making, Lawn Care/Nursery Operations, Early Childhood Education/Childcare, Cosmetology/Nail Technician, Culinary/Hospitality Specialties, Automotive Service Technology, and Digital Design.

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

FSDB has a K-12 career development program. High school students focus on career preparation. Within each academic course offered in the high school, teachers integrate career and technical education concepts into their instruction. When planning their lessons, teachers reflect "real life" application of career readiness skills such as daily access and use of technology and practicing the "soft skills" necessary for career development. Examples include the use of Edmodo, an on-line blackboard type application that reflects collegiate tool functions. Edmodo is used for accessing course materials, posing/ collaborating with peers to present thoughts and ideas, and completing / sharing assignments in a variety of ways. Additionally, students use individual school email accounts, as well as Google Drive to communicate and share information/ ideas with peers, staff, and teachers. Another example of integrating career and technical education would be the inclusion of student created power point presentations where students are able to present their ideas and understanding of concepts related to standards in the classroom.

Depending on their aptitudes, interests, and schedule availability, students may take courses at FSDB or First Coast Technical College (FCTC). We also have an internship program during the school day, both on campus and in the community, for students to gain work skills through actual work experiences. FSDB provides transportation, interpreting, orientation and mobility training, and other support services for the students interning in the community and attending FCTC.

The Coordinator of Transition and High School Counseling reviews and discusses grades, student standards assessments, and other informal data with students and parents so that they can see how their academic performance will relate to career choices and postsecondary education options. The goal of this effort is to motivate students to study harder to be able to reach their career goals. It also helps with assisting students in choosing appropriate courses during registration. It is also strongly encouraged for students to take at least 3 CTE courses in the same field to ensure career-readiness skills. Special attention is also given to students of high academic achievement, with a focus on taking more rigorous courses in order to achieve/earn the Merit/Scholar Diploma and the Florida Bright Futures scholarship opportunity.

The Coordinator of Transition and High School Counseling reviews and updates transition plans through the Summary of Performance (SOP), with input from the students/parents and other staff members on all high school students. These SOPs summarize a variety of data of interest to employers, postsecondary education programs, and social service agencies that work with our graduates, so that they have a full understanding of our graduates past experiences and capabilities upon leaving FSDB. The SOP also indicates the students' strengths and weaknesses for continued supports once they leave FSDB.

A list of Career/Technical Education and Electives can be found at www.fsdh.k12.fl.us/academics/programs/workforce-development.

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

Students are taking college readiness courses in Math and English (Math for College Readiness & Eng IV for College Prep); students attend assemblies, meetings and workshops addressing college and career readiness factors (Pathways To Your Future, Senior Day, Homeroom sessions). Student

data is tracked monthly by the MTSS/RtI team and by the Coordinator of Transition and High School Counseling to provide interventions necessary to address failing grades and/or poor assessments. Workshops are also offered after school from the Coordinator of Transition and High School Counseling in the areas of ACT preparation, resume building, attaining goals, and transition to independent living (in collaboration with the Boarding Program).

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads

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

The following documents were submitted as evidence for this section:

Problem Identification Summary

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

Problem Analysis Summary

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

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** All students who are enrolled in ELA courses will maintain or show growth in their writing skills based on the Florida Standards Assessment (FSA) rubrics for informative / explanatory and argumentative.
- G2.** All students will take at least two career experience or Career Transition Education (CTE) courses before graduation to explore vocational options and build basic work / soft skills.
- G3.** Students will increase their reading Lexile levels by at least 75 points as measured by Empower3000 level set tests.
- G4.** For all students who are enrolled in the Algebra I (Algebra IA & IB) and Geometry (Informal Geometry) courses, 70% will demonstrate a level of 2.5 or above within the rubric of the Mathematics Formative Assessment System (MFAS) of those course standards.
- G5.** All English/ Language Arts (ELA) teachers will conference with each student in class at least once per week about their reading and/or writing in order to increase student feedback and proficiency in both areas. (Indicator will focus on how much of a year's growth for all students using the Achieve3000 reading and writing elements, as well as, the writing progress monitoring.)
- G6.** Teachers and support staff will continue to receive training, utilize and implement strategies, and develop individual classroom rules and processes that encourage students to independently problem-solve and make connections between their actions and logical consequences to coincide with the school adopted Positive Behavior Support (PBS) System, Love & Logic Approach, and the 7 Habits for Highly Effective People framework.

Strategic Goals Detail

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

G1. All students will who are enrolled in ELA courses will maintain or show growth in their writing skills based on the Florida Standards Assessment (FSA) rubrics for informative / explanatory and argumentative.

1a

G073868

Targets Supported 1b

Indicator	Annual Target
FSA English Language Arts - Achievement	1.0

Resources Available to Support the Goal 2

- Florida Department of Education (DOE) FSA rubrics, Achieve3000 writing component, FLDOE Writing Calibration Guides

Targeted Barriers to Achieving the Goal 3

- This is the first year that the school has received official scores based on the FSA rubric. It is also the first year the the school is using the rubrics as a progress monitoring tool. Teachers are in the process of learning how to use this tool more effectively.

Plan to Monitor Progress Toward G1. 8

Data will be collected and analyzed of the informative/ explanatory and argumentative style writing.

Person Responsible

Cynthia Wimberly

Schedule

Quarterly, from 8/10/2015 to 5/27/2016

Evidence of Completion

Data reports from the quarterly writing progress monitoring

G2. All students will take at least two career experience or Career Transition Education (CTE) courses before graduation to explore vocational options and build basic work / soft skills. 1a

G073869

Targets Supported 1b

Indicator	Annual Target
CTE Program Concentrator Rate	90.0

Resources Available to Support the Goal 2

- Using all of the available courses offered through First Coast Technical College (FCTC), Florida Virtual School (FLVS) and within the FSDb/ CTE program.

Targeted Barriers to Achieving the Goal 3

- Scheduling conflicts may determine if a student can take a CTE course as it is offered.

Plan to Monitor Progress Toward G2. 8

A review of student transcripts and report cards as student complete the career experience and CTE courses.

Person Responsible

Michael Nease

Schedule

On 5/27/2016

Evidence of Completion

End of the academic year student's transcripts (11th & 12th grade years)

G3. Students will increase their reading Lexile levels by at least 75 points as measured by Empower3000 level set tests. 1a

G073870

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains District Assessment	75.0

Resources Available to Support the Goal 2

- Empower3000, teacher / student data conferencing, Reading Specialist support and professional development, weekly support team meeting

Targeted Barriers to Achieving the Goal 3

- The school is 100% ESE and more than 50% of students have two or more ESE identifications. Many of these additional ESE identifications are language impairments, hindering academic progress in language dependent activities.

Plan to Monitor Progress Toward G3. 8

Reviewing the report "How has Lexile performance changed over time?"

Person Responsible

Cynthia Wimberly

Schedule

Semiannually, from 9/12/2014 to 5/29/2015

Evidence of Completion

Print & Share "How has Lexile performance changed over time?"

G4. For all students who are enrolled in the Algebra I (Algebra IA & IB) and Geometry (Informal Geometry) courses, 70% will demonstrate a level of 2.5 or above within the rubric of the Mathematics Formative Assessment System (MFAS) of those course standards. 1a

G073871

Targets Supported 1b

Indicator	Annual Target
Math Achievement District Assessment	70.0

Resources Available to Support the Goal 2

- Math Specialist, Florida State Standards, Math Formative Assessment Systems (MFAS), Group Mathematics Assessment and Diagnostic Evaluation (GMADE), Pre-Test Support - Study Groups with certified teachers for each subject area

Targeted Barriers to Achieving the Goal 3

- The school is 100% ESE and more than 50% of students have two or more ESE identifications. Many of these additional ESE identifications are language impairments, hindering academic progress in language dependent activities, such as word problems in mathematics.

Plan to Monitor Progress Toward G4. 8

Review of data from Algebra I / Geometry portfolios, & MFAS

Person Responsible

Cynthia Wimberly

Schedule

On 5/29/2015

Evidence of Completion

Data Analysis

G5. All English/ Language Arts (ELA) teachers will conference with each student in class at least once per week about their reading and/or writing in order to increase student feedback and proficiency in both areas. (Indicator will focus on how much of a year's growth for all students using the Achieve3000 reading and writing elements, as well as, the writing progress monitoring.) 1a

G073872

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains District Assessment	1.0
Writing Gains District Assessment	1.0

Resources Available to Support the Goal 2

- Reading Specialist, Florida State Standards, Achieve3000 (reading & writing)

Targeted Barriers to Achieving the Goal 3

- The school is 100% ESE and more than 50% of students have two or more ESE identifications. Many of these additional ESE identifications are language impairments, hindering academic progress in language development in content/ concepts/ vocabulary.

Plan to Monitor Progress Toward G5. 8

Review of data from teachers, lesson plans, and assessments.

Person Responsible

Cynthia Wimberly

Schedule

Semiannually, from 8/25/2014 to 5/25/2015

Evidence of Completion

Data Analysis

G6. Teachers and support staff will continue to receive training, utilize and implement strategies, and develop individual classroom rules and processes that encourage students to independently problem-solve and make connections between their actions and logical consequences to coincide with the school adopted Positive Behavior Support (PBS) System, Love & Logic Approach, and the 7 Habits for Highly Effective People framework. 1a

 G073873

Targets Supported 1b

Indicator	Annual Target
Discipline incidents	-10.0

Resources Available to Support the Goal 2

- "Love and Logic" Training, Materials, and Website; "7 Habits for Highly Effective People" Framework, Materials, and Website; Harry Wong & Rosemary Wong's "The First Days of School: How to be an Effective Teacher" Materials and Methods, Positive Behavior Support (PBS) school-wide program

Targeted Barriers to Achieving the Goal 3

- Staff members may have difficulty knowing how to support a student during a challenge and remembering the Love and Logic approach in the midst of a student behavior incident and then being able to connect their response with clear classroom rules and processes.

Plan to Monitor Progress Toward G6. 8

Review Positive Behavior Support (behavioral) data with school MTSS team

Person Responsible

Cynthia Wimberly

Schedule

Monthly, from 8/10/2015 to 5/27/2016

Evidence of Completion

Data Analysis

Action Plan for Improvement

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

Problem Solving Key

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

1 = Problem Solving Step  S123456 = Quick Key

G1. All students will who are enrolled in ELA courses will maintain or show growth in their writing skills based on the Florida Standards Assessment (FSA) rubrics for informative / explanatory and argumentative. **1**

 G073868

G1.B1 This is the first year that the school has received official scores based on the FSA rubric. It is also the first year the the school is using the rubrics as a progress monitoring tool. Teachers are in the process of learning how to use this tool more effectively. **2**

 B192948

G1.B1.S1 Teachers will conference with students about their writing to share specific praise and to focus on areas of opportunity. **4**

 S204441

Strategy Rationale

Current writing research shows that by conferencing with students on a 1:1 basis supports their internalizing of the writing skills.

Action Step 1 **5**

Teachers will receive training and continued coaching on how to assess/ score using the rubrics.

Person Responsible

Cynthia Wimberly

Schedule

Annually, from 8/10/2015 to 5/27/2016

Evidence of Completion

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

FSA writing rubric reports will be reviewed

Person Responsible

Cynthia Wimberly

Schedule

On 5/27/2016

Evidence of Completion

FSA Writing Rubrics & comments from teachers

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

Review and analyze the FSA writing rubric reports for each student's performance.

Person Responsible

Cynthia Wimberly

Schedule

Quarterly, from 8/10/2015 to 5/27/2016

Evidence of Completion

Data collected from the FSA Writing Rubric and teacher comments

G2. All students will take at least two career experience or Career Transition Education (CTE) courses before graduation to explore vocational options and build basic work / soft skills. 1

G073869

G2.B1 Scheduling conflicts may determine if a student can take a CTE course as it is offered. 2

B192949

G2.B1.S1 Identify student preferences for their electives including career experience / CTE courses the semester prior to scheduling. 4

S204442

Strategy Rationale

Provide as many options as possible in order to support students with learning a vocational/ career ready skills and employable soft skills.

Action Step 1 5

Explore all available options for student placement into career experience / CTE courses.

Person Responsible

Cynthia Wimberly

Schedule

Annually, from 8/10/2015 to 5/27/2016

Evidence of Completion

End of the academic year transcripts for all DHS students identifying the completion of the career experience/ CTE courses. (Calculate percentage)

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

Monitoring the schedules for students as students are placed into courses as per their preference for career experience / CTE exposure and training.

Person Responsible

Cynthia Wimberly

Schedule

On 5/27/2016

Evidence of Completion

End of the academic year transcripts for all DHS students identifying the completion of the career experience/ CTE courses.

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

Communication with both the FCTC coordinator and FSDB CTE coordinator and teachers

Person Responsible

Jacquelyn Lally

Schedule

On 5/27/2016

Evidence of Completion

Documentation of meetings and communication with scheduling team members and coordinators.

G3. Students will increase their reading Lexile levels by at least 75 points as measured by Empower3000 level set tests. 1

 G073870

G3.B1 The school is 100% ESE and more than 50% of students have two or more ESE identifications. Many of these additional ESE identifications are language impairments, hindering academic progress in language dependent activities. 2

 B192950

G3.B1.S1 School's target is a minimum of 2 Empower3000 articles read per week at 88% or above proficiency. Teacher track data and conference with the students to see what other supports are needed.

4

 S204443

Strategy Rationale

Since the program automatically adjusts the reading Lexile level, students are able to access the text independently. As their performance improves, the level of text difficulty increases in a way that can scaffold the students up to grade level reading.

Action Step 1 5

Review data from the pre-test, mid-year, and post-test LevelSet to make adjustments and note which students need more intervention

Person Responsible

Cynthia Wimberly

Schedule

Semiannually, from 9/12/2014 to 5/29/2015

Evidence of Completion

Empower3000 performance reports

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

Monitor usage of Empower3000 and data conferences

Person Responsible

Cynthia Wimberly

Schedule

Semiannually, from 9/12/2014 to 5/29/2015

Evidence of Completion

Teacher lesson plans, conference data

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

Checking performance at mid-year to see if students are on target for achieving the goal

Person Responsible

Cynthia Wimberly

Schedule

Semiannually, from 9/12/2014 to 5/29/2015

Evidence of Completion

Empower3000 performance reports

G4. For all students who are enrolled in the Algebra I (Algebra IA & IB) and Geometry (Informal Geometry) courses, 70% will demonstrate a level of 2.5 or above within the rubric of the Mathematics Formative Assessment System (MFAS) of those course standards. 1

G073871

G4.B1 The school is 100% ESE and more than 50% of students have two or more ESE identifications. Many of these additional ESE identifications are language impairments, hindering academic progress in language dependent activities, such as word problems in mathematics. 2

B192951

G4.B1.S1 Teacher trainings & subject area meetings focused on the study of vertical progression of the Florida State Standards to understand mathematical progression of concepts connected to various math courses and utilize information from MFAS trainings which will focus on building portfolios for all students. 4

S204444

Strategy Rationale

Teachers and specialists to work as a team to collect and build student portfolios and provide academic support for all areas that require an EOC to be taken at the end of the course.

Action Step 1 5

Analyze monthly data usage reports for MFAS to track student progression and usage.

Person Responsible

Cynthia Wimberly

Schedule

Monthly, from 8/22/2014 to 6/5/2015

Evidence of Completion

Printed, monthly data usage reports for MFAS.

Plan to Monitor Fidelity of Implementation of G4.B1.S1 6

Review of meeting agendas, handouts, and MFAS information, usage reports related to the strategy and discussion of topics

Person Responsible

Cynthia Wimberly

Schedule

On 5/29/2015

Evidence of Completion

Agenda documented minutes, Sign in Forms for trainings, Lessons plans, MFAS usage reports

Plan to Monitor Effectiveness of Implementation of G4.B1.S1 7

Request feedback from Principal regarding usage reports for MFAS.

Person Responsible

Cynthia Wimberly

Schedule

Monthly, from 9/1/2014 to 5/29/2015

Evidence of Completion

Feedback from Principal

G5. All English/ Language Arts (ELA) teachers will conference with each student in class at least once per week about their reading and/or writing in order to increase student feedback and proficiency in both areas. (Indicator will focus on how much of a year's growth for all students using the Achieve3000 reading and writing elements, as well as, the writing progress monitoring.) 1

G073872

G5.B1 The school is 100% ESE and more than 50% of students have two or more ESE identifications. Many of these additional ESE identifications are language impairments, hindering academic progress in language development in content/ concepts/ vocabulary. 2

B192952

G5.B1.S1 Teachers will use CPALMS ("Florida's collaborative platform that connects education stakeholders, researchers, subject matter experts, practicing professionals, and professional organizations to Collaborate, Plan, Align, Learn, Motivate, and Share (CPALMS) instructional/ educational resources and interactive tools that support standards-driven instruction" / www.cpalms.org) to focus on providing appropriate instruction and help students with the progression of the Florida State Standards to understand the content and written language. 4

S204445

Strategy Rationale

Teachers and specialists to work as a team to provide academic support in the areas and reading and writing proficiency.

Action Step 1 5

Setting up dates and times for various topics related to providing support for students

Person Responsible

Cynthia Wimberly

Schedule

Semiannually, from 8/10/2015 to 5/27/2016

Evidence of Completion

Meetings and New Text Book Trainings as needed.

Plan to Monitor Fidelity of Implementation of G5.B1.S1 6

Review of agenda, minutes, and handouts related to the strategy and discussions

Person Responsible

Cynthia Wimberly

Schedule

Semiannually, from 8/10/2015 to 5/27/2016

Evidence of Completion

Agenda Minutes, Sign In Forms, Lesson Plans

Plan to Monitor Effectiveness of Implementation of G5.B1.S1 7

Review of lesson plans, Achieve3000 lexile scores, and Writing Progress Assessment

Person Responsible

Cynthia Wimberly

Schedule

Semiannually, from 8/10/2015 to 5/27/2016

Evidence of Completion

Checklists & Final Achieve3000 Lexile levels

G6. Teachers and support staff will continue to receive training, utilize and implement strategies, and develop individual classroom rules and processes that encourage students to independently problem-solve and make connections between their actions and logical consequences to coincide with the school adopted Positive Behavior Support (PBS) System, Love & Logic Approach, and the 7 Habits for Highly Effective People framework. **1**

 G073873

G6.B1 Staff members may have difficulty knowing how to support a student during a challenge and remembering the Love and Logic approach in the midst of a student behavior incident and then being able to connect their response with clear classroom rules and processes. **2**

 B192953

G6.B1.S1 Teachers and staff will utilize Love and Logic strategies and their individual classroom behavior management systems with all students when supporting them with problem solving and making appropriate decisions with real world type application. **4**

 S204446

Strategy Rationale

Implementation and utilization of the Love and Logic strategies, identifying the 7 Habits framework, and strategies for being effective with students by teachers and staff will help to reduce the amount of discipline referrals if students are able to internalize independent problem solving strategies and make connections with their actions and possible consequences.

Action Step 1 **5**

Continue training for all teachers and staff in the high school to acquire the strategies within the Love and Logic and the 7 Habits for Highly Effective People approach to strive for highest level of effectiveness with classroom management skills.

Person Responsible

Cynthia Wimberly

Schedule

Quarterly, from 8/10/2015 to 5/27/2016

Evidence of Completion

Printed Love and Logic Training Agendas, Master In-Service Points

Plan to Monitor Fidelity of Implementation of G6.B1.S1 6

Participation in quarterly trainings, Classroom Walk-Throughs, Behavior Referral Documentation, Individual teacher classroom management rules and processes

Person Responsible

Cynthia Wimberly

Schedule

Quarterly, from 8/10/2015 to 5/27/2016

Evidence of Completion

Data from participation in quarterly trainings, Classroom Walk-Throughs, Behavior Referral Documentation

Plan to Monitor Effectiveness of Implementation of G6.B1.S1 7

Analyzing data from behavior referral documentation

Person Responsible

Cynthia Wimberly

Schedule

Quarterly, from 8/10/2015 to 5/27/2016

Evidence of Completion

Data from behavior referral documentation

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Teachers will receive training and continued coaching on how to assess/ score using the rubrics.	Wimberly, Cynthia	8/10/2015		5/27/2016 annually
G2.B1.S1.A1	Explore all available options for student placement into career experience / CTE courses.	Wimberly, Cynthia	8/10/2015	End of the academic year transcripts for all DHS students identifying the completion of the career experience/ CTE courses. (Calculate percentage)	5/27/2016 annually
G3.B1.S1.A1	Review data from the pre-test, mid-year, and post-test LevelSet to make adjustments and note which students need more intervention	Wimberly, Cynthia	9/12/2014	Empower3000 performance reports	5/29/2015 semiannually
G4.B1.S1.A1	Analyze monthly data usage reports for MFAS to track student progression and usage.	Wimberly, Cynthia	8/22/2014	Printed, monthly data usage reports for MFAS.	6/5/2015 monthly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G5.B1.S1.A1	Setting up dates and times for various topics related to providing support for students	Wimberly, Cynthia	8/10/2015	Meetings and New Text Book Trainings as needed.	5/27/2016 semiannually
G6.B1.S1.A1	Continue training for all teachers and staff in the high school to acquire the strategies within the Love and Logic and the 7 Habits for Highly Effective People approach to strive for highest level of effectiveness with classroom management skills.	Wimberly, Cynthia	8/10/2015	Printed Love and Logic Training Agendas, Master In-Service Points	5/27/2016 quarterly
G1.MA1	Data will be collected and analyzed of the informative/ explanatory and argumentative style writing.	Wimberly, Cynthia	8/10/2015	Data reports from the quarterly writing progress monitoring	5/27/2016 quarterly
G1.B1.S1.MA1	Review and analyze the FSA writing rubric reports for each student's performance.	Wimberly, Cynthia	8/10/2015	Data collected from the FSA Writing Rubric and teacher comments	5/27/2016 quarterly
G1.B1.S1.MA1	FSA writing rubric reports will be reviewed	Wimberly, Cynthia	8/10/2015	FSA Writing Rubrics & comments from teachers	5/27/2016 one-time
G2.MA1	A review of student transcripts and report cards as student complete the career experience and CTE courses.	Nease, Michael	8/17/2015	End of the academic year student's transcripts (11th & 12th grade years)	5/27/2016 one-time
G2.B1.S1.MA1	Communication with both the FCTC coordinator and FSDB CTE coordinator and teachers	Lally, Jacquelyn	8/17/2015	Documentation of meetings and communication with scheduling team members and coordinators.	5/27/2016 one-time
G2.B1.S1.MA1	Monitoring the schedules for students as students are placed into courses as per their preference for career experience / CTE exposure and training.	Wimberly, Cynthia	8/17/2015	End of the academic year transcripts for all DHS students identifying the completion of the career experience/ CTE courses.	5/27/2016 one-time
G3.MA1	Reviewing the report "How has Lexile performance changed over time?"	Wimberly, Cynthia	9/12/2014	Print & Share "How has Lexile performance changed over time?"	5/29/2015 semiannually
G3.B1.S1.MA1	Checking performance at mid-year to see if students are on target for achieving the goal	Wimberly, Cynthia	9/12/2014	Empower3000 performance reports	5/29/2015 semiannually
G3.B1.S1.MA1	Monitor usage of Empower3000 and data conferences	Wimberly, Cynthia	9/12/2014	Teacher lesson plans, conference data	5/29/2015 semiannually
G4.MA1	Review of data from Algebra I / Geometry portfolios, & MFAS	Wimberly, Cynthia	9/1/2014	Data Analysis	5/29/2015 one-time
G4.B1.S1.MA1	Request feedback from Principal regarding usage reports for MFAS.	Wimberly, Cynthia	9/1/2014	Feedback from Principal	5/29/2015 monthly
G4.B1.S1.MA1	Review of meeting agendas, handouts, and MFAS information, usage reports related to the strategy and discussion of topics	Wimberly, Cynthia	8/22/2014	Agenda documented minutes, Sign in Forms for trainings, Lessons plans, MFAS usage reports	5/29/2015 one-time
G5.MA1	Review of data from teachers, lesson plans, and assessments.	Wimberly, Cynthia	8/25/2014	Data Analysis	5/25/2015 semiannually
G5.B1.S1.MA1	Review of lesson plans, Achieve3000 lexile scores, and Writing Progress Assessment	Wimberly, Cynthia	8/10/2015	Checklists & Final Achieve3000 Lexile levels	5/27/2016 semiannually
G5.B1.S1.MA1	Review of agenda, minutes, and handouts related to the strategy and discussions	Wimberly, Cynthia	8/10/2015	Agenda Minutes, Sign In Forms, Lesson Plans	5/27/2016 semiannually
G6.MA1	Review Positive Behavior Support (behavioral) data with school MTSS team	Wimberly, Cynthia	8/10/2015	Data Analysis	5/27/2016 monthly
G6.B1.S1.MA1	Analyzing data from behavior referral documentation	Wimberly, Cynthia	8/10/2015	Data from behavior referral documentation	5/27/2016 quarterly
G6.B1.S1.MA1	Participation in quarterly trainings, Classroom Walk-Throughs, Behavior Referral Documentation, Individual	Wimberly, Cynthia	8/10/2015	Data from participation in quarterly trainings, Classroom Walk-Throughs, Behavior Referral Documentation	5/27/2016 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	teacher classroom management rules and processes				

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. All students who are enrolled in ELA courses will maintain or show growth in their writing skills based on the Florida Standards Assessment (FSA) rubrics for informative / explanatory and argumentative.

G1.B1 This is the first year that the school has received official scores based on the FSA rubric. It is also the first year the school is using the rubrics as a progress monitoring tool. Teachers are in the process of learning how to use this tool more effectively.

G1.B1.S1 Teachers will conference with students about their writing to share specific praise and to focus on areas of opportunity.

PD Opportunity 1

Teachers will receive training and continued coaching on how to assess/ score using the rubrics.

Facilitator

Reading Specialist, Assistant Principal

Participants

ELA teachers

Schedule

Annually, from 8/10/2015 to 5/27/2016

G3. Students will increase their reading Lexile levels by at least 75 points as measured by Empower3000 level set tests.

G3.B1 The school is 100% ESE and more than 50% of students have two or more ESE identifications. Many of these additional ESE identifications are language impairments, hindering academic progress in language dependent activities.

G3.B1.S1 School's target is a minimum of 2 Empower3000 articles read per week at 88% or above proficiency. Teacher track data and conference with the students to see what other supports are needed.

PD Opportunity 1

Review data from the pre-test, mid-year, and post-test LevelSet to make adjustments and note which students need more intervention

Facilitator

Reading Specialist

Participants

New English/ Language Arts teachers

Schedule

Semiannually, from 9/12/2014 to 5/29/2015

G4. For all students who are enrolled in the Algebra I (Algebra IA & IB) and Geometry (Informal Geometry) courses, 70% will demonstrate a level of 2.5 or above within the rubric of the Mathematics Formative Assessment System (MFAS) of those course standards.

G4.B1 The school is 100% ESE and more than 50% of students have two or more ESE identifications. Many of these additional ESE identifications are language impairments, hindering academic progress in language dependent activities, such as word problems in mathematics.

G4.B1.S1 Teacher trainings & subject area meetings focused on the study of vertical progression of the Florida State Standards to understand mathematical progression of concepts connected to various math courses and utilize information from MFAS trainings which will focus on building portfolios for all students.

PD Opportunity 1

Analyze monthly data usage reports for MFAS to track student progression and usage.

Facilitator

Math Specialists & Assistant Principal

Participants

Math teachers

Schedule

Monthly, from 8/22/2014 to 6/5/2015

G5. All English/ Language Arts (ELA) teachers will conference with each student in class at least once per week about their reading and/or writing in order to increase student feedback and proficiency in both areas. (Indicator will focus on how much of a year's growth for all students using the Achieve3000 reading and writing elements, as well as, the writing progress monitoring.)

G5.B1 The school is 100% ESE and more than 50% of students have two or more ESE identifications. Many of these additional ESE identifications are language impairments, hindering academic progress in language development in content/ concepts/ vocabulary.

G5.B1.S1 Teachers will use CPALMS ("Florida's collaborative platform that connects education stakeholders, researchers, subject matter experts, practicing professionals, and professional organizations to Collaborate, Plan, Align, Learn, Motivate, and Share (CPALMS) instructional/ educational resources and interactive tools that support standards-driven instruction" / www.cpalms.org) to focus on providing appropriate instruction and help students with the progression of the Florida State Standards to understand the content and written language.

PD Opportunity 1

Setting up dates and times for various topics related to providing support for students

Facilitator

Reading Specialist & Assistant Principal

Participants

ELA teachers

Schedule

Semiannually, from 8/10/2015 to 5/27/2016

G6. Teachers and support staff will continue to receive training, utilize and implement strategies, and develop individual classroom rules and processes that encourage students to independently problem-solve and make connections between their actions and logical consequences to coincide with the school adopted Positive Behavior Support (PBS) System, Love & Logic Approach, and the 7 Habits for Highly Effective People framework.

G6.B1 Staff members may have difficulty knowing how to support a student during a challenge and remembering the Love and Logic approach in the midst of a student behavior incident and then being able to connect their response with clear classroom rules and processes.

G6.B1.S1 Teachers and staff will utilize Love and Logic strategies and their individual classroom behavior management systems with all students when supporting them with problem solving and making appropriate decisions with real world type application.

PD Opportunity 1

Continue training for all teachers and staff in the high school to acquire the strategies within the Love and Logic and the 7 Habits for Highly Effective People approach to strive for highest level of effectiveness with classroom management skills.

Facilitator

Cynthia Wimberly, James Salamunovich, Alesia Baatz, Trainer for Love and Logic

Participants

School-wide

Schedule

Quarterly, from 8/10/2015 to 5/27/2016

Technical Assistance Items

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

Budget

Budget Data

1	G1.B1.S1.A1	Teachers will receive training and continued coaching on how to assess/ score using the rubrics.	\$0.00
2	G2.B1.S1.A1	Explore all available options for student placement into career experience / CTE courses.	\$0.00
3	G3.B1.S1.A1	Review data from the pre-test, mid-year, and post-test LevelSet to make adjustments and note which students need more intervention	\$0.00
4	G4.B1.S1.A1	Analyze monthly data usage reports for MFAS to track student progression and usage.	\$0.00
5	G5.B1.S1.A1	Setting up dates and times for various topics related to providing support for students	\$0.00
6	G6.B1.S1.A1	Continue training for all teachers and staff in the high school to acquire the strategies within the Love and Logic and the 7 Habits for Highly Effective People approach to strive for highest level of effectiveness with classroom management skills.	\$0.00
Total:			\$0.00