

2013-2014 SCHOOL IMPROVEMENT PLAN

Deaf High School (Fsdb)
207 SAN MARCO AVE
St Augustine, FL 32084
904-827-2500

School Demographics

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

School Grades History

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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Purpose and Outline of the SIP

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

Part II: Expected Improvements

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

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

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

Part III: Coordination and Integration

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

Appendix 1: Professional Development Plan to Support Goals

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

Appendix 2: Budget to Support Goals

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2013-14 DA Category and Statuses

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

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

Current School Status

School Information

School-Level Information

School

Deaf High School (Fsdh)

Principal

Rebecca Hilding

School Advisory Council chair

Scott Trejbal

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

Name	Title
Cynthia Holmes	Assistant Principal
Jeremy Saling	Psychologist
Alesia Baatz	Behavior Specialist
George Boyd	Coordinator of Student Conduct
Katherine Pittman	Educational Diagnostician
Audrey Largent	Data Program Specialist
Ryan Anderson	IEP Coordinator
Letty Calderon	Social Worker
Tempa Plecker	Guidance Counselor
Randall Hancock	Progress Analyst

District-Level Information

District

FSDB

Superintendent

Dr. Jeanne G Prickett

Date of school board approval of SIP

11/1/2013

School Advisory Council (SAC)

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

Membership of the SAC

The Florida School for the Deaf and the Blind has a SAC that encompasses the whole school. The campus-wide SAC team consists of Principals from each department, a teacher from the deaf and the blind department and a dorm representative. Also, each school is represented by a parent whose child attends that school. Each school (elementary, middle, high) has a sub-SAC, which includes its own members, which focus on individual needs of that school.

The Deaf High School Sub-SAC is composed of: Cynthia Holmes, Assistant Principal; Brent Bechtold,

Reading Specialist; Sue Clark, Math Specialist; Alesia Baatz, Behavior Specialist; Administrative Assistant, Diane Altork; Audrey Largent, Data Program Specialist; Teresa Smith, Teacher; Mohan Varthakavi, Teacher; Angela Maxey, Instructional Assistant; Diana Taglia, Instructional Assistant; Tammy Smith, Parent; Jody Herbst, Parent.

Cynthia Holmes, Assistant Principal, will provide a common vision for the use of data-driven decision making; ensure that the school-based team is implementing MTSS/RtI; conduct assessment of skills of school staff; ensure implementation of intervention support and documentation, MTSS/RtI; ensure adequate professional development to support SIP implementation; and communicate with parents regarding school-based SIP Plan and activities.

Other members of the team including the reading specialist, math specialist, behavior specialist, administrative assistant, data program specialist, teachers, and parents will contribute to Sub-SAC by: facilitating and supporting data collection activities, assist in data analyst, provide access to professional development and technical assistance to teachers regarding data-driven instructional planning and behavior modification, and support the RtI intervention plans.

Involvement of the SAC in the development of the SIP

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.

Activities of the SAC for the upcoming school year

The Deaf High School Sub-SAC will meet quarterly this year, and monitor progress on the 2013 - 2014 School Improvement Plan, ensuring that the School is implementing activities included in our Action Steps. In addition, the Sub-SAC will provide input and suggestions for the 2014 - 2015 School Improvement.

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

n/a The Florida School for the Deaf and the Blind does not receive SAC funds.

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

In Compliance

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

Highly Qualified Staff

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

Administrators

of administrators

2

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Rebecca Hilding		
Principal	Years as Administrator: 24	Years at Current School: 4
Credentials	Degrees M.S. – Deaf Education; B.A. – Elementary Education Certifications Educational Leadership (All Levels); Hearing Impaired (Grades K-12); Exceptional Student Education (Grades K-12); Elementary Education (Grades K-6)	
Performance Record	Percent of Deaf High School Students Showing an Increase in FCAT Reading Developmental Scale Scores 2012-2013: 74% 2011-2012: 65% 2010-2011: 46% 2009-2010: 48% Percent of Deaf High School Students Showing a Level 3 (399) or Above for the Algebra I End of Course Exams 2012-2013: 48% 2011-2012: 25% Percent of Deaf High School Students Showing an Increase in FCAT Math Developmental Scale Scores 2010-2011: 82% 2009-2010: 78%	

Cynthia Holmes		
Asst Principal	Years as Administrator: 1	Years at Current School: 11
Credentials	B.A. - Social Science M. Ed. - Special Education Hearing Impaired K-12 Hearing Impaired K - 12 English Speakers of Other Languages Endorsement Elementary Education K - 6 Pre-Kindergarten/Primary Education ages 3 - Grade 3 National Board Certification - Exceptional Needs Specialist/ Early Childhood - Young Adulthood	
Performance Record	Percent of Deaf High School Students Showing an Increase in FCAT Reading Developmental Scale Scores 2012-2013: 74% Percent of Deaf High School Students Showing a Level 3 (399) or Above for the Algebra I End of Course Exams 2012-2013: 48% Percent of Deaf High School Students Showing an Increase in FCAT Math Developmental Scale Scores 2012-2013: N/A	

Instructional Coaches

of instructional coaches

2

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Sue Clark

Part-time / District-based

Years as Coach: 8

Years at Current School: 30

Areas

Mathematics

Credentials

Degrees
 B.A. – Deaf and Elementary Education; M.Ed. – Secondary Education
 Certifications
 Mathematics (Grades 5-9); Elementary Education (Grades 1-6); Hearing Impaired (Grades K-12); ESOL Endorsement; National Board Certified

Performance Record

Percent of Deaf High School Students Showing a Level 3 (399) or Above for the Algebra I End of Course Exams
 2012-2013: 48%
 2011-2012: 25%
 Percent of Deaf High School Students Showing an Increase in FCAT Math Developmental Scale Scores
 2010-2011: 82%
 2009-2010: 78%
 2008-2009: 77%
 2007-2008: 83%
 2006-2007: 77%
 2005-2006: 80%

Brent Bechtold

Full-time / School-based

Years as Coach: 1

Years at Current School: 12

Areas

Reading/Literacy

Credentials

Degrees
 B.A. – Deaf Education, Secondary English Education; M.Ed. – Educational Leadership
 Certifications
 Educational Leadership (all levels); English (Grades 6-12); Hearing Impaired (Grades K-12); Reading Endorsement; ESOL Endorsement

Performance Record

Percent of Deaf High School Students Showing an Increase in FCAT Reading Developmental Scale Scores
 2012-2013: 74%

Classroom Teachers

of classroom teachers

18

receiving effective rating or higher

18, 100%

Highly Qualified Teachers

89%

certified in-field

16, 89%

ESOL endorsed

7, 39%

reading endorsed

4, 22%

with advanced degrees

11, 61%

National Board Certified

1, 6%

first-year teachers

3, 17%

with 1-5 years of experience

2, 11%

with 6-14 years of experience

10, 56%

with 15 or more years of experience

3, 17%

Education Paraprofessionals

of paraprofessionals

6

Highly Qualified

6, 100%

Other Instructional Personnel

of instructional personnel not captured in the sections above

1

receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

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

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

1. 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

Teacher Mentoring Program/Plan

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

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

Adam Greenleaf, a new math teacher, will be mentored by Matt Smith, an experienced math teacher with 14 years of teaching experience. Ashley Harris, a new language arts teacher, will be mentored by Mandy Nolte, an experienced reading teacher of 7 years of teaching experience. Shana Gibbs, a new language arts teacher, will be mentored by Lauren Fox, an experienced reading teacher of 9 years of teaching experience. Each of these pairs of teachers were matched together for several reasons including common planning times, similar course work and content taught, willingness of the mentor to volunteer his time to assist and support the new teacher.

Planned mentoring activities include monthly meetings with the mentoring coordinator to review how the new teacher is managing his/her new position with the assistance and support of the mentor.

Other meetings will include the new teacher and mentor meeting weekly to discuss questions and needs of the new teacher becoming accustomed to their role as the leader of the classroom and instructor of content.

The mentor will be assisting and 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.

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

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

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

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 Rtl 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.

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

The assistant principal provides:

- a common vision for the use of data driven decision making
- ensuring that the school-based team is implementing Rtl
- ensures implementation of intervention support and documentation
- ensures adequate professional development to support Rtl implementation
- communicates with parents regarding school-based Rtl plans and activities

The Reading Specialist, Math Specialist, Behavior Specialist, and Coordinator of Student Conduct:

- Facilitates and supports data collection activities
- assists in data analysis
- provide professional development and technical assistance to teachers regarding data-driven instructional planning and behavior modification
- support the implementation of Tier I, Tier II, and Tier III intervention plans

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

FSDB is in the process of transitioning all data and tracking systems into one system. The system the school has chosen is Skyward. IEP Progress Monitoring is located, tracked, and monitored in the PEER System. Teachers use Achieve 3000 and Successmaker to track and assess student achievement.

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

FSDB is in the process of transitioning all data and tracking systems into one system. The system the school has chosen is Skyward. IEP Progress Monitoring is located, tracked, and monitored in the PEER System. Teachers maintain a record of interventions for Tier II students. For Tier III students, the MTSS team convenes, reviews data, gets input from teachers, and devises a plan for intervention. This plan is documented, tracked, and evaluated on an on-going basis.

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

The committee meets a minimum of twice monthly to review test data, discuss strategies, discuss new students, brainstorm ideas, and communicate with staff and/or parents on an as needed basis.

Increased Learning Time/Extended Learning Opportunities

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

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Before or After School Program

Minutes added to school year: 1,800

Students referred for tutoring services will be provided with instruction in Core Academic Subjects during after-school tutoring. Tutors will collaborate with classroom teachers to identify the most significant areas of need.

Strategy Purpose(s)

- Instruction in core academic subjects

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

Pre- and Post-test scores are used to determine the effectiveness of this strategy.

Who is responsible for monitoring implementation of this strategy?

Rebecca Hilding, Principal, is responsible for monitoring the implementation of this strategy.

Strategy: Before or After School Program

Minutes added to school year: 5,400

The school will provide a designated time and place for a specific group of identified students to complete course work. This strategy is called Homework Help. The students who are currently failing a course are to receive support and assistance three nights per week throughout the school year in order to assist them with completing homework or make up work for the courses they are failing.

Strategy Purpose(s)

- Instruction in core academic subjects

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

Total number of students who are failing a course per 4 week progress notes are monitored for the need to continue the program after the next end of quarter progress reports. Data is collected for the number of students who attended per 4 week session, number of students who continued in the program after the first 4 weeks, and number of students who were new to the program after each 4 week session.

Who is responsible for monitoring implementation of this strategy?

Cynthia Holmes, assistant principal, is responsible for the implementation of this strategy.

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Cynthia Holmes	Assistant Principal
Brent Bechtold	Reading Specialist

Name	Title
Katherine Pittman	Educational Diagnostician
David Snow	Deaf Department Librarian
Lauren Fox	Teacher
Dena Hackett	Teacher
Lia Ferrante	Teacher
Patrick Hinson	Teacher

How the school-based LLT functions

The LLT will meet quarterly to discuss current literacy issues/needs/opportunities in Deaf High School. The Assistant Principal will facilitate the meetings with the assistance of the Reading Specialist based on a shared, predetermined agenda via their weekly meetings; the Educational Diagnostician/SLD Resource will serve as note-taker; the Language Arts Teacher will represent the teachers in sharing concerns and opportunities for positive change; the Deaf Department Librarian will help coordinate additional resources.

Major initiatives of the LLT

- * Application of Differentiated Instruction (DI) in the content areas
- * Professional Learning Community (PLC) opportunity for " Inside Words" by Janet Allen book chat
- * 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)

Every Teacher Contributes to Reading Instruction

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

All Deaf High School teachers and students participate in the "Every Dragon Reads and Writes Every Day" program. Teachers across grade levels and content areas incorporate a 20-minute session of independent self-selected reading (with conferencing), guided reading (with modeling), and/or a read aloud into their instructional block on a weekly basis. The rationale for implementing these various types of readings is the research base for what every student should do everyday to increase their reading achievement. During these reading sessions, students are introduced to new vocabulary and participate in comprehension activities. After reading, students post a quick write in Edmodo (an online educational network to share and discuss ideas) about what they learned or found interesting. This program serves as an incentive to increase student access to literature and informational text, as well as to encourage independent lifelong reading.

All Deaf High School teachers and students have monthly and annual targets for Achieve3000 (an online differentiated instruction reading program focused on informational text) across all grade levels and content areas. This program requires a LevelSet test to determine each student's reading level. It has over 24,000 current articles that automatically adjust to each student's reading level. Content area teachers can search by subject to find an article that directly links to what they just taught their students in class; the articles could be read as a follow-up extension activity. Students will be expected to complete 67 activities this school year at 75% or above. The targets are aligned with the FSDB Strategic Plan and are based on Achieve3000's reported research--as well as analysis of our own data--of student reading growth among students who had completed at least 40 activities per year. Students who meet their monthly and annual targets are recognized at student assemblies and receive tangible rewards. Top monthly achievers will also have the opportunity to borrow an eReader device for the following month.

College and Career Readiness

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

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

Our transition team will set up and facilitate several different activities throughout the school year. First, there will be monthly Freshman Seminars focusing on various topics related to academic achievement and career planning. Second, we will have our annual Senior Day to assist the students in finalizing their selections for postsecondary school or work planning. Third, we will have our annual Pathways to Your Future program for our sophomores and juniors to focus on students taking accountability for their own education and academic achievement, as well as what postsecondary options are available based on their academic performance.

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

During Freshmen Seminars, Pathways, and Senior Day, our guidance counselor and transition coordinator collect data from informal career interest inventories to help drive selection of possible courses aligning to career interest. The guidance counselor and transition coordinator will meet with students individually for pre-registration for the next year's classes.

Strategies for improving student readiness for the public postsecondary level

FSDB has a K-12 career development program. High school students focus on career preparation. 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.

As a component of the Secondary School Redesign, eighth graders in 2006-2007 began developing their electronic Personal Education Plans (ePEPs) through www.facts.org. The Guidance Counselor and Assistant Principal in the high school use that information when developing the high school student schedules. The freshmen, sophomores, juniors, and seniors have ePEPs in place. The ePEPs also list the 4-year academic course plan for the students.

The Guidance Counselor reviews and updates this information at least annually with students and parents so that they 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.

The Guidance Counselor, with input from the students/parents and other staff members, develops electronic Transition Portfolios on all high school students. These portfolios 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.

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

Expected Improvements

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

Area 1: Reading

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	18%	6%	No	27%
American Indian				
Asian				
Black/African American	17%	6%	No	25%
Hispanic	17%	8%	No	25%
White	20%	5%	No	28%
English language learners				
Students with disabilities	18%	6%	No	27%
Economically disadvantaged	18%	5%	No	27%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3		<i>[data excluded for privacy reasons]</i>	10%
Students scoring at or above Achievement Level 4		<i>[data excluded for privacy reasons]</i>	6%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	39	66%	70%
Students in lowest 25% making learning gains (FCAT 2.0)	19	37%	40%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	<i>[data excluded for privacy reasons]</i>		20%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	<i>[data excluded for privacy reasons]</i>		10%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	<i>[data excluded for privacy reasons]</i>		10%

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.	<i>[data excluded for privacy reasons]</i>		20%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	<i>[data excluded for privacy reasons]</i>		3%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

Area 3: Mathematics

High School Mathematics

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	63%		No	67%
American Indian				
Asian				
Black/African American				
Hispanic				
White	61%		No	65%
English language learners				
Students with disabilities	68%		No	71%
Economically disadvantaged	63%		No	66%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

Learning Gains

	2012 Actual #	2012 Actual %	2014 Target %
Students making learning gains (EOC and FAA)			
Students in lowest 25% making learning gains (EOC)			

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.	14	27%	30%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	23	48%	50%
Students scoring at or above Achievement Level 4	<i>[data excluded for privacy reasons]</i>		5%

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	14	50%	50%
Students scoring at or above Achievement Level 4	<i>[data excluded for privacy reasons]</i>		8%

Area 4: Science

High School Science

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

Biology I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	<i>[data excluded for privacy reasons]</i>		25%
Students scoring at or above Achievement Level 4	<i>[data excluded for privacy reasons]</i>		0%

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

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	6		10
Participation in STEM-related experiences provided for students	171	100%	100%

High Schools

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more <i>accelerated</i> STEM-related courses	3	1%	2%
Completion rate (%) for students enrolled in <i>accelerated</i> STEM-related courses		1%	2%
Students taking one or more advanced placement exams for STEM-related courses	0	0%	0%
CTE-STEM program concentrators	0		0
Students taking CTE-STEM industry certification exams	0	0%	0%
Passing rate (%) for students who take CTE-STEM industry certification exams		0%	0%

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	74	43%	50%
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses	2	2%	5%
Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses		1%	3%
Students taking CTE industry certification exams	20	65%	70%
Passing rate (%) for students who take CTE industry certification exams		1%	5%
CTE program concentrators	24	16%	20%
CTE teachers holding appropriate industry certifications	4	19%	19%

Area 8: Early Warning Systems

High School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	10	6%	3%
Students in ninth grade with one or more absences within the first 20 days	19	30%	25%
Students in ninth grade who fail two or more courses in any subject	0	0%	0%
Students with grade point average less than 2.0	15	9%	5%
Students who fail to progress on-time to tenth grade	3	7%	5%
Students who receive two or more behavior referrals	35	20%	10%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	3	2%	2%

Graduation

	2012 Actual #	2012 Actual %	2014 Target %
Students dropping out of school, as defined in s.1003.01(9), F.S.	0	0%	0%
Students graduating in 4 years, using criteria for the federal uniform graduation rate defined in the Code of Federal Regulations at 34 C.F.R. § 200.19(b)	46	90%	100%
Academically at-risk students graduating in 4 years, as defined in Rule 6A-1.09981, F.A.C.	0	0%	0%
Students graduating in 5 years, using criteria defined at 34 C.F.R. § 200.19(b)	0	0%	0%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

Based on the results from the Parent Climate Survey, overall satisfaction with the Deaf High School program is 96%. Our area in most need of improvement is with how parents feel bullying impacts their child. For the question, "Bullying is a problem for my child at school" parents gave a 66% satisfaction rating. With the student survey in the area of bullying, "Bullying is a problem for me at school", the percentage demonstrated to be an area of opportunity for improvement having 49% of students feel that bullying is a problem for them.

The school currently follows the Positive Behavior Support System in order to support students with making appropriate choices for themselves and when interacting with others in school. This year the school began offering the course "Peer Counseling" to assist with getting more students trained with how to recognize strategies to use to make appropriate choices when relating to other students and how to help others who may need support. Other support measures include having all students and staff review material focusing on "Dating Violence", "I-Safe Cyber-safety", "Teen Dating and Abuse Education", "Bully

Prevention Education", "Suicide Prevention", and "Flirting Not Hurting". The campus police will also present monthly informational trainings where students will learn about several issues teens face as they prepare to become adults and how to make decisions that will lead to success.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Maintain a score of 96% and/ or increase the overall score for overall parent satisfaction	83	96%	98%

Area 10: Additional Targets

Additional targets for the school

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
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Goals Summary

- G1.** To improve Algebra I EOC and Geometry EOC scores for all students enrolled in these courses.
- G2.** To improve scores from the US History End of Course exam for those students who are enrolled in the course.
- G3.** To improve Biology EOC scores for all students enrolled in the course.
- G4.** In grades 9-10, students will achieve targets for FCAT 2.0 for Levels 3, 4 or 5 learning gains, and lowest 25% in reading.

Goals Detail

G1. To improve Algebra I EOC and Geometry EOC scores for all students enrolled in these courses.

Targets Supported

- Math (High School, High School AMO's, High School FAA, High School FAA, High School Postsecondary Readiness)
- Algebra 1 EOC
- Geometry EOC
- STEM
- STEM - All Levels
- STEM - High School

Resources Available to Support the Goal

- Math Specialist, Common Core State Standards, & Florida Diagnostic & Learning Resource Systems Trainings

Targeted Barriers to Achieving the Goal

- 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 the Goal

Review of data from Successmaker, Algebra I, and Geometry portfolios (Wylies Standard Assessments)

Person or Persons Responsible

Math Specialist and Assistant Principal

Target Dates or Schedule:

Monthly

Evidence of Completion:

Data Analysis

G2. To improve scores from the US History End of Course exam for those students who are enrolled in the course.

Targets Supported

- Social Studies
- U.S. History EOC
- Civics EOC

Resources Available to Support the Goal

- Reading Specialist, Next Generation Sunshine State Standards, US History EOC Assessment Test Item Specifications, Florida Diagnostic & Learning Resource Systems Trainings

Targeted Barriers to Achieving the Goal

- 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 subjects and activities, such as the content/ concept rich subject of US History.

Plan to Monitor Progress Toward the Goal

Review of data from tutoring sessions and curriculum pre- and post-tests

Person or Persons Responsible

Reading Specialist and Assistant Principal

Target Dates or Schedule:

Monthly

Evidence of Completion:

Data Analysis

G3. To improve Biology EOC scores for all students enrolled in the course.

Targets Supported

- Science
- Science - High School
- Science - Biology 1 EOC
- STEM
- STEM - High School

Resources Available to Support the Goal

- Reading Specialist, Florida Diagnostic & Learning Resource Systems (Strategic Instruction Model) SIM Trainings, Biology EOC Test Item Specifications

Targeted Barriers to Achieving the Goal

- 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 subjects and activities, such as the content/ concept rich subject of Biology.

Plan to Monitor Progress Toward the Goal

Review of data from FOCUS (mini-benchmark assessments) & pre- and post-test curriculum assessments

Person or Persons Responsible

Reading Specialist, Assistant Principal

Target Dates or Schedule:

Monthly/ Quarterly

Evidence of Completion:

Data Analysis

G4. In grades 9-10, students will achieve targets for FCAT 2.0 for Levels 3, 4 or 5 learning gains, and lowest 25% in reading.

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Math (High School, High School AMO's, High School FAA, High School FAA, High School Postsecondary Readiness)
- Algebra 1 EOC
- Geometry EOC
- Social Studies
- U.S. History EOC
- Civics EOC
- Science
- Science - High School
- Science - Biology 1 EOC
- STEM
- STEM - All Levels
- STEM - High School
- CTE

Resources Available to Support the Goal

- Set up a Professional Learning Community (PLC) to use researched-based test-taking and inferencing strategies through the Strategic Instruction Model (SIM).

Targeted Barriers to Achieving the Goal

- Due to their disabilities, many students read below grade level and do not have adequate test taking and inferencing strategies.

Plan to Monitor Progress Toward the Goal

Teacher classroom assessments

Person or Persons Responsible

Reading Specialist and Assistant Principal

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Data Analysis / Checklists

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. To improve Algebra I EOC and Geometry EOC scores for all students enrolled in these courses.

G1.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.

G1.B1.S1 Mini-Professional Learning Communities (PLC) focused on the study of vertical progression of the CCSS to understand mathematical progression of concepts connected to various math courses and utilize the Strategic Instruction Model (SIM) trainings which will focus on test taking strategies and inferencing skills.

Action Step 1

Setting up dates and times for various topics related to the strategy

Person or Persons Responsible

Math Specialist, Assistant Principal, & Florida Diagnostic & Learning Resource Systems instructor

Target Dates or Schedule

Monthly

Evidence of Completion

Schedule of Mini-PLC's and SIM Trainings

Facilitator:

Math Specialists, Assistant Principal, & Florida Diagnostic & Learning Resource Systems instructor

Participants:

Math teachers

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

Review of agenda, minutes, and handout related to the strategy and discussion of topics

Person or Persons Responsible

Math Specialist and Assistant Principal

Target Dates or Schedule

After each mini-PLC session on various topics

Evidence of Completion

Agenda documented minutes, Sign in Forms for trainings, Lessons plans

Plan to Monitor Effectiveness of G1.B1.S1

Review of lesson plans, assessments, and worksheets

Person or Persons Responsible

Assistant Principal

Target Dates or Schedule

Weekly

Evidence of Completion

Checklists

G2. To improve scores from the US History End of Course exam for those students who are enrolled in the course.

G2.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 subjects and activities, such as the content/ concept rich subject of US History.

G2.B1.S1 Mini-Professional Learning Communities (PLC) focused on the study of the historical progression of the NGSSS to understand the content, test item specifications, and Strategic Instruction Model (test taking and inferencing strategies) related to US History EOC.

Action Step 1

Setting up dates and times for various topics related to the strategy

Person or Persons Responsible

Reading Specialist, Assistant Principal, Florida Diagnostic & Learning Resource Systems instructor (FDLRS)

Target Dates or Schedule

Monthly/ Quarterly

Evidence of Completion

Schedule of Mini-PLC's and SIM Trainings

Facilitator:

Florida Diagnostic & Learning Resource Systems instructor, Reading Specialist, Assistant Principal

Participants:

Social Studies teachers

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

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

Person or Persons Responsible

Director of Curriculum and Staff development

Target Dates or Schedule

After each Mini-PLC and SIM Trainings

Evidence of Completion

Agenda Minutes, Sign In Forms

Plan to Monitor Effectiveness of G2.B1.S1

Review of lesson plans, assessments, and Mini-PLCs

Person or Persons Responsible

Assistant Principal

Target Dates or Schedule

Weekly

Evidence of Completion

Checklist

G3. To improve Biology EOC scores for all students enrolled in the course.

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 subjects and activities, such as the content/ concept rich subject of Biology.

G3.B1.S1 Mini-Professional Learning Communities (PLC) focused on the study of the progression of the NGSSS to understand the content, test item specifications, and Strategic Instruction Model (test taking and inferencing strategies) related to the Biology EOC.

Action Step 1

Setting up dates and times for various topics related to the strategy

Person or Persons Responsible

Reading Specialist, Assistant Principal, and the Florida Diagnostic & Learning Resource System

Target Dates or Schedule

Monthly/ Quarterly

Evidence of Completion

Schedule of Mini-PLC's and SIM Trainings

Facilitator:

FDLRS instructor, Assistant Principal, & Reading Specialist

Participants:

Science teachers

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

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

Person or Persons Responsible

Director of Curriculum and Staff Development

Target Dates or Schedule

After each Mini-PLC and SIM Trainings

Evidence of Completion

Agenda Minutes, Sign-In forms

Plan to Monitor Effectiveness of G3.B1.S1

Review of lessons plans, assessments and Mini-PLC's

Person or Persons Responsible

Assistant Principal

Target Dates or Schedule

Weekly

Evidence of Completion

Checklists

G4. In grades 9-10, students will achieve targets for FCAT 2.0 for Levels 3, 4 or 5 learning gains, and lowest 25% in reading.

G4.B1 Due to their disabilities, many students read below grade level and do not have adequate test taking and inferencing strategies.

G4.B1.S1 Teachers in all disciplines will model test-taking and inferencing strategies within their instruction. Students will be expected to incorporate and apply these strategies when taking a variety of assessments.

Action Step 1

Strategic Instruction Model (SIM) implementation

Person or Persons Responsible

Assistant Principal

Target Dates or Schedule

During monthly PLC's and newsletters

Evidence of Completion

Data from quarterly progress monitoring

Facilitator:

Florida Diagnostic & Learning Resource Center (FDLRS)

Participants:

School-wide

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

Participation in monthly PLC's, Weekly Lesson Plans, Classroom Walk-Throughs, On-Going Progress Monitoring

Person or Persons Responsible

Assistant Principal

Target Dates or Schedule

Weekly/ Monthly/ Quarterly

Evidence of Completion

Data from participation in monthly PLC's, Weekly Lesson Plans, Classroom Walk-Throughs, On-Going Progress Monitoring

Plan to Monitor Effectiveness of G4.B1.S1

Analyzing data from progress monitoring

Person or Persons Responsible

Assistant Principal & Progress Analyst

Target Dates or Schedule

Quarterly

Evidence of Completion

Data from Progress Monitoring

Coordination and Integration

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

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

Title I, Part A, Part C

During the 2013-14 school year, the deaf high school did 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, Dr. Silke Parl Douglas, 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 Experience.

Job Training

The Deaf High School offers on and off campus (community stakeholders) career experience courses. Other courses 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 with more opportunities to build on job readiness and job training.

Appendix 1: Professional Development Plan to Support School Improvement Goals

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

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

G1. To improve Algebra I EOC and Geometry EOC scores for all students enrolled in these courses.

G1.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.

G1.B1.S1 Mini-Professional Learning Communities (PLC) focused on the study of vertical progression of the CCSS to understand mathematical progression of concepts connected to various math courses and utilize the Strategic Instruction Model (SIM) trainings which will focus on test taking strategies and inferencing skills.

PD Opportunity 1

Setting up dates and times for various topics related to the strategy

Facilitator

Math Specialists, Assistant Principal, & Florida Diagnostic & Learning Resource Systems instructor

Participants

Math teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Schedule of Mini-PLC's and SIM Trainings

G2. To improve scores from the US History End of Course exam for those students who are enrolled in the course.

G2.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 subjects and activities, such as the content/ concept rich subject of US History.

G2.B1.S1 Mini-Professional Learning Communities (PLC) focused on the study of the historical progression of the NGSSS to understand the content, test item specifications, and Strategic Instruction Model (test taking and inferencing strategies) related to US History EOC.

PD Opportunity 1

Setting up dates and times for various topics related to the strategy

Facilitator

Florida Diagnostic & Learning Resource Systems instructor, Reading Specialist, Assistant Principal

Participants

Social Studies teachers

Target Dates or Schedule

Monthly/ Quarterly

Evidence of Completion

Schedule of Mini-PLC's and SIM Trainings

G3. To improve Biology EOC scores for all students enrolled in the course.

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 subjects and activities, such as the content/ concept rich subject of Biology.

G3.B1.S1 Mini-Professional Learning Communities (PLC) focused on the study of the progression of the NGSSS to understand the content, test item specifications, and Strategic Instruction Model (test taking and inferencing strategies) related to the Biology EOC.

PD Opportunity 1

Setting up dates and times for various topics related to the strategy

Facilitator

FDLRS instructor, Assistant Principal, & Reading Specialist

Participants

Science teachers

Target Dates or Schedule

Monthly/ Quarterly

Evidence of Completion

Schedule of Mini-PLC's and SIM Trainings

G4. In grades 9-10, students will achieve targets for FCAT 2.0 for Levels 3, 4 or 5 learning gains, and lowest 25% in reading.

G4.B1 Due to their disabilities, many students read below grade level and do not have adequate test taking and inferencing strategies.

G4.B1.S1 Teachers in all disciplines will model test-taking and inferencing strategies within their instruction. Students will be expected to incorporate and apply these strategies when taking a variety of assessments.

PD Opportunity 1

Strategic Instruction Model (SIM) implementation

Facilitator

Florida Diagnostic & Learning Resource Center (FDLRS)

Participants

School-wide

Target Dates or Schedule

During monthly PLC's and newsletters

Evidence of Completion

Data from quarterly progress monitoring