

Florida School for the Deaf & the Blind

Deaf High School (Fsdb)



2018-19 Schoolwide Improvement Plan

Deaf High School (Fsdh)

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	93%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
Special Education	No	64%

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 Deaf High School (Fsdh)

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

We will continue to receive feedback from our stakeholders, including students, parents, staff, and teachers. Our SIP serves as a benchmark, and a compass, to allow the sub-SAC team develop action plans to meet the goals for 2018-2019 academic year.

b. Provide the school's vision statement.

The Florida School for the Deaf and the Blind shall 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.

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, at the school, believe that it is imperative to learn about our students' backgrounds, culture, language and family/home environments. An example of learning about students' diverse backgrounds is through programs, such as our ESOL program. Initially, staff members learn about students with regards to these topics through the admissions process. The admissions process for each and every student is quite comprehensive. Information gathered/reviewed/updated at the admissions process include a social/family history, psychological testing, academic evaluations/history and medical history. The Admissions Team communicates information gathered at the Admissions meeting 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 admission into FSDB, s/he 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 a teacher who serves as a case manager, a school counselor/social worker/mental health counselor and/or a psychologist, an educational diagnostician, the student's parents and the student. Other service providers, such as ESOL teacher, Speech and Language Pathologist, Occupational Therapist, and Physical Therapist are included in the meetings, depending on the needs of the student. The Assistant Principal attends these meetings as needed based on the nature of the meeting, i.e. IEP review. 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. During the student's annual IEP meeting, data, progress, 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. Additional psychological and educational testing may be requested. Generally, 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 academic and social adaptation at the school. Other than the triennial, FSDB staff learns about students' cultures, background, and current needs is via the weekly Multi-Tiered Support Systems (MTSS) 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, school counselor/ social worker and/or mental health counselor, psychologist, and educational diagnostician communicate about and with the student on a frequent basis. Conversations about the student include parents/guardians via various mediums such as the phone, email, or in-person conferences, and through quarterly Parent Engagement Workshops or classes; examples of topics in these workshops/classes include, but are not limited to, behavior management, sign Language and Braille, and/or On-Line 52-Weeks of Parent Involvement. FSDB encourages school staff and parents to work together to make decisions about the student's educational path.

Other programs that serve as part of a school environment for the students are the Career and Technology Education (CTE) department and ESOL program. CTE starts up the communication and learning process with parents and students during Parent Open House. ESOL places an emphasis on building a bridge between what the student already knows and what s/he 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 Behaviors Interventions and Supports (PBIS) is another program that serves as part of the school's environment. It 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. PBIS is a collaborative, and data-driven approach to developing effective interventions for behavior. PBIS 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 PBIS continues to demonstrate that this philosophy/approach is continuing to positively impact our behavioral data, school climate, and student learning. One component of PBIS is the CR2. Throughout the campus one continues to see posters and signs advertising the FSDB Big Three. FSDB is encouraging all staff and students to "Be Responsible, Be Cooperative, and Be Respectful." These are the school's expectations for behavior and the rules set in classrooms in the high school are tied to that motto.

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 via a program known as Positive Behavior Interventions and Supports. In 2010, FSDB adopted this 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 PBIS program.

PBIS begins with the philosophy that positive behavior must be supported consistently and continuously in order for problem behavior to decrease. The PBIS approach establishes school-wide behavioral expectations that are infused into all areas of the campus. At FSDB these expectations are Cooperation, Respect and Responsibility (CR2). The approach emphasizes modeling, teaching, and reinforcing the appropriate behaviors related to these expectations. PBIS establishes a common language and provides support as needed at various social, emotional, and/or behavioral levels. Although PBIS focuses on modeling, teaching, and recognizing positive behavior, it is also used to

address problem behavior in classrooms, dormitories, on buses, at the gym, during recreation, in cafeterias, and many other common areas on campus.

Included are some examples of what the PBIS program at FSDH provides. PBIS teaches students appropriate social skills, when to use these skills?, expected behavior, procedure, or routine in all settings?, making use of “teachable moments.”? PBIS rewards appropriate behaviors. Other aspects of PBIS include its individualized yet collaborative nature (everyone on campus participates), being data-driven (we establish what we need based on research), and being effective (over fifty years of research go into the PBIS process).

The Deaf High School and its boarding program have been having monthly PBIS Team meetings where activities supporting modeling, teaching, and reinforcing positive behavior are planned and then carried out. Some of these activities include coordinating PBIS Kick-offs, and reinforcement activities such as PBIS Students of the Month. Random Acts of Positive Behavior Interventions and Supports activities are also 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 PBIS philosophy. The four main topics include dealing with stress, bullying/harassment, teen dating violence and abuse, and diversity. Staff gets trained on how to teach the four topics. Students learn about these topics, how to identify them, reporting procedures, and strategies how to prevent and/or respond to these topics should they occur.

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 the responses to the first two questions, the Florida School for the Deaf and the Blind utilizes Positive Behavior Interventions and Supports program and philosophy with supporting tools and curricula as its campus/school wide behavioral system. FSDH 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, and areas such as the cafeteria, buses, library, playground, physical education, hallway and dormitory has consistent and clear behavioral expectations (CR2). Within each of the classrooms and areas, a matrix has been developed, posted, and reviewed with the students.? Below are some examples applicable to various areas:

School cafeteria - Students show that they are responsible by clearing their tables at the end of the meal. They show that they are cooperative by listening to instructions by school personnel. They show that they are respectful by addressing adults appropriately.

Bus/Transportation?- Students show that they are responsible by putting their luggage in the appropriate area. They show that they are cooperative by listening to instructions by bus personnel. They show that they are respectful by addressing others in polite manner.

If a student meets desired expectations, s/he has the opportunity to receive behavioral reinforcements being entered in PBIS Drawings, be acknowledged in student Kudos, be given written encouragement, be acknowledged in Good Morning News, earn vouchers to buy things at the school store, and/or earn participation in special PBIS Activities. If a student does not meet behavioral expectations, a PBIS Discipline Flowchart is followed based on the type of behavior.? For instance, there are classroom-managed flowcharts for behaviors such as tardiness, missed homework, inappropriate talking, and minor classroom disruption. These behaviors are handled in the classroom. Types of interventions for classroom-managed behaviors include, but are not limited to, discussing behavior with student, reteaching expected behavior, redirecting?, reinforcing alternate behavior?, assigning different task?, changing seat or room?, giving choices?, separating student(s)?, modifying

curriculum?, modifying environment?, giving time away from group?, using points or level system?, removing privilege?, informing parent/guardian ?, giving verbal warning?, and/or giving encouragement. If the teacher has provided the above interventions and began a class referral on Skyward, yet the unwanted behavior persists, then a discipline referral is made in Skyward. Once an discipline referral is made, it is managed by the coordinator of behavioral conduct.? Types of interventions for administration-managed behaviors include, but are not limited to, student conferences, removal of privileges, activity cancellation, reflection time, group segregation, writing an apology, verbal reprimand/warning?, parent information, private meal time, detention, shadowing by staff/supervisor, counseling, contracts, paying for repairs/replacements, and suspensions. MTSS referrals come after discipline referrals. These are more serious in nature and involve entering the student into the MTSS caseload to be discussed on a weekly basis. In these instances, contracts, Functional Behavior Assessments (FBA), and Behavior Intervention Plans (BIP) are given to the student.

Staff have been trained to enter classroom, discipline, and MTSS incidents into Skyward. Ongoing training occurs via Professional Development (PD) that occurs once a month on the second Friday of the month during staff meetings, with the exception of the months that have a department-wide meetings for the DHS. Individualized training and guidance is also provided to staff. These training sessions help to promote fairness and consistency in enforcing discipline and applying Positive Behavior Interventions and Supports 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 Interventions and Supports program and philosophy and the additional, supporting tools that we use? such as prevention education on topics such as Stress and Suicide/Self Harm, 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 PBIS, 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 as well as 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 are identified. Sometimes a student may have behavioral or academic needs beyond those that can be addressed through Tier One Positive Behavior Interventions and Supports 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 interventions such 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.

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.

At the Deaf High School level, attendance below 90 percent within the ninth grade was limited to four students this past year 2017-2019. As for the 10th grade, the below rate attendance was limited to three students. At the 11th grade level, there were four students with less than 90 percent attendance. At the 12th grade, there were 12 with attendance below 90 percent. As for these with one or more suspensions, there were 6 at 9th grade; 3 at 10th grade; 2 at 11th grade, and 4 at 12th grade. As for course failure in ELA or Math, there were 2 failures at the 9th grade level; 4 failures at the 10th grade level; 10 failures at the 11th grade level; and, 6 failures at the 12th grade level. 32 9th grade students had a score of 1 on statewide assessment. 37 had the same score at the 10th grade level. 16 had that score at the 11th grade level. 14 had that score at the 12th grade level.

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	4	3	4	12	23
One or more suspensions	0	0	0	0	0	0	0	0	0	4	4	12	3	23
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	2	4	10	6	22
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	32	37	16	14	99

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	6	6	10	1	23

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

Strategies and interventions used by FSDB to encourage increased academic performance include teachers following best teaching practices. Teachers in the Deaf High School follow best practices in their teaching by including a variety of interventions, such as utilizing small group lessons, using manipulatives, using visuals, doing hands-on activities, using modeling, using role-playing, using graphic organizers, going on field trips, and inviting speakers to classes. Teachers, in these small classes, are aware of their students and their needs.

If academic concerns remain, the student would be referred to MTSS team meeting where further intervention discussion would occur. Additional strategies and interventions would be implemented based on recommendations from the team.

From this discussion a number of strategies and interventions may be employed with the student to resolve the issues. For instance, strategies and interventions we use to encourage increased attendance include having the social worker call the parent when a student exhibits five unexcused absences. A letter is also sent in these situations. At the same time, FSDB is aware that our students come to school from all over the state of Florida a so in cases where they miss the bus or have a doctor's appointment they may miss additional days. So, additional tutoring time after school is another strategical example via homework help and night library.

Strategies and interventions are used to encourage increased positive behavior thus encouraging opportunity for learning. The school utilizes the Positive Behavior Interventions and Supports program described in the school environment section. Most students respond positively to Tier 1 interventions,

the school-wide interventions. Should a student have behavioral concerns, the teacher or specialist utilizes the flow chart described in the school environment section.

A teacher utilizes any number of strategies including, but not limited to, behavior discussion with the student, reteaching expected behavior, and redirecting. If the behavioral issues persist regardless of classroom referrals, then the teacher will write a discipline referral. If that behavior persists, then the student is referred to MTSS team and the family of the student is notified by the teacher. All of the stakeholders for this student discuss the issues and make a plan of action. The plan of action could include a group counseling intervention, check-In/check-Out process, individual counseling, discussion/involvement with the family, behavioral card, behavioral contract, Functional Behavior Assessment (FBA), and/or behavioral intervention plan (BIP). Some of these plans of actions require an IEP amendment and/or goals in the IEP. Through this process, most students will respond to these 2nd and 3rd Tier Interventions.

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

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

FSDB strongly believes that parent involvement is a powerful influence on a child's achievement in school. The Parent Services Department is an integral component of the school and is staffed with parent liaison personnel for the specific purpose of connecting FSDB families to the school and community resources.

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

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

Annually, parents are provided with a Parent-Student Handbook with current and comprehensive information about 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 workings of the school.

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 and/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.

The Deaf High School (DHS) has developed and created various avenues to communicate and connect with stakeholders in order to build and sustain partnerships. The DHS has implemented the use of Facebook (FSDB-Deaf High School page), collaboration with endowment services in providing stories and highlights about our students, a work program that allows students to work in the community outside of FSDB, and relationships with St. Augustine High School, First Coastal Technical College, and St. John's River College to allow for our students to attend. Dance Troupe travels all over the state to showcase student talent.

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
Padden, Dina	Assistant Principal
Bechtold, Brent	Instructional Coach
Clark, Sue	Instructional Coach
French, Alessandra	School Counselor
Kaler, Melissa	School Counselor
Veglia, James	Dean
Fox, Lauren	Teacher, K-12
Hackett, Dena	Teacher, K-12

b. Duties

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

The roles and responsibilities of the School-Based Leadership Team (DHSAT) are listed below. The assistant principal's vision serves as a root system to grow the DHS on. Her vision is data-driven across all content areas, behavior, student wellness, and teacher's personal development and growth. Also, her vision is focused on disciplinary literacy, which teaches students to think, read, and write differently in each subject area. Monthly subject area PLCs with our specialists focus on data within the continuous improvement cycle: Plan, Do, Check, Act. The third part of the vision focuses on putting FSDB on the map. That means growth in social media exposure in academics, extracurricular activities, and sports. That means that DHS students and teachers will have more opportunities to collaborate with external organizations, and go to external events that will increase DHS visibility. The last part of the vision is about caring and collaboration, and thus aligns with PBIS. When students care about each other, their teachers, key components in their programs, and vice versa, they create a healthy environment that allows for them all to grow as leaders, compassionate human beings, and reduce bullying, harassment, and other disciplinary issues. As an instructional leader, the assistant principal attends PLCs and provides Professional Development (PD) opportunities to her teachers and other support staff such as instructional aides. An example of how the assistant principal practices shared decision making is through ensuring that the school-based team is implementing Multi-Tiered System of Supports (MTSS)/Response to Intervention (Rti); conducts assessment of Rti skills of school staff; ensures implementation of intervention support and documentation; ensures adequate professional development to support MTSS/Rti implementation; and communicates with parents regarding school-based MTSS/Rti plans and activities. Additional roles include, but are not limited to, monitoring data across the spectrum, such as testing scores, attending and reviewing admissions, collaborating with key administrators to ensure that DHS goes smoothly in specific circumstances, such as student emergencies, working closely with the K-12 principal on the school's broader vision, and communicating with the community regarding various topics/issues.

The assistant principal conducts training of MTSS/Rti skills to school staff regarding proper documentation on Skyward of tier 1 interventions and classroom referrals as well as when to use the coordinator of student conduct, and when to refer a student to MTSS; ensures implementation of intervention support and documentation; Leads MTSS meetings.

The behavior specialists work collaboratively with teachers to meet student individual needs using various interventions as dictated via MTSS meetings; and, ensures proper documentation of Behavior Intervention Plans and contracts, as assigned, as well as MTSS notes on Skyward.

The school counselors focus on all academic-related supports as needed (grades, credits, and graduation requirements are examples). Also, they are responsible for arranging enrichment events for each grade, such as Senior Day, and other pertinent events such as field trips to colleges and places of employment. They serve as mental health support interventionists, having counseling sessions with students.

Individual Education Plan Coordinator (Administrator Support) conducts and ensures all meetings take place for all students with Individual Education Plans (IEP) and triennials; sends notices to parents/guardians, teachers, and other participants about the IEP meetings; assists with reviewing student assessment data and supporting documentation for evaluations when planning for and during all IEP meetings; reviews with the IEP team members the Model Communication Plan, applicable assessment waivers, and so forth.

Educational Diagnostician (Instructional Coach) conducts assessment of students; ensures implementation support and documentation; works collaboratively with teachers to meet individual student needs; helps determine needs of students; interprets data and makes appropriate recommendations; provides consultation for professionals and paraprofessionals in the areas of assessment and evaluation; provides educational consulting to specific students as needed; and, is a case manager for specific students as assigned via the admissions process.

Reading and Math Specialists (Instructional Coaches) analyze academic data and look for patterns; provide intervention ideas and resources; provide teacher training sessions and work with teachers regarding data driven PLC topics and support to respond to student learning; and, support teachers in classrooms.

Coordinator of Student Conduct (Dean) supports school staff and teachers with developing and implementing behavioral interventions for students in their classes; coaches DHS Positive Behavior Interventions and Supports team; member of the MTSS team that reviews behavioral data and provides recommendations for MTSS/RtI; conducts investigations on reports of bullying/harassment; provides discipline outcomes; ensures that discipline referrals are properly documented in Skyward; attends Behavior Occurrence Review Team meetings; and, shares behavior data via data chats.

Social Worker - Holds social skills meetings; calls families regarding chronic attendance issues and other issues affecting the student at home, such as homelessness; is McKinney-Vento liaison; Does counseling sessions as assigned.

School Psychologist - Assesses student welfare after self-harm incidents; one of the evaluators on the admissions team; Develops contracts and Behavior Implementation Plans for students as assigned; does counseling sessions as assigned.

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.

Title II, part A

Title II funds are used for professional development for teachers, specialists, and administrators as well as used to support the administration of the paraprofessional exam. The supplementary professional development opportunities supported by Title II funds are planned in conjunction with other federal and state funding sources. Valuable supplementary (not required) professional development opportunities are funded through the federal entitlement and IDEA grants as well as general revenue.

In addition to supporting travel and registration for conferences, the Title II grant program includes OPS funding for the parapro assessment administration, new teacher mentors, curriculum teams, curriculum team facilitators, and presenters of professional development opportunities on Saturdays and in the Summer.. Title II funds also support teachers, specialists, and administrators in attending workshops at FSDB for ASL grammar instruction, Universal Design for Learning, bilingual approach to instruction, advanced ASL, co-teaching, integrating coding, robotics, and technology, assistive technology for the blind, functional vision/learning media assessment, and diseases of the eye.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Melissa Kaler	Education Support Employee
Brent Bechtold	Education Support Employee
Sue Clark	Education Support Employee
Alessandra Marchetta	Education Support Employee
Alina Vargas	Parent
Dina Padden	Principal

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

During quarterly meetings, the Deaf High School (DHS) Sub-SAC monitors implementation of the School Improvement Plan (SIP) action steps and considers testing data as available to monitor progress towards goals. During the last meeting of the 2017-18 school year, progress was discussed with the Sub-SAC and suggestions for the 2018-19 School Improvement Plan were requested. The Sub-SAC will follow the same process for the 2018-19 school year.

b. Development of this school improvement plan

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

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

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

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
Padden, Dina	Assistant Principal
Bechtold, Brent	Instructional Coach
Fox, Lauren	Teacher, K-12
Girton, Jay	Teacher, K-12
Nolte, Mandy	Teacher, K-12
sobik, brianna	Teacher, K-12
liller, joshua	Teacher, K-12
moody, elizabeth	Teacher, K-12

b. Duties

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

One area of focus will be increasing content area teachers' knowledge and application of disciplinary literacy via Writing in the Disciplines training, which will enable teachers to inspire and model how to read, write, and think like a historian, scientist, or mathematician.

Teachers will utilize mentor/exemplary texts to model their own writing in front of their students before having students imitate the style and/or structure for a different and personally meaningful topic of their own choice. Writing will be woven into every day, added to writing portfolios, and teachers/students will provide feedback in the form of specific praise and constructive criticism. Each student's writing portfolio will consist of diverse types of writing (e.g. narrative, informative/explanatory, and argumentative; more specific types of writing may include: express and reflect; inform and explain; evaluate and judge; inquire and explore; analyze and interpret; take a stand / propose a solution.)

Teachers can utilize video capability, repeated reading, and English to American Sign Language (ASL) translation techniques daily to increase the 7 Cs of Signed Reading Fluency: comfort, consistency, clarity, confidence, comprehension, chunking of words into meaningful phrases, and conceptual sign accuracy. For students who are more comfortable speaking than signing, teachers can utilize video capability, repeated reading, and English phrasing techniques daily to increase the 5 Cs of Spoken English Reading Fluency: comfort, consistency, clarity, confidence, and comprehension. Students' pre and post videos can be added to a digital folder in Google Drive and passed on to the next teacher. Teachers in other content areas can utilize some of these same techniques to have students create vlogs about their learning in history, science, math, and electives.

One area to explore is how to have interdisciplinary discussions about students' reading and writing IEP goals, as well as how each teacher the student has can contribute to achieving these goals.

The LLT will continue to foster and maintain a positive literacy culture in myriad ways: extension of reading access drive to have every student obtain a St. Johns County Public Library card (which gives access to print books and e-books that can be read on their school laptops and/or other devices); continue to expand our FSDB OverDrive e-book collection (currently has 845 ebooks and 13 audiobooks) for our students; continuation of our Kindle Paperwhite project (72 e-reader devices) that are available for DHS students to check-out from the library for two weeks at a time (students can choose e-books from the FSDB OverDrive and the St. Johns County Public Library OverDrive); Celebrate Literacy Week, FL!; continue with Every Dragon <<Reads & Writes>> Every Day to motivate students to read via 20-minute daily independent self-selected reading (with conferencing) or guided small group reading (with modeling) and write posts (and receive feedback) in Google Classroom within each discipline; 30-minute daily independent reading and conferring time in ELA

class; specific, free book choices given to students for literacy achievement; utilize current literacy research (reading choice, accuracy, comprehension, personally meaningful writing, peer discussion about reading/writing, and fluent adult read alouds); facilitate a panel of alumni for the end-of-year Every Dragon <<Reads and Writes>> Celebration, with the goal for them to share how literacy has impacted not only their college/career lives, but also their personal lives; and continue to improve our summer reading program. Note that the purpose of Every Dragon <<Reads & Writes>> Every Day is aligned with the FSDB Strategic Plan and the Florida Standards: Our students not only will become college and career ready, but also passionate, lifelong readers and writers.

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.

Teachers in the Deaf High School have opportunities for collaboration among teachers during common planning times and also on Fridays as well as via Google Classroom and emails. During quarterly staff meetings with the Assistant Principal, strategies for working together in positive ways is reinforced with games and incentives. Teachers work with their subject area teams for PLCs, which focus on data analysis and improving instruction based on the data. Teachers collaborate on events, such as voting day, end-of-school year streamer fun, and PBIS activities. Teachers meet with progress monitor to discuss MTSS caseload students in tiers 2 and 3 to discuss interventions proposed and how to record these interventions.

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

1. Teachers are encouraged to attend state conferences and professional development at local/online college/university courses - Assistant Principal
2. Teachers have the opportunity to participate in the decision-making process via curriculum teams - Administrator of Instructional Services
3. Teachers are provided resources and support when attending or presenting at conferences - Administrator of Instructional Services
4. Tuition waivers are available for staff participating in additional coursework at state colleges and at a local private college - Director of Human Resources
5. Our certification team closely monitors to make sure that all teacher certifications are up to date and appropriate for their classroom instruction.

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

FSDH has a mentoring program where teachers new to FSDH are paired with an experienced teacher to assist them in learning the policies and procedures at FSDH. The mentors will be guiding the new teachers by modeling and reviewing differentiated instruction methods, classroom management styles, adjusting lessons with accommodations according to students needs, and effective strategies to use when facilitating a positive learning environment. Mentors are chosen based on need and subject area. Mentors meet with the new teachers (outside of contract hours) for a minimum of 30 minutes, twice a month for the entire school year. The mentors are paid a small supplement at the end of the school year. For the school year 2018-19, DHS's new teachers are Renee Geary (new American Sign Language

teacher), Joshua Liller (new ELA teacher), Elizabeth Moody (new ELA teacher), Matthew Gatlin (new transition teacher), and David McFee (new social studies teacher). These teachers will be mentored. Randi Mitchell is the mentoring program coordinator. Teachers are also mentored/coached by both the reading specialist and the math specialist based on their needs.

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. This information is used to develop a curriculum map that includes instruction in all grade level standards for the year. This curriculum map is submitted to and reviewed by the Assistant Principal to ensure compliance.

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

Teachers use these state adopted textbooks and materials aligned with the Florida Standards, NGSSS or Access Points and document these standards into their weekly lesson plans. Teachers are required to submit weekly lesson plans showing the integration of the standards and the benchmarks into daily learning activities. Lesson plans utilized in the DHS ensure all standards and required benchmarks are covered during the school year. The curriculum/instructional services staff share the Florida Standards, NGSSS, and Access Points benchmarks and course descriptions as well as the Florida End of Course Assessment Test Item Specifications with teachers both electronically and in printed form when they are 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 data analysis of FSA/EOC/MAP; unpacking the Florida Standards; utilization of the curriculum resources and tool kits found on 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 state approved evaluation system each school year to assure instructional materials and programs are aligned to the Florida Standards, NGSSS, and Access Points. In addition to the teacher performance process, all teachers at FSDB create Individual Professional Development Plans each year. These plans often focus on implementing the standards, analyzing data, and using data to drive instruction.

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 Deaf High School enrolls students in the 9th-12th grades, including returning seniors. Each student's IEP and assessment data is reviewed by the teachers in order to provide accessible instruction or provide supplemental assistance to students who have additional needs in the classrooms through differentiated instruction and Universal Design for Learning (UDL) strategies. Students who are having difficulty attaining the proficient or advanced level on state assessments are provided additional supports such as individual or group tutoring, Achieve3000, and/or supplemental materials sent home/dorm by the teachers. All accommodations are documented in weekly teacher lesson plans reviewed by the Assistant Principal.

The testing coordinators also review student IEPs and provide accommodations as required by the IEPs for all state assessments.

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: After School Program

Minutes added to school year: 4,500

Students who are currently failing a course are to be provided with additional help/instruction in specific subject area support after school either via teachers or boarding staff or tutors. Support staff in the dorms will collaborate with classroom teachers to identify the most significant areas of need and provide assistance starting in August of 2018. Beginning in October, homework help will be available for students. Schedules will be shared with students so they are aware of when and where they can receive academic support. Small group tutoring will also be available for specific content areas. Students will be referred to be part of the small group tutoring program by their classroom teacher and/or Assistant Principal. Both homework help and small group tutoring are subject to funding and the availability of tutors. The tutoring program is a supplemental program

Strategy Rationale

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

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Padden, Dina, paddend@fsdbk12.org

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

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

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.

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

Additional support is provided through guidance lessons from the school counselor. Group counseling (known as New Dragons) for all new students is also provided in the first month of school to address any social/emotional support for students via the social worker.

Pathways to Your Future for sophomores and juniors is provided as a full-day event focusing on career interest inventories, career exploration activities, and learning style inventories to help students in deciding their future careers, which in turn allows students to make a conclusive transition goal for their IEPs. Freshmen seminars serve similar purpose for our 9th graders throughout the year. Students are also given the opportunity to see and tour a variety of careers across the campus during the event as well. Students are also invited to attend First Coast Technical College to see the dual enrollment and training programs offered to help prepare for their future jobs as another option.

Seniors attend Senior Day in which they finalize their transition plans, complete college applications, create resumes, receive training on how to apply for scholarships, and meet community members and agencies that can help them with their transition goals (such as Vocational Rehabilitation and the Independent Living Resource Center of Jacksonville). This is also when colleges such as Gallaudet University, National Technical Institute for the Deaf, St. Johns River State College, First Coast Technical College, and others present information to the students.

Continuing Education students are placed in courses according to their IEP transition plans. Generally, these students are placed in ACT preparation courses if their goals are to attain a higher score for college admittance. Others are placed in career experience courses on campus and off campus to gain employable skills. These students also attend workshops in the Career Development Center at FSDB to revamp their resumes, portfolios, and marketability. Finally, these students meet with Vocational Rehabilitation counselors in September and October to devise transition plans for employment or continued education/training.

The school counseling website will also spotlight topics each month and provide additional resources and visuals to address specific themes in a young-adult friendly manner for both students and families. Themes will include things like stress management, bullying, community service and giving back etc. to help address the issues identified as needs throughout the school. This website is accessible to students 24/7. In addition, they receive update notifications via their assigned Google Classroom and reminders from school staff (i.e. counselors or teachers) in person.

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.

High School counselors and the Director of Career Development work closely together to provide career awareness opportunities for all high school students through various programs and events on campus. Examples include, but are not limited to, visiting transition course classrooms, Pathways to Your Future, Senior Day, Job Fairs, and the Career Experience course (work program). Community and business partners are always invited to participate in the programs and events on campus. Community and business partners are also invited to an awards ceremony at the end of the year to thank them for their collaboration in allowing our students to work with them. In addition to workshops, students are also using Florida's comprehensive education and career planning system, MyCareerShines.org, to complete interest inventories and personality type inventories to better prepare for their transition to post-secondary training.

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

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

FSDB offers Career and Technical Education (CTE) course programs that train students in the Administrative Office Specialist field, Building Construction Technologies, Culinary Arts, Digital Audio Production, Digital Media/Multimedia Design, Horticulture Science and Services, Java Development & Programming, and Marketing and Promotional Enterprises. Industry Certifications and credentials can be earned in Adobe PhotoShop, Illustrator, and InDesign, SafeStaff Food Handler, ServSafe Certified Food Protection Manager, OSHA 10-hour Construction Safety, OSHA 10-hour Agriculture Safety, and Certified Horticulture Professional.

Students can also attend First Coast Technical College (FCTC) to participate in other secondary level CTE courses and earn industry certifications in: Lawn Care/Nursery Operations, Horticulture Science and Service (Levels 4-6), Landscape Operations (Levels 4-6), Early Childhood Education/Childcare, and Cosmetology/Nail Technician, Culinary/Hospitality Specialties, and Automotive Service Technology. FCTC dual enrollment programs available to our students are Air Conditioning, Refrigeration, and Heating Technology, Automotive Service Technology, Commercial Foods & Culinary Arts, Diesel Mechanic, and Welding Technologies. Dual enrollment with the National Technical Institute for the Deaf is available to our students to earn college credits in Introduction to Computer Applications and Raster & Vector Graphics.

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

FSDB has a K-12+ career development program. High school students focus on career preparation. Within each academic course offered in the high school, teachers integrate career and technical education concepts into their instruction. When planning their lessons, teacher reflect "real life" application of career readiness skills such as daily access and use of technology and practicing the "soft skills" necessary for career development. Examples include the use of Google Classroom, an online blackboard type application that reflects collegiate tool functions. Google Classroom is used for accessing course materials, posting/collaborating with peers to present thoughts and ideas, and completing/sharing assignments in a variety of ways. Additionally, students use individual school email accounts, as well as Google Drive to communicate and share information/ideas with peers,

staff, and teachers. Another example of integrating career and technical education would be the inclusion of student-created power point presentations where students are able to present their ideas and understanding of concepts related to standards in the classroom.

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

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

High School counselors, Assistant Principal, the Off-Campus Coordinator, Academic Data Planner, and the Educational Diagnostician, who work in collaboration with the FSDB Career Development Center reviews and updates transition plans and career portfolios through the Summary of Performance (SOP), with input from the students/parents and other staff members on all high school students. These SOPs summarize a variety of data of interest to employers, post-secondary education programs, and social service agencies that work with our graduates, so that they have a full understanding of our graduates past experiences and capabilities upon leaving FSDB. The SOP also indicates the students' strengths and weaknesses for continued supports once they leave FSDB.

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

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.

Students are taking college readiness courses in Math and English; students attend assemblies, meetings, and workshops addressing college and career readiness factors (Pathways To Your Future and Senior Day are examples). Students who have chosen to return to FSDB to continue their education also take ACT preparation courses to better prepare for and achieve ACT scores for high school graduation concordance and college acceptance. Student data is tracked monthly by the MTSS/Rtl team and by High School counselors to provide interventions necessary to address failing grades and/or poor assessments. Workshops are also offered after school from the High School counselors in the areas of resume building, attaining goals, and transition to independent living in collaboration with the Boarding Program and Career Development Center.

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

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Students will show positive growth in ELA state assessments.
- G2.** All students will take at least two career experience or Career Transition Education (CTE) courses before graduation to explore vocational options and build basic work / soft skills.
- G3.** Students in each class will make learning gains
- G4.** Students will show positive growth in Math state assessments

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. Students will show positive growth in ELA state assessments. 1a

G100769

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	90.0
ELA Achievement District Assessment	75.0

Targeted Barriers to Achieving the Goal 3

- English is not the first language for many students. As a result many students need direct instruction to transition from lack of language accessibility to language exposure, which is necessary to improve their reading level so they can comprehend the two to four passages before responding in writing. Additional challenges with their writing skills include paraphrasing, citing evidence, and grammar/mechanics.

Resources Available to Help Reduce or Eliminate the Barriers 2

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

Plan to Monitor Progress Toward G1. 8

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

Person Responsible

Dina Padden

Schedule

Semiannually, from 8/27/2018 to 5/31/2019

Evidence of Completion

Data reports from the semester writing progress monitoring

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

G100770

Targets Supported 1b

Indicator	Annual Target
CTE Program Concentrator Rate	90.0

Targeted Barriers to Achieving the Goal 3

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

Resources Available to Help Reduce or Eliminate the Barriers 2

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

Plan to Monitor Progress Toward G2. 8

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

Person Responsible

Dina Padden

Schedule

Quarterly, from 8/13/2018 to 5/25/2019

Evidence of Completion

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

G3. Students in each class will make learning gains 1a

G100771

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	70.0
FSA Mathematics Achievement	70.0

Targeted Barriers to Achieving the Goal 3

- English is not the first language for many students. As a result many students need direct instruction to transition from lack of language accessibility to language exposure, which is necessary to improve their reading level and skills.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Empower3000, MAP, IRLA, teacher / student data conferencing, Reading Specialist support, CWT, professional development during monthly content area team meetings.

Plan to Monitor Progress Toward G3. 8

Empower3000 and NWEA MAP Progress Monitoring Reports

Person Responsible

Dina Padden

Schedule

Quarterly, from 8/27/2018 to 5/31/2019

Evidence of Completion

Empower3000-"How has Lexile performance changed over time?", NWEA MAP-"Portfolio Report"

G4. Students will show positive growth in Math state assessments 1a

G100772

Targets Supported 1b

Indicator	Annual Target
Math Achievement District Assessment	90.0
FSA Mathematics Achievement	90.0

Targeted Barriers to Achieving the Goal 3

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

Resources Available to Help Reduce or Eliminate the Barriers 2

- Math Specialist, Florida State Standards, Math Formative Assessment Systems (MFAS), NWEA Measures of Academic Progress (MAP), Pre-Test Support - Study Groups with certified teachers for each subject area
- Math Nation
- Big Ideas (Textbook) Online Resources
- Mind Research ST Math
- Everglades Algebra 1 EOC workbook

Plan to Monitor Progress Toward G4. 8

FSA EOC Algebra 1 scores

Person Responsible

Dina Padden

Schedule

Annually, from 8/27/2018 to 5/31/2019

Evidence of Completion

Data Analysis of Algebra 1 EOC scores and portfolio results

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. Students will show positive growth in ELA state assessments. **1**

 G100769

G1.B1 English is not the first language for many students. As a result many students need direct instruction to transition from lack of language accessibility to language exposure, which is necessary to improve their reading level so they can comprehend the two to four passages before responding in writing. Additional challenges with their writing skills include paraphrasing, citing evidence, and grammar/mechanics. **2**

 B271807

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

 S287783

Strategy Rationale

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

Action Step 1 **5**

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

Person Responsible

Brent Bechtold

Schedule

Semiannually, from 8/27/2018 to 5/31/2019

Evidence of Completion

District Writing assessment results and Reading Specialist Log

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

FSA writing rubric reports will be reviewed

Person Responsible

Dina Padden

Schedule

Semiannually, from 8/27/2018 to 5/31/2019

Evidence of Completion

FSA Writing Rubrics & comments from teachers

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

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

Person Responsible

Dina Padden

Schedule

Semiannually, from 8/27/2018 to 5/31/2019

Evidence of Completion

Data collected from the FSA Writing Rubric and teacher comments

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

 G100770

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

 B271808

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

 S287784

Strategy Rationale

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

Action Step 1 **5**

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

Person Responsible

Melissa Kaler

Schedule

Quarterly, from 8/12/2018 to 5/25/2019

Evidence of Completion

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

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

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

Person Responsible

Dina Padden

Schedule

Semiannually, from 8/8/2018 to 1/1/2019

Evidence of Completion

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

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

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

Person Responsible

Dina Padden

Schedule

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

Evidence of Completion

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

G3. Students in each class will make learning gains 1

G100771

G3.B1 English is not the first language for many students. As a result many students need direct instruction to transition from lack of language accessibility to language exposure, which is necessary to improve their reading level and skills. 2

B271809

G3.B1.S1 School's target is a minimum of 2 Empower3000 articles read per week at 75% or above proficiency. Teacher track data and conference with the students to see what other supports are needed.

4

S287785

Strategy Rationale

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

Action Step 1 5

Review data from the pre-test, mid-year, and post-test Empower3000 LevelSet and NWEA's Measures of Academic Progress (MAP) to make adjustments and note which students need more intervention.

Person Responsible

Brent Bechtold

Schedule

Semiannually, from 8/27/2018 to 5/31/2019

Evidence of Completion

Empower3000 performance reports and MAP RIT scores/reports

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

Monitor usage of Empower3000 and data conferences

Person Responsible

Dina Padden

Schedule

Monthly, from 8/27/2018 to 5/31/2019

Evidence of Completion

Teacher lesson plans, conference data logs

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

Performance check to see if students are on target for achieving the goal

Person Responsible

Dina Padden

Schedule

Semiannually, from 8/27/2018 to 5/31/2019

Evidence of Completion

Empower3000 and MAP performance reports

G4. Students will show positive growth in Math state assessments 1

G100772

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

B271810

G4.B1.S1 Teachers will utilize data from MAP, MFAS, Math Nation, and ST Math to tailor instruction to meet individualized student needs through monthly data chats and weekly collaboration 4

S287786

Strategy Rationale

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

Action Step 1 5

Monthly data chats (MFAS, MAP, Math Nation, and ST Math)

Person Responsible

Sue Clark

Schedule

Monthly, from 8/27/2018 to 5/31/2019

Evidence of Completion

Monthly meeting notes

Action Step 2 5

Monitor maintenance of individual student portfolios

Person Responsible

Sue Clark

Schedule

Monthly, from 8/27/2018 to 5/31/2019

Evidence of Completion

Teachers will document how students are performing on the standards using the Algebra 1 standards chart

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

Monitor Data Chat meeting notes and Algebra 1 Standards Charts

Person Responsible

Dina Padden

Schedule

Monthly, from 8/27/2018 to 5/31/2019

Evidence of Completion

Sign in Forms for trainings, Lessons plans, usage of MFAS, Math Nation and ST Math

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

Use MAP RIT scores to monitor growth

Person Responsible

Dina Padden

Schedule

Quarterly, from 8/27/2018 to 5/31/2019

Evidence of Completion

MAP reports

V. Professional Development Opportunities

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

G1. Students will show positive growth in ELA state assessments.

G1.B1 English is not the first language for many students. As a result many students need direct instruction to transition from lack of language accessibility to language exposure, which is necessary to improve their reading level so they can comprehend the two to four passages before responding in writing. Additional challenges with their writing skills include paraphrasing, citing evidence, and grammar/mechanics.

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

PD Opportunity 1

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

Facilitator

Reading Specialist, Assistant Principal

Participants

ELA teachers

Schedule

Semiannually, from 8/27/2018 to 5/31/2019

G3. Students in each class will make learning gains

G3.B1 English is not the first language for many students. As a result many students need direct instruction to transition from lack of language accessibility to language exposure, which is necessary to improve their reading level and skills.

G3.B1.S1 School's target is a minimum of 2 Empower3000 articles read per week at 75% or above proficiency. Teacher track data and conference with the students to see what other supports are needed.

PD Opportunity 1

Review data from the pre-test, mid-year, and post-test Empower3000 LevelSet and NWEA's Measures of Academic Progress (MAP) to make adjustments and note which students need more intervention.

Facilitator

Reading Specialist, Teacher Mentor

Participants

English/Language Arts (ELA) teachers

Schedule

Semiannually, from 8/27/2018 to 5/31/2019

G4. Students will show positive growth in Math state assessments

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

G4.B1.S1 Teachers will utilize data from MAP, MFAS, Math Nation, and ST Math to tailor instruction to meet individualized student needs through monthly data chats and weekly collaboration

PD Opportunity 1

Monthly data chats (MFAS, MAP, Math Nation, and ST Math)

Facilitator

Math Specialists & Assistant Principal

Participants

Math teachers

Schedule

Monthly, from 8/27/2018 to 5/31/2019

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Teachers will receive training and continued coaching and guidance on how to assess/ score using the rubrics.	\$0.00
2	G2.B1.S1.A1	Explore all available options for student placement into career experience / CTE courses.	\$0.00
3	G3.B1.S1.A1	Review data from the pre-test, mid-year, and post-test Empower3000 LevelSet and NWEA's Measures of Academic Progress (MAP) to make adjustments and note which students need more intervention.	\$0.00
4	G4.B1.S1.A1	Monthly data chats (MFAS, MAP, Math Nation, and ST Math)	\$0.00
5	G4.B1.S1.A2	Monitor maintenance of individual student portfolios	\$0.00
Total:			\$0.00

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2019					
G2.B1.S1.MA1 M426806	Monitoring the schedules for students as students are placed into courses as per their preference...	Padden, Dina	8/8/2018	End of the academic year transcripts for all DHS students identifying the completion of the career experience/ CTE courses.	1/1/2019 semiannually
G2.MA1 M426807	A review of student transcripts and report cards as student complete the career experience and CTE...	Padden, Dina	8/13/2018	End of the academic year student's transcripts (11th & 12th grade years)	5/25/2019 quarterly
G2.B1.S1.A1 A390327	Explore all available options for student placement into career experience / CTE courses.	Kaler, Melissa	8/12/2018	End of the academic year transcripts for all DHS students identifying the completion of the career experience/ CTE courses. (Calculate percentage)	5/25/2019 quarterly
G1.MA1 M426804	Data will be collected and analyzed of the informative/ explanatory and argumentative style...	Padden, Dina	8/27/2018	Data reports from the semester writing progress monitoring	5/31/2019 semiannually
G3.MA1 M426810	Empower3000 and NWEA MAP Progress Monitoring Reports	Padden, Dina	8/27/2018	Empower3000-"How has Lexile performance changed over time?", NWEA MAP-"Portfolio Report"	5/31/2019 quarterly
G4.MA1 M426813	FSA EOC Algebra 1 scores	Padden, Dina	8/27/2018	Data Analysis of Algebra 1 EOC scores and portfolio results	5/31/2019 annually
G1.B1.S1.MA1 M426802	Review and analyze the FSA writing rubric reports for each student's performance.	Padden, Dina	8/27/2018	Data collected from the FSA Writing Rubric and teacher comments	5/31/2019 semiannually
G1.B1.S1.MA1 M426803	FSA writing rubric reports will be reviewed	Padden, Dina	8/27/2018	FSA Writing Rubrics & comments from teachers	5/31/2019 semiannually
G1.B1.S1.A1 A390326	Teachers will receive training and continued coaching and guidance on how to assess/score using the...	Bechtold, Brent	8/27/2018	District Writing assessment results and Reading Specialist Log	5/31/2019 semiannually
G2.B1.S1.MA1 M426805	Communication with both the FCTC coordinator and FSDB CTE coordinator and teachers	Padden, Dina	8/13/2018	Documentation of meetings and communication with scheduling team members and coordinators.	5/31/2019 monthly
G3.B1.S1.MA1 M426808	Performance check to see if students are on target for achieving the goal	Padden, Dina	8/27/2018	Empower3000 and MAP performance reports	5/31/2019 semiannually
G3.B1.S1.MA1 M426809	Monitor usage of Empower3000 and data conferences	Padden, Dina	8/27/2018	Teacher lesson plans, conference data logs	5/31/2019 monthly
G3.B1.S1.A1 A390328	Review data from the pre-test, mid-year, and post-test Empower3000 LevelSet and NWEA's Measures of...	Bechtold, Brent	8/27/2018	Empower3000 performance reports and MAP RIT scores/reports	5/31/2019 semiannually
G4.B1.S1.MA1 M426811	Use MAP RIT scores to monitor growth	Padden, Dina	8/27/2018	MAP reports	5/31/2019 quarterly
G4.B1.S1.MA1 M426812	Monitor Data Chat meeting notes and Algebra 1 Standards Charts	Padden, Dina	8/27/2018	Sign in Forms for trainings, Lessons plans, usage of MFAS, Math Nation and ST Math	5/31/2019 monthly
G4.B1.S1.A1 A390329	Monthly data chats (MFAS, MAP, Math Nation, and ST Math)	Clark, Sue	8/27/2018	Monthly meeting notes	5/31/2019 monthly
G4.B1.S1.A2 A390330	Monitor maintenance of individual student portfolios	Clark, Sue	8/27/2018	Teachers will document how students are performing on the standards using the Algebra 1 standards chart	5/31/2019 monthly