

2013-2014 SCHOOL IMPROVEMENT PLAN

Blind High School (Fsdb)
207 SAN MARCO AVE
St Augustine, FL 32084
904-827-2700

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

Blind High School (FsdB)

Principal

Mary Lou Hofmann

School Advisory Council chair

Scott Trejbal

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

Name	Title
Charlie Crozier	Assistant Principal
Mark Largent	Math Specialist
Elisha Zuaro	Reading Specialist
Stephanie Hardee	Behavior Specialist

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, and focuses on individual needs of that school. In Blind High School the membership consists of Charlie Crozier-Assistant Principal, Amy Riley-Teacher, Margaret Galligan - Teacher, Mark Largent-Math Specialist, Elisha Zuaro-Reading Specialist, Stephanie Hardee-Behavior Specialist, D J Prater-Progress Analyst, Vera Jones-Parent, Gracie Delong-student.

Involvement of the SAC in the development of the SIP

Provide input for plan, provide data for analyst to summarize, give feedback at end of year to consider when developing the next year's plan. State concerns about progress being made, or lack of progress according to the information we have.

Activities of the SAC for the upcoming school year

The SubSAC will meet quarterly to review progress. The SubSAC will then make recommendation based on information that is shared at each quarterly meeting. At the year end meeting suggestions will be made for writing the SIP for the following year.

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:

Mary Lou Hofmann

Principal

Years as Administrator: 12

Years at Current School: 32

Credentials

BA Elementary/Special Education; M. Ed.-Deaf/Blind and Multihandicapped Education; M.Ed.-Educational Leadership Certification: Visually Impaired k-12, Elementary Education k-6, Educational Leadership all grades, ESOL endorsed, Hearing Impaired k-12

Performance Record

Percent of Blind High School students showing an increase in FCAT Reading Developmental Scale Scores:
 2012-2013: 64%
 2011-2012: 62%
 2010-2011: 51%
 2009-2010: 44%
 2008-2009: 50%
 Math FCAT retakes grade 12: Comparison scores for 6 students. Of those six, two showed an increase, one remained the same, three declined in their average developmental Scale Score.
 Algebra 1 EOC scores, percentage of students passing:
 2011-2012
 9th grade-43%
 10th grade-50%
 11th grade-29%
 12th grade-13%
 2012-2013
 9th grade-88%
 10th grade-13%
 11th grade-50%
 12th grade-0%

Charlie Crozier

Asst Principal

Years as Administrator: 31

Years at Current School: 43

Credentials

B.S. in Orientation/Mobility Education, M.S. in Visual Disabilities, M.S. modified in Educational Leadership
 Certification: Visually Impaired k-12, Educational Leadership all grades, ESOL endorsed

Performance Record

Same as statistics above for Principal

Instructional Coaches

of instructional coaches

2

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Elisha Zuaro		
Full-time / School-based	Years as Coach: 12	Years at Current School: 12
Areas	Reading/Literacy	
Credentials	BA in Elementary Education, M.Ed. in Special Education Visually Impaired Certified in Visually Impaired k-12; Elementary Education 1-6; Reading Endorsed, National Board Certification.	
Performance Record	Same as Principal for FCAT reading developmental scale scores.	

Mark Largent		
Full-time / School-based	Years as Coach: 2	Years at Current School: 17
Areas	Mathematics	
Credentials	BA in Secondary Math Education Certified in math 6-12, Visually Impaired k-12	
Performance Record	Same as Principal for EOC scores and 12th grade FCAT math retakes	

Classroom Teachers

# of classroom teachers	21
# receiving effective rating or higher	21, 100%
# Highly Qualified Teachers	100%
# certified in-field	21, 100%
# ESOL endorsed	7, 33%
# reading endorsed	2, 10%
# with advanced degrees	7, 33%
# National Board Certified	2, 10%
# first-year teachers	1, 5%

with 1-5 years of experience

2, 10%

with 6-14 years of experience

11, 52%

with 15 or more years of experience

8, 38%

Education Paraprofessionals

of paraprofessionals

8

Highly Qualified

6, 75%

Other Instructional Personnel

of instructional personnel not captured in the sections above

0

receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

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

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

The Department for the Blind accepts student teachers from Florida State University. We also accept potential professionals from various teacher training programs nationwide and worldwide. The Braille Course is periodically offered on campus at FSDB for those needing this class for certification purposes. The Office of Curriculum and Development offers various workshop and inservice opportunities throughout the school year and during the summer.

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

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. 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. Blind High School has three first year teachers this year, and they have been paired with experienced teachers. Rene Carden is being mentored by Nancy Berger, Sidney Keith is being mentored by Margaret Galligan, and Kelly Christoe is being mentored by Linda Tayler.

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

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

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

The school based MTSS Leadership Team meets quarterly to review progress monitoring data, identify professional development and resources, and facilitate a school-wide understanding of the Rfl process. Additionally, the school-based MTSS Leadership Team is available on an on-going basis to offer instructional support and process implementation as classroom teachers become aware of students in need of intervention.

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

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

Reading, Math and Behavior Specialists- Facilitate and support data collection activities; assist in data analysis, provide professional development and technical assistance to teachers regarding data-driven instructional planning and behavior modification; and support the implementation of Tier1, Tier 2 and Tier 3 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. That system will be 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. That system will be Skyward.

IEP progress monitoring is located, tracked and monitored in the PEER system

Teachers maintain a record of interventions for Tier 2 students

For Tier 3 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 then 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: 7,200

A Music Enrichment program is offered two evenings a week a minimum of 120 minutes per night, for 30 weeks.

Strategy Purpose(s)

- Enrichment activities that contribute to a well-rounded education

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

Informal records are kept of practice and performances.

Who is responsible for monitoring implementation of this strategy?

Teacher in charge of the Music Enrichment Program.

Strategy: Before or After School Program

Minutes added to school year: 7,200

Students can get homework help and tutoring two nights per week at walk in library, and/or individual or small group tutoring before and after school.

Strategy Purpose(s)

- Instruction in core academic subjects

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

Recommendations based on performance in class and results of standardized testing.

Who is responsible for monitoring implementation of this strategy?

There is one person designated as the campus wide tutoring coordinator.

Literacy Leadership Team (LLT)

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

Name	Title
Elisha Zuaro	Reading Specialist
Rene Carden	Remedial Reading Teacher
Melissa Fonda	Language Arts Teacher
Kelly Christoe	Language Arts Teacher
Linda Tayler	Language Arts Teacher
Charlie Crozier	Assistant Principal

How the school-based LLT functions

The committee meets monthly to review test data and discuss strategies for improving performance.

Major initiatives of the LLT

To improve FCAT reading scores by identifying the content areas that show weaknesses and targeting those areas during instruction. Require teachers in all subject areas to incorporate reading into their curriculum on a regular basis.

Every Teacher Contributes to Reading Instruction

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

Teachers in all subject areas are required to incorporate reading into their instructional activities, for all students on a regular basis.

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

We are a small school with only one science teacher, one social studies teacher, three math and three language arts teachers. This makes communicating on a regular basis a fairly easy, on-going activity. They can discuss their instructional content with each other and integrate their curriculum with a fair amount of ease. They teach lessons together on a frequent basis. Sometimes, math or language arts classes will combine for group lessons and peer tutoring.

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

Students meet regularly with their school counselor. 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 Deaf classes are also open to students in the Blind Department; and we have students enroll in classes at St. Augustine High School and First Coast Technical College. Several students have taken on-line course through Florida Virtual School and the Hadley School for the Blind.

Strategies for improving student readiness for the public postsecondary level

FCAT test data is reviewed annually to identify areas of weakness. These areas are then discussed and addressed during the next school year. The strategies target preparation for post-secondary education. There are also on-going in-service activities throughout the school year for staff as new information about student achievement is obtained. Student achievement is discussed at staff meetings. All test data is immediately shared with staff and ideas for improvement are solicited and then shared with others.

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	56%	34%	No	60%
American Indian				
Asian				
Black/African American				
Hispanic				
White	49%	39%	No	54%
English language learners				
Students with disabilities	49%	34%	No	54%
Economically disadvantaged	53%	34%	No	58%

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>	30%
Students scoring at or above Achievement Level 4		<i>[data excluded for privacy reasons]</i>	25%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6		<i>[data excluded for privacy reasons]</i>	25%
Students scoring at or above Level 7		<i>[data excluded for privacy reasons]</i>	50%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	14	45%	50%
Students in lowest 25% making learning gains (FCAT 2.0)		<i>[data excluded for privacy reasons]</i>	75%

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.		[data excluded for privacy reasons]	25%

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		[data excluded for privacy reasons]	15%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4		[data excluded for privacy reasons]	50%

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	62%	53%	No	66%
American Indian				
Asian				
Black/African American				
Hispanic				
White	56%	54%	No	60%
English language learners				
Students with disabilities	53%	53%	Yes	58%
Economically disadvantaged	64%	53%	No	68%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6		[data excluded for privacy reasons]	25%
Students scoring at or above Level 7		[data excluded for privacy reasons]	50%

Learning Gains

	2012 Actual #	2012 Actual %	2014 Target %
Students making learning gains (EOC and FAA)	[data excluded for privacy reasons]		75%
Students in lowest 25% making learning gains (EOC)	[data excluded for privacy reasons]		100%

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.	[data excluded for privacy reasons]		25%

Algebra I End-of-Course (EOC) Assessment

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

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	[data excluded for privacy reasons]		75%
Students scoring at or above Achievement Level 4	[data excluded for privacy reasons]		25%

Area 4: Science

High School Science

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	[data excluded for privacy reasons]		25%
Students scoring at or above Level 7	[data excluded for privacy reasons]		75%

Biology I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	[data excluded for privacy reasons]		40%
Students scoring at or above Achievement Level 4	[data excluded for privacy reasons]		10%

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)	15		25
Participation in STEM-related experiences provided for students	25	25%	35%

High Schools

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more <i>accelerated</i> STEM-related courses	0	0%	0%
Completion rate (%) for students enrolled in <i>accelerated</i> STEM-related courses		0%	0%
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	66	67%	70%
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses	0	0%	5%
Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses		0%	5%
Students taking CTE industry certification exams	8	8%	10%
Passing rate (%) for students who take CTE industry certification exams		100%	100%
CTE program concentrators	0	0%	10%
CTE teachers holding appropriate industry certifications	1	17%	20%

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	10%	5%
Students in ninth grade with one or more absences within the first 20 days	3	12%	10%
Students in ninth grade who fail two or more courses in any subject	2	8%	5%
Students with grade point average less than 2.0	3	12%	10%
Students who fail to progress on-time to tenth grade	1	4%	0%
Students who receive two or more behavior referrals	2	2%	0%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	0	0%	0%

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)	17	49%	55%
Academically at-risk students graduating in 4 years, as defined in Rule 6A-1.09981, F.A.C.	7	41%	45%
Students graduating in 5 years, using criteria defined at 34 C.F.R. § 200.19(b)	5	56%	60%

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

Because of the fact that FSDB is a boarding school available to qualifying students from all 67 school districts, it is difficult to have parents involved 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.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Parental Involvement in IEP	75	75%	80%

Goals Summary

- G1.** Students will improve their writing scores on FCAT writes, and on general writing exercises in daily classes
- G2.** Students will attend school on a regular basis and only be absent from school according to attendance regulations and guidelines specified in the student handbook.
- G3.** Students will show improvement in the area of Reading Application.
- G4.** There will be no out of school suspensions for the 2013-2014 school year.
- G5.** Parents will participate in their child's IEP on an annual basis.
- G6.** Students who take the Geometry EOC will pass at a rate of 75%
- G7.** Students will improve their scores on the Algebra 1 EOC exam
- G8.** Blind High School has less than 15 ELL students and is not required to have goals.
- G9.** Students who take the FAA will show improvement in their math scores
- G10.** Students will improve their scores on the Biology EOC exam
- G11.** Students who take the FAA will show improvement in the area of reading.
- G12.** Each High School student will meet with their School Counselor a minimum of once each semester to discuss their progress toward career goals
- G13.** Eligible students will participate in Successmaker and/or Achieve 3000 as a progress monitoring tool throughout the school year.
- G14.** High School students will take at least two career experience classes before graduation to explore vocational options and build basic work skills
- G15.** Students in standard diploma math and science classes will participate in at least one STEM project during the 2013-2014 school year.

Goals Detail

G1. Students will improve their writing scores on FCAT writes, and on general writing exercises in daily classes

Targets Supported

- Writing

Resources Available to Support the Goal

- Students will be required to do more writing activities on a regular basis in all classes, both academic and non academic. Creative Writing, Journalism and Writing classes will be offered as electives.

Targeted Barriers to Achieving the Goal

- Because 100% of the students are ESE and identified as Visually Impaired, specific strategies have to be used by the teachers to develop good writing skills.

Plan to Monitor Progress Toward the Goal

Results of FCAT writes for 10th graders

Person or Persons Responsible

Assistant Principal and Progress Analyst

Target Dates or Schedule:

On going

Evidence of Completion:

FCAT test scores

G2. Students will attend school on a regular basis and only be absent from school according to attendance regulations and guidelines specified in the student handbook.

Targets Supported

- Additional Targets

Resources Available to Support the Goal

- Make sure that parents and students understand the importance of being in class on a regular basis and how regular school attendance leads to good work attendance in the future.

Targeted Barriers to Achieving the Goal

- Some students are not motivated to come to school on a regular basis, and some parents may not do their part in making sure their children attend school.

Plan to Monitor Progress Toward the Goal

Attendance for the year will be monitored prior to IEP meeting each year.

Person or Persons Responsible

Assistant Principal

Target Dates or Schedule:

On going

Evidence of Completion:

Attendance will be discussed at IEP, if it is a problem, and documented in IEP notes.

G3. Students will show improvement in the area of Reading Application.

Targets Supported

Resources Available to Support the Goal

- Remedial reading classes, language arts classes, after school tutoring, walk in homework help.

Targeted Barriers to Achieving the Goal

- 100% of the population in Blind High School is made up of ESE students who are identified as Visually Impaired. Due to that factor, those students must use large print, Braille and mechanical or electronic enlargement of materials. This can make accessing the curriculum, especially standardized testing difficult due to the many visual references, charts, graphs, etc. Newly blinded students and students with tactile sensitivity problems may not have the skills to read at the appropriate level in order to pass the reading portion of the FCAT.

Plan to Monitor Progress Toward the Goal

Results of FCAT will be reviewed and analyzed

Person or Persons Responsible

Assistant Principal and Progress Analyst

Target Dates or Schedule:

On going

Evidence of Completion:

FCAT scores

G4. There will be no out of school suspensions for the 2013-2014 school year.

Targets Supported

- Additional Targets

Resources Available to Support the Goal

- Positive Behavior Support program will be used in school to encourage good behavior and discourage inappropriate behavior.

Targeted Barriers to Achieving the Goal

- The only barriers would be lack of cooperation on the part of staff and students.

Plan to Monitor Progress Toward the Goal

Data for the year will be reviewed and discussed

Person or Persons Responsible

AP and PBS committee

Target Dates or Schedule:

End of school year

Evidence of Completion:

Records of attendance and PBS recognition.

G5. Parents will participate in their child's IEP on an annual basis.

Targets Supported

- Parental Involvement

Resources Available to Support the Goal

- Staying in contact with parents throughout the school year and making them feel valued

Targeted Barriers to Achieving the Goal

- The biggest barrier is the distance that some parents live from FSDB and the fact that many of them work.

Plan to Monitor Progress Toward the Goal

Record keeping for parent participation

Person or Persons Responsible

AP

Target Dates or Schedule:

On going

Evidence of Completion:

Records that can be reviewed to determine amount of participation by parents.

G6. Students who take the Geometry EOC will pass at a rate of 75%

Targets Supported

- Geometry EOC

Resources Available to Support the Goal

- Use of informal geometry classes prior to taking geometry, after school tutoring, night time walk-in homework help.

Targeted Barriers to Achieving the Goal

- All students at FSDB are ESE students and all students in Blind High School are visually impaired. Because of their visual impairment, they have a hard time visually understanding and interpreting graphs, charts and illustrations which are very visual and very crucial to success in the course.

Plan to Monitor Progress Toward the Goal

Scores will be charted and studied on a year to year basis

Person or Persons Responsible

Assistant Principal and Progress Analyst

Target Dates or Schedule:

On going

Evidence of Completion:

Increasing or maintaining EOC scores for geometry

G7. Students will improve their scores on the Algebra 1 EOC exam

Targets Supported

- Algebra 1 EOC

Resources Available to Support the Goal

- Intensive math classes, after school tutoring, walk in homework help.

Targeted Barriers to Achieving the Goal

- 100% of the students at FSDB are ESE and those in Blind High School are visually impaired. Visually impaired students have a problem with visually using charts and graphs as well as Algebraic signs and equations. Math Braille codes are difficult to learn and having the problem set up and formatted correctly in Braille is not an easy task.

Plan to Monitor Progress Toward the Goal

Scores will be monitored and compared to previous ones

Person or Persons Responsible

Assistant Principal and Progress Analyst

Target Dates or Schedule:

After EOC scores are released by testing company

Evidence of Completion:

Successfully passing the Algebra 1 EOC

Plan to Monitor Progress Toward the Goal

Person or Persons Responsible

Target Dates or Schedule:

Evidence of Completion:

G9. Students who take the FAA will show improvement in their math scores

Targets Supported

- Math (High School FAA)

Resources Available to Support the Goal

- Every student will take math each year for four years in high school. They will have access to tutoring and homework help also.

Targeted Barriers to Achieving the Goal

- All students at FSDB are ESE students who meet the criteria for visually impaired. Because of the visual impairment and the additional exceptionality (ies), understanding math and math concepts is difficult. Lack of good visual acuity hinders the development of these necessary math skills.

Plan to Monitor Progress Toward the Goal

Scores will be compared on a year to year basis

Person or Persons Responsible

Assistant Principal and Progress Analyst

Target Dates or Schedule:

On-going

Evidence of Completion:

Scores on the FAA from one year to the next

G10. Students will improve their scores on the Biology EOC exam

Targets Supported

- Science - Biology 1 EOC

Resources Available to Support the Goal

- Students can take advantage of after school tutoring and evening walk-in homework help.

Targeted Barriers to Achieving the Goal

- All students who attend FSDB are ESE students who have been identified as visually impaired. Because of their visual impairments, students have a harder time learning than their sighted peers do. They have to compensate their learning styles in different ways.

Plan to Monitor Progress Toward the Goal

Assistant Principal will study data supplied by Progress Monitor and determine course of action based on results

Person or Persons Responsible

Assistant Principal and Progress Analyst

Target Dates or Schedule:

On going

Evidence of Completion:

Compilation of scores over several years time.

G11. Students who take the FAA will show improvement in the area of reading.

Targets Supported

Resources Available to Support the Goal

- Teachers who have these students in class will work toward improving students' skills in the area of reading by implementing an integrated curriculum, addressing reading skills in all classes

Targeted Barriers to Achieving the Goal

- All students at FSDB are ESE students who are identified as Visually Impaired. Because of their visual impairment, they must use large print, Braille and mechanical or electronic enlargement of print materials. This can make accessing the curriculum more challenging than for non-visually impaired students. Newly blinded students and those with tactile sensitivity issues may have additional problems accessing the curriculum.

Plan to Monitor Progress Toward the Goal

IEP monitor will indicate progress toward achieving IEP goals

Person or Persons Responsible

Assistant Principal and IEP monitor

Target Dates or Schedule:

Quarterly with progress reports

Evidence of Completion:

Standardized testing and teacher designed assessments.

G12. Each High School student will meet with their School Counselor a minimum of once each semester to discuss their progress toward career goals

Targets Supported

- Additional Targets

Resources Available to Support the Goal

- Certified School Counselor

Targeted Barriers to Achieving the Goal

- The only barrier would be the student's unwillingness to cooperate or refuse to attend the meeting

Plan to Monitor Progress Toward the Goal

Students will be encouraged to stay in touch with the school and keep us up to date on their progress toward their goal

Person or Persons Responsible

Assistant Principal/Guidance Counselor

Target Dates or Schedule:

On going

Evidence of Completion:

Confirmation that student has been employed in their chosen field.

G13. Eligible students will participate in Successmaker and/or Achieve 3000 as a progress monitoring tool throughout the school year.

Targets Supported

- Additional Targets

Resources Available to Support the Goal

- Successmaker and Achieve 3000 on line

Targeted Barriers to Achieving the Goal

- Probably the only barrier is technology issues which inhibit or make it difficult to access the web site at times. For those students who use a screen reader, use is impossible. Other times, connectivity is an issue.
- Accessibility

Plan to Monitor Progress Toward the Goal

Statistics for the year will be analyzed and reviewed

Person or Persons Responsible

Assistant Principal and Progress Analyst

Target Dates or Schedule:

End of year

Evidence of Completion:

Documentation by Progress Analyst and date generated

G14. High School students will take at least two career experience classes before graduation to explore vocational options and build basic work skills

Targets Supported

- CTE

Resources Available to Support the Goal

- Vocational classes that are offered within the Department for the Blind, Work experience on campus, vocational opportunities at First Coast Technical Center

Targeted Barriers to Achieving the Goal

- Some opportunities may be limited if a student's visual impairment might hinder his/her ability to perform minimum job requirements.

Plan to Monitor Progress Toward the Goal

Review report card, grades, teacher comments

Person or Persons Responsible

Assistant Principal and work study coordinator

Target Dates or Schedule:

At end of each grading period

Evidence of Completion:

Report cards

G15. Students in standard diploma math and science classes will participate in at least one STEM project during the 2013-2014 school year.

Targets Supported

- STEM - High School

Resources Available to Support the Goal

- Science and Math teachers will plan these activities collaboratively

Targeted Barriers to Achieving the Goal

- Students with severe visual impairments will need modifications in order to benefit from the project

Plan to Monitor Progress Toward the Goal

Meet with teachers to document completion

Person or Persons Responsible

Assistant Principal

Target Dates or Schedule:

End of each semester

Evidence of Completion:

Written notes and observations

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

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

Reading of lesson plans, classroom walkthroughs

Person or Persons Responsible

Assistant Principal

Target Dates or Schedule

On going

Evidence of Completion

Notes kept by AP, record of walkthrough

Plan to Monitor Effectiveness of G1.B1.S1

Portfolios will be reviewed to document progress

Person or Persons Responsible

Classroom teachers

Target Dates or Schedule

on going

Evidence of Completion

Portfolios

G2. Students will attend school on a regular basis and only be absent from school according to attendance regulations and guidelines specified in the student handbook.

G2.B1 Some students are not motivated to come to school on a regular basis, and some parents may not do their part in making sure their children attend school.

G2.B1.S1 Instill in students the importance of regular attendance and how that leads to forming good habits when they enter the world of work. They also need to understand that poor attendance can adversely effect their grades.

Action Step 1

Send out reminders about attendance

Person or Persons Responsible

Make parents and students aware of attendance policies up front

Target Dates or Schedule

Beginning of school year

Evidence of Completion

Letters mailed to all parents and students

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

Monitor attendance on a monthly basis

Person or Persons Responsible

Assistant Principal, Administrative Assistant, and School Counselor

Target Dates or Schedule

On going

Evidence of Completion

Attendance records in Skyward

Plan to Monitor Effectiveness of G2.B1.S1

Progress reports will be monitored to determine what effect absences have had on grades.

Person or Persons Responsible

AP, Administrative Assistant, School Counselor.

Target Dates or Schedule

On going

Evidence of Completion

Report card attendance records.

G3. Students will show improvement in the area of Reading Application.

G3.B1 100% of the population in Blind High School is made up of ESE students who are identified as Visually Impaired. Due to that factor, those students must use large print, Braille and mechanical or electronic enlargement of materials. This can make accessing the curriculum, especially standardized testing difficult due to the many visual references, charts, graphs, etc. Newly blinded students and students with tactile sensitivity problems may not have the skills to read at the appropriate level in order to pass the reading portion of the FCAT.

G3.B1.S1 All teachers will work toward improving students' skills in the area of reading application through implementation of an integrated curriculum.

Action Step 1

Ongoing instruction in remedial reading classes and across the curriculum

Person or Persons Responsible

Classroom teachers and remedial reading teacher

Target Dates or Schedule

From beginning to end of school year

Evidence of Completion

Increased scores on vocabulary portion of FCAT reading.

Facilitator:

NEFEC will provide SIM training

Participants:

All staff who teach standard diploma courses.

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

Monitor data analysis

Person or Persons Responsible

Assistant Principal and Progress Analyst

Target Dates or Schedule

Ongoing

Evidence of Completion

Reading lesson plans, walkthrough checklists, FCAT scores.

Plan to Monitor Effectiveness of G3.B1.S1

Lesson plans and test data analysis

Person or Persons Responsible

Assistant Principal and Progress Analyst

Target Dates or Schedule

On going

Evidence of Completion

Documentation that instruction occurred and test results.

G4. There will be no out of school suspensions for the 2013-2014 school year.

G4.B1 The only barriers would be lack of cooperation on the part of staff and students.

G4.B1.S1 Good behavior will be encouraged; then early intervention will be used if problems do occur.

Action Step 1

Behavior will be tracked on a regular basis and referrals will be made through skyward to MTSS

Person or Persons Responsible

PBS committee, Assistant Principal, MTSS

Target Dates or Schedule

On going

Evidence of Completion

Documentation in Skyward and PBS records.

Facilitator:

Campus wide PBS coordinator

Participants:

All staff in Blind High School

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

PBS weekly awards handled through AP's office. Behavior records tracked by AP

Person or Persons Responsible

Assistant Principal

Target Dates or Schedule

On going

Evidence of Completion

Summaries of behavior interventions and positive behavior reports compiled on a quarterly basis.

Plan to Monitor Effectiveness of G4.B1.S1

Behavior reports and interventions will be discussed at weekly team meetings

Person or Persons Responsible

AP and MTSS team

Target Dates or Schedule

On going

Evidence of Completion

Note from MTSS meetings.

G5. Parents will participate in their child's IEP on an annual basis.

G5.B1 The biggest barrier is the distance that some parents live from FSDb and the fact that many of them work.

G5.B1.S1 Notify the parent well ahead of time, give them some choices on dates and times, offer phone conference if attendance is absolutely impossible.

Action Step 1

Work with parents to schedule mutually agreeable dates and times

Person or Persons Responsible

Administrative Assistant

Target Dates or Schedule

On going

Evidence of Completion

IEP schedule

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

Monitoring IEP schedule

Person or Persons Responsible

AP and IEP team

Target Dates or Schedule

On going

Evidence of Completion

IEP notice with Parent's intent to attend or participate

Plan to Monitor Effectiveness of G5.B1.S1

A summary of participation by parents will be generated

Person or Persons Responsible

AP and Administrative Assistant

Target Dates or Schedule

End of year

Evidence of Completion

IEP meeting participant pages

G6. Students who take the Geometry EOC will pass at a rate of 75%

G6.B1 All students at FSDB are ESE students and all students in Blind High School are visually impaired. Because of their visual impairment, they have a hard time visually understanding and interpreting graphs, charts and illustrations which are very visual and very crucial to success in the course.

G6.B1.S1 Visually impaired students use tactile figures to supplement visual presentation of material being studied. Those who have partial vision may use mechanical or electronic enlargement to study the material.

Action Step 1

Provide supplementary tactile equipment as needed

Person or Persons Responsible

Math teachers

Target Dates or Schedule

Daily during classes

Evidence of Completion

Increased understanding by the students, evidenced by increased achievement on assessments.

Facilitator:

NEFEC will provide SIM training for teachers

Participants:

All math teachers

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

Reading lesson plans and doing classroom walkthroughs. Studying assessment results and comparing scores pre and post instruction

Person or Persons Responsible

Assistant Principal

Target Dates or Schedule

On going

Evidence of Completion

Successful achievement on standardized and teacher made testing.

Plan to Monitor Effectiveness of G6.B1.S1

Comparing and analyzing results of standardized tests

Person or Persons Responsible

Assistant Principal and Progress Analyst

Target Dates or Schedule

On going

Evidence of Completion

Success on the Geometry EOC by students in Blind High School.

G7. Students will improve their scores on the Algebra 1 EOC exam

G7.B1 100% of the students at FSDB are ESE and those in Blind High School are visually impaired. Visually impaired students have a problem with visually using charts and graphs as well as Algebraic signs and equations. Math Braille codes are difficult to learn and having the problem set up and formatted correctly in Braille is not an easy task.

G7.B1.S1 Use of tactile graphs and charts as well as using all technological assistance that is available.

Action Step 1

Teach students to more efficiently use their vision and then access the needed information for the task at hand.

Person or Persons Responsible

Math teachers

Target Dates or Schedule

Daily in class, when tutoring after school and when giving assistance in walk in homework help.

Evidence of Completion

Success on teacher made and standardized testing

Facilitator:

NEFEC will provide SIM training for staff

Participants:

All math teachers

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

Monitor scores on standardized tests as they become available.

Person or Persons Responsible

Assistant Principal and Progress Analyst

Target Dates or Schedule

On going

Evidence of Completion

Success on the Algebra 1 EOC

Plan to Monitor Effectiveness of G7.B1.S1

Portfolios will be kept and reviewed on a regular basis to make sure progress is being made.

Person or Persons Responsible

Math teachers

Target Dates or Schedule

On going

Evidence of Completion

Success on Algebra 1 EOC

G9. Students who take the FAA will show improvement in their math scores

G9.B1 All students at FSDB are ESE students who meet the criteria for visually impaired. Because of the visual impairment and the additional exceptionality (ies), understanding math and math concepts is difficult. Lack of good visual acuity hinders the development of these necessary math skills.

G9.B1.S1 Students will be presented with tactile materials to reinforce or help understanding of the concept being presented. Mechanical and electronic magnification devices may also be used to assist those visually impaired student who can see well enough to benefit from that kind of instruction

Action Step 1

Continued presentation of math and math concepts across the curriculum

Person or Persons Responsible

Classroom teachers

Target Dates or Schedule

On going in classes

Evidence of Completion

Better achievement on teacher made and standardized testing.

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

Keep track of, compare and study data regarding testing in this area

Person or Persons Responsible

Assistant Principal and Progress Analyst

Target Dates or Schedule

On going

Evidence of Completion

On going evaluation of test scores and achievement in class

Plan to Monitor Effectiveness of G9.B1.S1

Teachers will monitor and reevaluate progress on an on-going basis, making adjustments as necessary.

Person or Persons Responsible

Classroom teachers

Target Dates or Schedule

On going

Evidence of Completion

Increase in test scores on teacher made tests and standardized tests.

G10. Students will improve their scores on the Biology EOC exam

G10.B1 All students who attend FSDB are ESE students who have been identified as visually impaired. Because of their visual impairments, students have a harder time learning than their sighted peers do. They have to compensate their learning styles in different ways.

G10.B1.S1 Students will learn to use their residual vision to the best of their ability. They can use tactual models to supplement their instruction. Students can learn to use both electronic and mechanical means to enlarge materials, and make it easier to understand material being studied; such as pictures, charts, diagrams, etc.

Action Step 1

Teacher will prep students for the exam by teaching all the needed benchmarkds

Person or Persons Responsible

Science teacher

Target Dates or Schedule

On going

Evidence of Completion

Success on the EOC

Facilitator:

NEFEC will provide SIM training for staff

Participants:

Science teacher

Plan to Monitor Fidelity of Implementation of G10.B1.S1

Reading lesson plans, doing classroom walk-throughs

Person or Persons Responsible

Assistant Principal

Target Dates or Schedule

On going

Evidence of Completion

Notes from walk-throughs, documentation of lesson plans

Plan to Monitor Effectiveness of G10.B1.S1

Scores will be monitored from year to year

Person or Persons Responsible

Teacher, Assistant Principal, Progress Analyst

Target Dates or Schedule

On going

Evidence of Completion

Collection of data over several years' time

G11. Students who take the FAA will show improvement in the area of reading.

G11.B1 All students at FSDB are ESE students who are identified as Visually Impaired. Because of their visual impairment, they must use large print, Braille and mechanical or electronic enlargement of print materials. This can make accessing the curriculum more challenging than for non-visually impaired students. Newly blinded students and those with tactile sensitivity issues may have additional problems accessing the curriculum.

G11.B1.S1 All teachers will work toward improving students' use of technology to overcome the obstacles presented by their visual impairment.

Action Step 1

Use of technology and development of reading skills.

Person or Persons Responsible

Classroom teachers

Target Dates or Schedule

Daily in classes, beginning immediately

Evidence of Completion

Demonstration of good skills in class and improved achievement on teacher designed and standardized tests

Plan to Monitor Fidelity of Implementation of G11.B1.S1

Lesson plans, walkthroughs and data analysis

Person or Persons Responsible

Assistant Principal and Progress Analyst

Target Dates or Schedule

On going

Evidence of Completion

Walkthrough documentation and FAA test results.

Plan to Monitor Effectiveness of G11.B1.S1

On going monitoring and realignment of instructional strategies.

Person or Persons Responsible

Assistant Principal and classroom teachers

Target Dates or Schedule

On going

Evidence of Completion

FAA test result

G12. Each High School student will meet with their School Counselor a minimum of once each semester to discuss their progress toward career goals

G12.B1 The only barrier would be the student's unwillingness to cooperate or refuse to attend the meeting

G12.B1.S1 Students need to understand that the School Counselor is there to assist them and guide them in attaining their goal, not to decide for them what they should do with their lives.

Action Step 1

Individual meetings twice annually with each high school students. This would not include pre-IEP meetings.

Person or Persons Responsible

Certified School Counselor

Target Dates or Schedule

On Going

Evidence of Completion

School counselor will schedule and keep track of meetings.

Plan to Monitor Fidelity of Implementation of G12.B1.S1

Assistant Principal will communicate with School Counselor to ensure this is being done.

Person or Persons Responsible

Assistant Principal

Target Dates or Schedule

On going

Evidence of Completion

School Counselor will provide record of meetings. Students will leave High School with a better sense of direction as far as their post high school education or training goes.

Plan to Monitor Effectiveness of G12.B1.S1

Students will be tracked 5 years out of high school to see how many are actually working in their chosen field from high school

Person or Persons Responsible

Assistant Principal/School Counselor

Target Dates or Schedule

On Going

Evidence of Completion

Records kept by School Counselor

G13. Eligible students will participate in Successmaker and/or Achieve 3000 as a progress monitoring tool throughout the school year.

G13.B1 Probably the only barrier is technology issues which inhibit or make it difficult to access the web site at times. For those students who use a screen reader, use is impossible. Other times, connectivity is an issue.

G13.B1.S1 Continue to try to identify programs that will allow accessibility, and work on our networking problem with the IT staff

Action Step 1

Continue to improve accessibility for students

Person or Persons Responsible

Assistant Principal, Technology Specialist, IT staff

Target Dates or Schedule

On going

Evidence of Completion

Documented proof of students logging in to the appropriate web sites

Plan to Monitor Fidelity of Implementation of G13.B1.S1

Log in and use will be reviewed monthly

Person or Persons Responsible

Principal, Assistant Principal

Target Dates or Schedule

On going

Evidence of Completion

Logs showing that students did in fact log in and work

Plan to Monitor Effectiveness of G13.B1.S1

Results will be reviewed on a regular basis and compared at least each quarter

Person or Persons Responsible

Assistant Principal and Progress Analyst

Target Dates or Schedule

On going

Evidence of Completion

Documentation by Progress Analyst

G14. High School students will take at least two career experience classes before graduation to explore vocational options and build basic work skills

G14.B1 Some opportunities may be limited if a student's visual impairment might hinder his/her ability to perform minimum job requirements.

G14.B1.S1 Identify alternate placements for those who's visual impairments are so severe that they limit participation in certain areas

Action Step 1

Explore all opportunities for students placement

Person or Persons Responsible

Assistant Principal and Work Study coordinator

Target Dates or Schedule

Beginning of school year

Evidence of Completion

Progress reports and final grades

Plan to Monitor Fidelity of Implementation of G14.B1.S1

Meetings and communication with teachers/work supervisors

Person or Persons Responsible

Work study coordinator and IEP monitors

Target Dates or Schedule

Work study coordinator will meet weekly with students. IEP monitor will report every 4 1/2 weeks

Evidence of Completion

Comments on midterm reports and IEP progress reports

Plan to Monitor Effectiveness of G14.B1.S1

Communicate with work study coordinator and teachers

Person or Persons Responsible

Assistant Principal

Target Dates or Schedule

On going

Evidence of Completion

Documented interactions.

G15. Students in standard diploma math and science classes will participate in at least one STEM project during the 2013-2014 school year.

G15.B1 Students with severe visual impairments will need modifications in order to benefit from the project

G15.B1.S1 Math and Science Teachers will plan activities for each class, for each semester

Action Step 1

Plan and carry out at least one STEM project

Person or Persons Responsible

Math and Science teachers

Target Dates or Schedule

During first and second semester

Evidence of Completion

Documented in lesson plans

Plan to Monitor Fidelity of Implementation of G15.B1.S1

Monitor lesson plans, observe activity

Person or Persons Responsible

Assistant Principal

Target Dates or Schedule

On going

Evidence of Completion

Documentation in lesson plans, documented by AP

Plan to Monitor Effectiveness of G15.B1.S1

Classes will have discussions about the project and draw conclusions

Person or Persons Responsible

Science and Math teachers

Target Dates or Schedule

After completion of project

Evidence of Completion

Results of meeting documented by teachers

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 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.

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.

G3. Students will show improvement in the area of Reading Application.

G3.B1 100% of the population in Blind High School is made up of ESE students who are identified as Visually Impaired. Due to that factor, those students must use large print, Braille and mechanical or electronic enlargement of materials. This can make accessing the curriculum, especially standardized testing difficult due to the many visual references, charts, graphs, etc. Newly blinded students and students with tactile sensitivity problems may not have the skills to read at the appropriate level in order to pass the reading portion of the FCAT.

G3.B1.S1 All teachers will work toward improving students' skills in the area of reading application through implementation of an integrated curriculum.

PD Opportunity 1

Ongoing instruction in remedial reading classes and across the curriculum

Facilitator

NEFEC will provide SIM training

Participants

All staff who teach standard diploma courses.

Target Dates or Schedule

From beginning to end of school year

Evidence of Completion

Increased scores on vocabulary portion of FCAT reading.

G4. There will be no out of school suspensions for the 2013-2014 school year.

G4.B1 The only barriers would be lack of cooperation on the part of staff and students.

G4.B1.S1 Good behavior will be encouraged; then early intervention will be used if problems do occur.

PD Opportunity 1

Behavior will be tracked on a regular basis and referrals will be made through skyward to MTSS

Facilitator

Campus wide PBS coordinator

Participants

All staff in Blind High School

Target Dates or Schedule

On going

Evidence of Completion

Documentation in Skyward and PBS records.

G6. Students who take the Geometry EOC will pass at a rate of 75%

G6.B1 All students at FSDB are ESE students and all students in Blind High School are visually impaired. Because of their visual impairment, they have a hard time visually understanding and interpreting graphs, charts and illustrations which are very visual and very crucial to success in the course.

G6.B1.S1 Visually impaired students use tactile figures to supplement visual presentation of material being studied. Those who have partial vision may use mechanical or electronic enlargement to study the material.

PD Opportunity 1

Provide supplementary tactile equipment as needed

Facilitator

NEFEC will provide SIM training for teachers

Participants

All math teachers

Target Dates or Schedule

Daily during classes

Evidence of Completion

Increased understanding by the students, evidenced by increased achievement on assessments.

G7. Students will improve their scores on the Algebra 1 EOC exam

G7.B1 100% of the students at FSDB are ESE and those in Blind High School are visually impaired. Visually impaired students have a problem with visually using charts and graphs as well as Algebraic signs and equations. Math Braille codes are difficult to learn and having the problem set up and formatted correctly in Braille is not an easy task.

G7.B1.S1 Use of tactile graphs and charts as well as using all technological assistance that is available.

PD Opportunity 1

Teach students to more efficiently use their vision and then access the needed information for the task at hand.

Facilitator

NEFEC will provide SIM training for staff

Participants

All math teachers

Target Dates or Schedule

Daily in class, when tutoring after school and when giving assistance in walk in homework help.

Evidence of Completion

Success on teacher made and standardized testing

G10. Students will improve their scores on the Biology EOC exam

G10.B1 All students who attend FSDB are ESE students who have been identified as visually impaired. Because of their visual impairments, students have a harder time learning than their sighted peers do. They have to compensate their learning styles in different ways.

G10.B1.S1 Students will learn to use their residual vision to the best of their ability. They can use tactual models to supplement their instruction. Students can learn to use both electronic and mechanical means to enlarge materials, and make it easier to understand material being studied; such as pictures, charts, diagrams, etc.

PD Opportunity 1

Teacher will prep students for the exam by teaching all the needed benchmarkds

Facilitator

NEFEC will provide SIM training for staff

Participants

Science teacher

Target Dates or Schedule

On going

Evidence of Completion

Success on the EOC