

Florida School for the Deaf & the Blind

# Blind High School (Fsdb)



**2018-19 Schoolwide Improvement Plan**

## Blind High School (Fsdb)

207 SAN MARCO AVE, St Augustine, FL 32084

[ no web address on file ]

### School Demographics

School Type and Grades Served (per MSID File)	2017-18 Title I School	2017-18 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 9-12	No	88%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
Special Education	No	51%

### School Grades History

Year

Grade

### School Board Approval

This plan was approved by the FSDB County School Board on 10/26/2018.

### SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

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## Purpose and Outline of the SIP

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

### Part I: Current School Status

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

### Part II: Needs Assessment

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

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

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

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

### Appendices

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

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

## Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

### DA Regions

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

### DA Categories

At the start of each academic year, traditional schools are classified for DA support in two categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

### DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- **Implementing** - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

### 2018-19 DA Category and Statuses for Blind High School (Fsdb)

DA Region and RED	DA Category and Turnaround Status
Northeast - <a href="#">Cassandra Brusca</a>	Not In DA - N/A

## I. Part I: Current School Status

### A. Supportive Environment

#### 1. School Mission and Vision

##### a. Provide the school's mission statement.

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

##### b. Provide the school's vision statement.

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

#### 2. School Environment

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

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

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

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

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

Another way that FSDB staff learns about students' cultures/background and current needs is to take time to discuss the student occasionally at the weekly Multi-Tiered Support Systems Meeting. This is a time allowing all professionals working with the student to share information about the student as well as to look at/decide on any interventions and/or supports that would assist the student in meeting his/her goals.

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

Teachers are ESOL Endorsed and an emphasis has been placed on building a bridge or a connection between where a student has been and what they already know to what the student needs to learn. Teachers at FSDB are encouraged to use ESOL Best Teaching Practices and Strategies. Being culturally responsive and building a link between home and school has positively impacted the school's climate and learning environment.

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

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

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

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

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

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

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

The PBS program at FSDB:

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

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

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

Another tool in our kit to promote the school and boarding area's Positive Behavior Support Program has been incorporating the Love and Logic philosophy into our environments. We are finding it important to build relationships and positive rapport with students. Being empathetic, setting limits, giving choices and neutralizing anger are all a part of the Love and Logic philosophy Boarding staff have all been trained in this approach and staff in the academic departments have been offered training in Love and Logic.

FSDB has found that the PBS Program and Philosophy encourages students to feel safe, respected and nurtured before, during and after school which positively impacts the learning environment.

Additionally, student safety is supported through prevention education on the topic of Bullying/ Harassment Awareness (grade k through Continuing Education) and on Teen Dating Violence and Abuse Awareness (grade 7 through Continuing Education). Staff training on these topics also occurs annually across campus. Students learn about the definition of these topics, how to identify them as

well as the school policy and reporting procedures should such an event occur. The students are also taught strategies to prevent and/or respond to these topics.

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

As described in response to the first two questions the Florida School for the Deaf and the Blind utilizes Positive Behavior Support Program and Philosophy with supporting tools and curriculums as its campus/school wide behavioral system. FSDB has found that this Program and Philosophy aids in minimizing distractions and promotes student engagement as well as encourages a positive climate.

Each classroom, school, area such as the cafeteria, the buses, the library, playground, physical education, hallway and dormitory has consistent, clear behavioral expectations. These are to be Cooperative, to be Respectful and to be Responsible. Within each of the classrooms and areas a matrix has been developed, posted and reviewed with the students.

Examples :

Cafeteria:

1. BE RESPONSIBLE

- All students will pick up tray and will wait patiently in line.
- Students will sit appropriately in their seats.
- Students must leave their tables free of trays, food and litter & push their chairs into the table after completing their meals.

2. BE COOPERATIVE

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

3.BE RESPECTFUL

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

Bus/Transportation

1.BE RESPONSIBLE

- Students will sit appropriately on the bus.
- Students will remain in their seats and follow all safety rules.

2.BE COOPERATIVE

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

3.BE RESPECTFUL

- Students will use appropriate language with adults and other students.
- Students will keep hands and feet to themselves.

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

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

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

Each school and classroom emphasizes being cooperative, respectful and responsible to self, peers/staff and community members. Through PBS students are provided the safety and predictability that they need. Staff have learned to be predictable in their interactions with their students in positive

ways, be aware when a student(s) is/are becoming overwhelmed, utilize techniques/strategies taught in Crisis Prevention Intervention training, and give learning opportunities where students can experience success, give praise as a student progresses in his/her learning different skills.

Through Multi-Tiered Support System Meetings students who are having behavioral and/or academic challenges can be identified. Sometimes a student may have behavioral or academic needs beyond those that can be addressed through Tier One Positive Behavior Support Program and Philosophy. These students may require Tier Two Interventions or Tier Three Individual Interventions.

A student who moves on the continuum from Tier One to Tier Two or Three may be provided with such interventions as group counseling, transition and transition adjustment counseling, bullying behavior prevention counseling, recipient of bullying behavior counseling, mentoring from a peer or a staff member, be a participant in the Check-In/Check-Out Procedure, individual counseling, behavior contract or behavior plan. A student can move back and forth, between the tiers depending on the needs of the student.

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

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

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

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

**d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.**

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

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### **3. Early Warning Systems**

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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

Parent phones calls and letters are made regarding excessive absences. Parents are also contacted via Skylert (messenger system) when a student is absent without a phone call or email. The district has restructured its attendance policy to ensure regular follow-up.

When a student is suspended, they will be referred to the MTSS team to work on best practice interventions. If a student is failing a core class, their teacher may report the student to MTSS team for intervention assistance. The school also offers a tutoring program, made through teacher referrals. Students scoring Level 1 on FSA Reading and/or math will also participate in intensive reading and math classes.

#### **b. Provide the following data related to the school's early warning system**

##### **1. The number of students by grade level that exhibit each early warning indicator:**

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	2	5	4	6	17
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	1	1
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	2	3	1	1	7
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	9	10	1	5	25
	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

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

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

Attendance is stressed at meetings with students throughout the year and with correspondence and meetings with parents. It is also discussed at IEP meetings and communicated to parents and students when coming through admissions and entering FSDB. It is published in the student handbook. The school policy requires a letter sent home for 5 unexcused absences, 10 unexcused

absences, and 15 absences excused and unexcused. Students with 10 unexcused absences may have an IEP called to discuss the matter, and students with 15 absences (excused and unexcused) will have an IEP called to discuss the matter.

Programs are in place to recognize positive behavior and hopefully decrease behaviors which may lead to suspension. Counseling is provided for students who exhibit behaviors where frequency could lead to suspension. There is a multi-tiered discipline structure which uses suspension from school as a last resort unless the infraction is so serious that it deserves immediate suspension.

Students who are failing, or in danger of failing ELA and Math classes are put into intensive reading and math classes to help deter failure in the class room. Tutoring is available to students in individual and small group sessions. Walk-in tutoring is made available to students two nights per week for most of the school year. Teachers invite students to come before or after school to receive additional one on one work. Structured study halls have been added to the schedule for students in 2018/2019.

Students who score level 1 scores on state mandated assessments are placed into intensive classes.

## B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

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

**a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?**

No

### **1. PFEP Link**

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

### **2. Description**

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.

- Florida School for the Deaf and the Blind (FSDB) strongly believes that parent involvement is a powerful influence on a child's achievement in school. The Parent Services Department is an integrated component of the school and is staffed with a Parent Liaison for the specific purpose of connecting FSDB families to their school and community resources.
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- Throughout the year FSDB offers capacity building events such as Parent Engagement Workshops, parent classes in American Sign Language (ASL), Braille, and Orientation & Mobility Classes, with travel reimbursement if needed to allow parents to visit the campus often. These events are typically recorded and/or live streamed to allow parents to participate when they are unable to travel to the school.
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- FSDB offers a comprehensive range of opportunities for parents to stay informed on current FSDB events and programs. The school utilizes our home website, teacher webpages, electronic communications, social media pages, school newsletters, mail, and a variety of other formats to ensure that parents are informed about upcoming school events and activities.
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- Annually parents are provided with a Parent-Student Handbook with current and comprehensive information on the Academic and Boarding Programs, Healthcare Services, Transportation, Student Rights, Dining and Nutrition, Athletics, and more. FSDB has a Parent Involvement Policy (OPP 10.26E) in place to ensure that all FSDB departments are working cooperatively to meet our parent involvement goals.

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

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

The Advancement Department retains and acquires relationships with community civic groups and leaders to assure they have current information about FSDB and the importance or private dollars to the overall mission of the school. Additionally, FSDB invites the community to attend events on campus when appropriate so that the community has an opportunity to see the amazing work of the students.

The Communications and Public Relations department at FSDB interacts extensively with specialized educational groups and community stakeholders to ensure awareness about FSDB as a statewide leader in the education of Pre-K and K-12 students who are deaf/hard of hearing or blind/visually impaired. A constant stream of information on student achievements, community training programs, and campus events are shared through the school website, which also has a central events calendar and social media accounts. Open houses, performing arts events, athletic games, graduation ceremonies, and more are live streamed beyond the boundaries of the school campus for greater community engagement. Through these efforts, FSDB is able to procure additional resources to further showcase the achievements of students.

## C. Effective Leadership

### 1. School Leadership Team

#### a. Membership

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

Name	Title
Cosgrove, Justin	Assistant Principal
Salamunovich, James	Other
Ryan, Kathleen	Other
Lombardo, Ted	Psychologist
Haines, Kathy	
Pamer, Laura	Other
	Principal

#### b. Duties

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

Assistant Principal-Provides a common vision for the use of data-driven decision making; ensures that the school-based team is implementing appropriate interventions; conducts assessment of intervention skills of school staff; ensures implementation of intervention support and documentation;

ensures adequate professional development to support implementation; and communicates with parents regarding school-based 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.

The Social worker assists students and families in need as well as a number of other miscellaneous functions.

The guidance counselor provides academic counseling to students and helps prepare them for post secondary education. She also conducts the transition meetings for graduating seniors.

The psychologist provides crisis intervention for student who are having difficulty dealing with day to day concerns, as well as counseling on a scheduled basis.

The educational diagnostician provides interventions as requested by classroom teachers for students who may be struggling in the classroom.

***2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.***

Using the Response to Instruction/Intervention (RtI) approach, students are referred to the MultiTiered System of Supports (MTSS) Team. Students can be referred to the team for issues including, but not limited to, behavior, learning difficulties, social issues, and attention issues. Student data is reviewed and interventions are suggested and implemented. Documentation is provided in the minutes from weekly MTSS Team meeting minutes. The MTSS members include the members of the School Leadership Team, and meetings are held weekly. Detailed minutes, including problem identification and responsibilities of individual MTSS Team members are kept and include followup activities.

Teachers are also integral parts of the MTSS process. When a teacher refers a student to team, they are expected to attend the meeting, bringing their any additional data they may have to present to the team. When plans are set to assist the student, the teacher will be expected to attempt implementation with assistance from the team. This is documented through the weekly team notes.

## **2. School Advisory Council (SAC)**

### **a. Membership**

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Teressa Mackey	Teacher
Margaret Galligan	Teacher
James Crozier	Teacher
Rene' Carden	Teacher
Dave Meharg	Teacher
Leslie Costello	Parent

#### b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

*a. Evaluation of last year's school improvement plan*

The SAC meets to discuss the plan, as well as assist in developing goals and action plans to ensure implementation of the SIP.

Student and parent participants are pending.

*b. Development of this school improvement plan*

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.

Each meeting, team members will be tasked to bring ideas, concerns, and solutions to ensure the school improvement process is ongoing.

*c. Preparation of the school's annual budget and plan*

NA

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

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

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

Yes

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

#### 3. Literacy Leadership Team (LLT)

##### a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Cosgrove, Justin	Assistant Principal
Fonda, Melissa	Teacher, K-12
Zuaro, Elisha	Instructional Coach
Carr, Brooke	Teacher, K-12
Carden, Rene'	Teacher, K-12

#### b. Duties

**1. Describe how the LLT or similar group promotes literacy within the school, if applicable.**

The team meets once a month to review data gathered in the ongoing progress monitoring. The team reviews Achieve 3000 data, lexiles, MAPs data, and problem solves using the data provided.

### D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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

Three math teachers do meet with each other on a regular basis and meet with the Math Specialist on at least a monthly basis throughout the school year.

Four language arts teachers do the same things and meet with the Reading Specialist on at least a monthly basis throughout the school year.

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

The school makes efforts accept potential professionals from various teacher training programs nationwide and worldwide. Teachers and specialists have hosted students from the VI program at Florida State. The Office of Curriculum and Development offers various workshop and inservice opportunities throughout the school year and during the summer.

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

FSDB has a mentoring program is a program this is being currently being reevaluated for maximum benefit of the staff involved. When the program is implemented, it would benefit the one first year teacher in our program. It may also benefit the three new teachers to the Blind High School program who have prior teaching experience.

### E. Ambitious Instruction and Learning

**1. Instructional Programs and Strategies**

#### a. Instructional Programs

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

Core instructional programs are aligned to Florida's standards. Teachers use CPALMs to access course descriptors and required standards.

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

Teachers use these state adopted textbooks and materials aligned with the Florida Standards or Access Points and document these standards into their weekly lesson plans. Teachers are required to submit weekly lesson plans showing the integration of the standards and the benchmarks into daily learning activities.

The curriculum/instructional services staff shared the Florida Standards, and Access Points benchmarks and course descriptions as well as the Florida End of Course

Assessment Test Item Specifications with teachers both electronically and in printed form when they were released by FLDOE. Continued support is provided to ensure these core instructional materials are utilized for the instruction and progress monitoring of all students.

Staff and Faculty receive ongoing training on integrating the standards and course requirements into daily learning activities; for using data from progress monitoring assessments to drive instruction; on the changes made to the FCAT 2.0/EOC; unpacking the Florida Standards; utilization of the curriculum resources and toolkits found CPALMS to support standards driven instruction; and, since 100% of our students are ESE, writing goals on how to include the standards and benchmarks in students' Individual Education Plans (IEPs) and Transitional Individual Education Plans (TIEP). Academic administrators conduct Classroom Walkthroughs (CWTs) and two formal classroom observations, one in the fall and one in the spring, using the FSDB stateapproved evaluation system each school year to assure instructional materials and programs are aligned to the Florida Standards and Access Points.

## b. Instructional Strategies

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

The school uses data to place students in appropriate level classes and place those students requiring remedial reading and remedial math in appropriate classes as well as using college ready math and English for seniors.

Students in intensive reading are given lessons focusing on strategies designed to help improve their skills in the reading, language arts, and in the content areas.

Students in intensive math are placed in appropriate classes to focus on the deficits identified on the Algebra 1 End of Course exam..

Seniors are placed in Math for College Readiness and English IV for College Prep

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

**Strategy:** Extended School Day

**Minutes added to school year:** 7,200

Academics: Students are provided night library as an opportunity to work with teachers on subjects where additional assistance may be needed. They also have the opportunity to be recommended for the after-school tutoring program.

**Strategy Rationale**

Tutoring and night library allow for students to get additional, direct assistance in areas where students are showing deficits or difficulty in grasping concepts taught in class.

**Strategy Purpose(s)**

- Enrichment

**Person(s) responsible for monitoring implementation of the strategy**

Cosgrove, Justin, cosgrovej@fsdk12.org

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

Records for tutoring are submitted.

**Strategy:** Extended School Day

**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 Rationale**

Students struggling to keep up in class, with a need for assistance due to learning deficits, and students who may have had extended excused absences will benefit from this program.

**Strategy Purpose(s)**

""

**Person(s) responsible for monitoring implementation of the strategy**

Cosgrove, Justin, cosgrovej@fsdk12.org

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

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

## 2. Student Transition and Readiness

### a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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

Incoming cohorts meet with the school counselor the prior year as part of their transition IEP. Additionally, the incoming freshmen meet with the assistant principal and tour the department prior to transitioning to high school. At this time, the students are provided with the opportunity to sign up for their elective classes.

Seniors discuss their graduation options at IEPs. Seniors are provided the opportunity to take Preparation for Adult Living, which allows students to gain independent skills expected upon leaving the K-12 system.

### b. College and Career Readiness

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

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, St. Johns River State College, Florida Virtual School, and First Coast Technical College.

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

Students in the Blind Department have opportunities to take courses in marketing/retail, journalism, horticulture, construction, Microsoft certifications, screen printing and design as well as continuing education job development skills up to the age of 22.

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

ELA and EOC test data is reviewed annually to identify areas of focus. 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.

Additionally, students have access to CTE courses across campus. These courses include: agriculture, design courses, construction courses, and digital production courses. Students can earn elective credit through these classes.

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

We offer off campus Honor's level and above courses to our advanced level academic students. We offer dual enrollment classes for our students working above their grade level. We offer an on-

campus learning lab where students can work on on-line courses with the support of a qualified professional.

We offer Math for College Readiness and English 4 College Prep classes.

For the 2018/2019 school year, students have been offered Biology honors and English honors courses.

## II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

### A. Problem Identification

#### 1. Data to Support Problem Identification

##### b. Data Uploads

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

The following documents were submitted as evidence for this section:

*No files were uploaded*

#### 2. Problem Identification Summary

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

### B. Problem Analysis Summary

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

### C. Strategic Goals

## School Improvement Goals

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

### Problem Solving Key

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

 = Problem Solving Step     S123456 = Quick Key

### Strategic Goals Summary

- G1.** The school will decrease office referrals and offenses as compared to the 17/18 school year (38, decrease by 10%)
- G2.** Using baseline testing in August, 76% of tested students will show growth on their MAP ELA testing at the end of the school year.
- G3.** Using baseline testing in August, 75% of students tested will show growth on their MAP Math testing when tested at the end of the school year.
- G4.** 95% of students using the Achieve 3000 reading program will show Lexile growth.

### Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., “SMART goals”), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

**G1.** The school will decrease office referrals and offenses as compared to the 17/18 school year (38, decrease by 10%) 1a

 G100756

**Targets Supported** 1b

Indicator	Annual Target
Discipline incidents	34.0

**Targeted Barriers to Achieving the Goal** 3

- Student behavior, even with all supports in place, cannot be predicted.

**Resources Available to Help Reduce or Eliminate the Barriers** 2

- PBS program, counselors, MTSS process , Coordinator of Behavior has been added as a position

**Plan to Monitor Progress Toward G1.** 8

Skyward data is reviewed monthly.

**Person Responsible**

Justin Cosgrove

**Schedule**

On 5/31/2019

***Evidence of Completion***

Write-ups and follow-ups are available for review in Skyward

**G2.** Using baseline testing in August, 76% of tested students will show growth on their MAP ELA testing at the end of the school year. 1a

 G100757

**Targets Supported** 1b

Indicator	Annual Target
ELA Achievement District Assessment	76.0

**Targeted Barriers to Achieving the Goal** 3

- Students with varying levels of reading may struggle in a testing format. The tests are provided at grade level, which may cause a student below grade level to have difficulty.

**Resources Available to Help Reduce or Eliminate the Barriers** 2

- Intensive courses, tutoring, data gained from the FSA as well as district based assessments will be reviewed by the LLT for proper intervention strategies, tutoring. Braille courses for students needing more intensive Braille instruction.

**Plan to Monitor Progress Toward G2.** 8

Monthly Lexile data, MAPs data, report card grades

**Person Responsible**

Justin Cosgrove

**Schedule**

Monthly, from 8/13/2018 to 5/31/2019

**Evidence of Completion**

MAP data will ultimately show whether this goal was met. The data collected over the course of the school year should help as a predictive measure

**G3.** Using baseline testing in August, 75% of students tested will show growth on their MAP Math testing when tested at the end of the school year. 1a

 G100758

**Targets Supported** 1b

Indicator	Annual Target
Math Achievement District Assessment	75.0

**Targeted Barriers to Achieving the Goal** 3

- Many students in the Blind Department are behind multiple grade levels in math, but are required to take courses on grade level

**Resources Available to Help Reduce or Eliminate the Barriers** 2

- Intensive Math courses, College Readiness Math courses, tutoring.

**Plan to Monitor Progress Toward G3.** 8

Student report cards and assessments will help measure progress

**Person Responsible**

Justin Cosgrove

**Schedule**

Quarterly, from 8/13/2018 to 5/31/2019

***Evidence of Completion***

Student grade and assessment data will be monitored

G4. 95% of students using the Achieve 3000 reading program will show Lexile growth. 1a

 G100759

**Targets Supported** 1b

Indicator	Annual Target
ELA/Reading Gains	95.0

**Targeted Barriers to Achieving the Goal** 3

- Technology skills vary for each student, which may cause students to focus on their technology needs and not the content in the program.

**Resources Available to Help Reduce or Eliminate the Barriers** 2

- Computer classes, daily use of the program

**Plan to Monitor Progress Toward G4.** 8

Statistics for the year will be analyzed and reviewed at midpoint and end of the 2018/2019 school year

**Person Responsible**

Justin Cosgrove

**Schedule**

Semiannually, from 8/14/2017 to 6/1/2018

**Evidence of Completion**

Documentation by Reading specialist and meeting with the LLT

## Action Plan for Improvement

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

### Problem Solving Key

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

**1** = Problem Solving Step     S123456 = Quick Key

G1. The school will decrease office referrals and offenses as compared to the 17/18 school year (38, decrease by 10%) 1

 G100756

G1.B1 Student behavior, even with all supports in place, cannot be predicted. 2

 B271788

G1.B1.S1 Use of the PBS flowchart, so proper disciplinary procedures are used. 4

 S287761

### Strategy Rationale

The PBS process works with the student to ensure positive behavior outcomes.

#### Action Step 1 5

Complete and follow up with all Skyward discipline write-ups in a timely manner.

##### Person Responsible

James Salamunovich

##### Schedule

On 5/31/2019

##### Evidence of Completion

Skyward write-ups will indicate completion and appropriate follow-ups.

#### Action Step 2 5

Refer students with multiple Skyward write-ups to MTSS for additional behavioral interventions.

##### Person Responsible

Justin Cosgrove

##### Schedule

Weekly, from 8/13/2018 to 5/31/2019

##### Evidence of Completion

MTSS notes, intervention implementation

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

Ensure consistent interventions

### **Person Responsible**

Justin Cosgrove

### **Schedule**

On 5/31/2019

### ***Evidence of Completion***

Each disciplinary infraction that rises to the level of administrative consequence will continue to be reviewed via a write up in Skyward

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

Skyward disciplinary data

### **Person Responsible**

Justin Cosgrove

### **Schedule**

Monthly, from 8/13/2018 to 5/31/2019

### ***Evidence of Completion***

Skyward data reviewed monthly.

**G1.B1.S2** Meet monthly to discuss data trends as it relates to behavior. These meetings are facilitated by the coordinator of behavior. Meetings occur with school level administration as a means of coordinating data and moving forward in the MTSS process. 4

 S287762

### Strategy Rationale

Monthly data meetings allow for possible trends to be spotted.

### Action Step 1 5

Meet Monthly with Coordinator of Behavior

#### Person Responsible

James Salamunovich

#### Schedule

Monthly, from 8/13/2018 to 5/31/2019

#### Evidence of Completion

Skyward referrals and write-ups shared and reviewed.

### Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Meetings will be scheduled and completed

#### Person Responsible

Justin Cosgrove

#### Schedule

Monthly, from 8/13/2018 to 5/31/2019

#### Evidence of Completion

Sign off provided by the behavior coordinator.

## Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

Date Trends Showing Decreases in Behaviors

### Person Responsible

James Salamunovich

### Schedule

On 5/31/2019

### ***Evidence of Completion***

The review of data will show whether interventions based on shared data are contributing to a decrease in incidents.

**G2.** Using baseline testing in August, 76% of tested students will show growth on their MAP ELA testing at the end of the school year. 1

 G100757

**G2.B1** Students with varying levels of reading may struggle in a testing format. The tests are provided at grade level, which may cause a student below grade level to have difficulty. 2

 B271789

**G2.B1.S1** Students who scored below a specified level on the FSA are required to take intensive reading. 4

 S287763

### Strategy Rationale

These students will have access to an English and Reading class. This will allow two daily periods of ELA instruction.

## Action Step 1 5

Students who have failed FSA ELA tests will have intensive reading courses.

### Person Responsible

Justin Cosgrove

### Schedule

On 5/31/2019

### ***Evidence of Completion***

Lesson Plans, Achieve and MAPS data

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

Checks on data, course outcomes

### **Person Responsible**

Justin Cosgrove

### **Schedule**

Monthly, from 8/13/2018 to 5/31/2019

### ***Evidence of Completion***

Data reports, report cards, lesson plans

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

Monthly Meets with the ELA Team

### **Person Responsible**

Elisha Zuaro

### **Schedule**

Monthly, from 6/1/2018 to 5/31/2019

### ***Evidence of Completion***

The meetings are held to discuss data regarding students in the ELA classes

G3. Using baseline testing in August, 75% of students tested will show growth on their MAP Math testing when tested at the end of the school year. 1

 G100758

**G3.B1** Many students in the Blind Department are behind multiple grade levels in math, but are required to take courses on grade level 2

 B271791

**G3.B1.S1** Students will have access to year long math courses. Students needing interventions will take two year Algebra and intensive math courses. 4

 S287764

### Strategy Rationale

Students at FSDB are required to meet graduation requirements in math, and students on standards based diploma tracks must meet these requirements. These interventions in high school would be based on EOC scores in Algebra as well as incoming 8th grade FSA math scores.

### Action Step 1 5

Students will be enrolled in Intensive math courses if they do not pass their required math courses.

#### Person Responsible

Justin Cosgrove

#### Schedule

Quarterly, from 8/13/2018 to 5/31/2019

#### Evidence of Completion

Intensive math grades

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

Class Enrollment

#### Person Responsible

Justin Cosgrove

#### Schedule

On 5/31/2019

#### Evidence of Completion

Student schedules indicate courses being taken.

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

Grade improvement on in-class assessments, as well as midyear and final MAP testing data

### Person Responsible

Justin Cosgrove

### Schedule

Quarterly, from 8/13/2018 to 5/31/2019

### Evidence of Completion

Grade data, tutoring, math team meetings with math specialists to discuss curriculum and pacing for intensive math classes, and to also look at some students taking another intensive math instead of Algebra 1 based on their number sense and understanding.

## G4. 95% of students using the Achieve 3000 reading program will show Lexile growth. 1

 G100759

**G4.B1** Technology skills vary for each student, which may cause students to focus on their technology needs and not the content in the program. 2

 B271792

**G4.B1.S1** Students with regular use of the Achieve 3000 program will be come more comfortable with the interface. 4

 S287765

### Strategy Rationale

Students have various levels of technology skills

## Action Step 1 5

Monitor Usage and Lexile Growth

### Person Responsible

Justin Cosgrove

### Schedule

Monthly, from 8/13/2018 to 5/31/2019

### Evidence of Completion

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

Monthly Data Discussions

### **Person Responsible**

Elisha Zuaro

### **Schedule**

Monthly, from 8/14/2017 to 6/1/2018

### ***Evidence of Completion***

The Language Arts team review the data monthly.

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

Monthly Lexile Checks

### **Person Responsible**

Elisha Zuaro

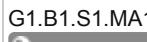
### **Schedule**

Monthly, from 8/13/2018 to 5/31/2019

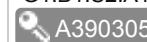
### ***Evidence of Completion***

The team gets a monthly report on Lexile and user information

#### IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
<b>2019</b>					
G4.MA1  M426760	Statistics for the year will be analyzed and reviewed at midpoint and end of the 2018/2019 school...	Cosgrove, Justin	8/14/2017	Documentation by Reading specialist and meeting with the LLT	6/1/2018 semiannually
G4.B1.S1.MA1  M426759	Monthly Data Discussions	Zuaro, Elisha	8/14/2017	The Language Arts team review the data monthly.	6/1/2018 monthly
G1.MA1  M426751	Skyward data is reviewed monthly.	Cosgrove, Justin	8/13/2018	Write-ups and follow-ups are available for review in Skyward	5/31/2019 one-time
G2.MA1  M426754	Monthly Lexile data, MAPs data, report card grades	Cosgrove, Justin	8/13/2018	MAP data will ultimately show whether this goal was met. The data collected over the course of the school year should help as a predictive measure	5/31/2019 monthly
G3.MA1  M426757	Student report cards and assessments will help measure progress	Cosgrove, Justin	8/13/2018	Student grade and assessment data will be monitored	5/31/2019 quarterly
G1.B1.S1.MA1  M426747	Skyward disciplinary data	Cosgrove, Justin	8/13/2018	Skyward data reviewed monthly.	5/31/2019 monthly
G1.B1.S1.MA1  M426748	Ensure consistent interventions	Cosgrove, Justin	8/13/2018	Each disciplinary infraction that rises to the level of administrative consequence will continue to be reviewed via a write up in Skyward	5/31/2019 one-time
G1.B1.S1.A1  A390303	Complete and follow up with all Skyward discipline write-ups in a timely manner.	Salamunovich, James	8/13/2018	Skyward write-ups will indicate completion and appropriate follow-ups.	5/31/2019 one-time
G1.B1.S1.A2  A390304	Refer students with multiple Skyward write-ups to MTSS for additional behavioral interventions.	Cosgrove, Justin	8/13/2018	MTSS notes, intervention implementation	5/31/2019 weekly
G2.B1.S1.MA1  M426752	Monthly Meets with the ELA Team	Zuaro, Elisha	6/1/2018	The meetings are held to discuss data regarding students in the ELA classes	5/31/2019 monthly
G2.B1.S1.MA1  M426753	Checks on data, course outcomes	Cosgrove, Justin	8/13/2018	Data reports, report cards, lesson plans	5/31/2019 monthly
G2.B1.S1.A1  A390306	Students who have failed FSA ELA tests will have intensive reading courses.	Cosgrove, Justin	8/13/2018	Lesson Plans, Achieve and MAPS data	5/31/2019 one-time
G3.B1.S1.MA1  M426755	Grade improvement on in-class assessments, as well as midyear and final MAP testing data	Cosgrove, Justin	8/13/2018	Grade data, tutoring, math team meetings with math specialists to discuss curriculum and pacing for intensive math classes, and to also look at some students taking another intensive math instead of Algebra 1 based on their number sense and understanding.	5/31/2019 quarterly
G3.B1.S1.MA1  M426756	Class Enrollment	Cosgrove, Justin	8/13/2018	Student schedules indicate courses being taken.	5/31/2019 one-time
G3.B1.S1.A1  A390307	Students will be enrolled in Intensive math courses if they do not pass their required math...	Cosgrove, Justin	8/13/2018	Intensive math grades	5/31/2019 quarterly
G4.B1.S1.MA1  M426758	Monthly Lexile Checks	Zuaro, Elisha	8/13/2018	The team gets a monthly report on Lexile and user information	5/31/2019 monthly
G4.B1.S1.A1  A390308	Monitor Usage and Lexile Growth	Cosgrove, Justin	8/13/2018		5/31/2019 monthly
G1.B1.S2.MA1  M426749	Date Trends Showing Decreases in Behaviors	Salamunovich, James	8/13/2018	The review of data will show whether interventions based on shared data are contributing to a decrease in incidents.	5/31/2019 one-time

**FSDB - 0016 - Blind High School (Fsdb) - 2018-19 SIP**  
*Blind High School (Fsdb)*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S2.MA1  M426750	Meetings will be scheduled and completed	Cosgrove, Justin	8/13/2018	Sign off provided by the behavior coordinator.	5/31/2019 monthly
G1.B1.S2.A1  A390305	Meet Monthly with Coordinator of Behavior	Salamunovich, James	8/13/2018	Skyward referrals and write-ups shared and reviewed.	5/31/2019 monthly