

Florida School for the Deaf & the Blind

# Deaf High School (Fsdb)



## 2021-22 Ungraded Schoolwide Improvement Plan

---

## Table of Contents

---

<b>School Demographics</b>	<b>3</b>
<b>Purpose and Outline of the Ungraded SIP</b>	<b>4</b>
<b>School Information</b>	<b>5</b>
<b>Needs Assessment</b>	<b>8</b>
<b>Planning for Improvement</b>	<b>13</b>
<b>R.A.I.S.E</b>	<b>0</b>
<b>Positive Culture &amp; Environment</b>	<b>0</b>

## Deaf High School (Fsdb)

207 SAN MARCO AVE, St Augustine, FL 32084

[ no web address on file ]

### Demographics

**Principal: Donald Curran**

Start Date for this Principal: 8/5/2018

<b>2021-22 Status</b> (per MSID File)	Active
<b>School Function</b> (per accountability file)	ESE
<b>School Type and Grades Served</b> (per MSID File)	High School 9-12
<b>Primary Service Type</b> (per MSID File)	Special Education
<b>2020-21 Title I School</b>	No
<b>2020-21 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	87%
<b>2020-21 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* Black/African American Students* Hispanic Students* White Students Economically Disadvantaged Students*
<b>School Improvement Rating History</b>	2021-22: Maintaining 2020-21: No Rating 2018-19: Maintaining 2017-18: Maintaining 2016-17: Maintaining
<b>DJJ Accountability Rating</b>	2023-24: No Rating

### School Board Approval

This plan is pending approval by the FSDB County School Board.

### SIP Authority

A Schoolwide Improvement Plan (SIP) is a requirement for Comprehensive Support and Improvement (CSI) ungraded schools pursuant to 1001.42 F.S. and the Every Student Succeeds Act (ESSA) and for DJJ schools

receiving a rating of Unsatisfactory pursuant to Sections 1003.51 and 1003.52, F.S. and Rule 6A-1.099813, F.A.C.

CSI schools can be designated as such in 2 ways:

1. Have a graduation of 67% or lower; or
2. Have an overall Federal Index below 41%.

DJJ Unsatisfactory Ratings are based on percentages by program type:

- Prevention and Intervention: 0%-50%
- Nonsecure Programs: 0%-59%
- Secure Programs: 0%-53%

SIP Plans for Ungraded CSI schools and DJJ schools receiving an Unsatisfactory rating must be approved by the district and reviewed by the state.

### **Purpose and Outline of the SIP**

The School Improvement Plan (SIP) provides schools and Local Educational Agencies (LEAs) the opportunity to identify the academic and priority goals along with strategies for each school. School leadership teams may refine their SIP annually to define their school's academic and priority goals to increase student achievement.

Schools and LEAs are strongly encouraged to collaborate in the development and implementation of this plan.

## Part I: School Information

### School Mission and Vision

#### **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 with an opportunity access educational services in a caring, safe, and 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 student, 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 the 2021-2022 academic year.

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

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

Deaf High School vision:

We are a school that uses data in a collaborative environment. We embed literacy in all disciplines. We are a recognized school in the area of education, innovation, and preparation of students.

We utilize a whole child approach that allows our graduates to become active and engaged members of society.

#### **Briefly discuss the population unique to your school and the specific supports provided to meet the mission and vision.**

Deaf/HoH - Linguistic support in sign language.

### School Leadership Team

#### **Membership**

Identify the name, email address, position title, and job duties/responsibilities as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Padden, Dina	Assistant Principal	Oversee Deaf High School. Dina Rae Padden is an instructional leader who works closely with teachers in areas of professional growth, evaluations, discipline, leadership/mentoring, and the 21 domains listed in Danielson evaluation framework. Ms. Padden also works with students regarding behavior, PBiS, and student support through MTSS, data chats, and PBiS meetings to name a few examples. Ms. Padden works with families and provides support regarding discipline and academic issues as well as student and family supports.
Bechtold, Brent	Instructional Coach	Work closely with ELA teachers regarding lesson plan development, instructional strategies, and coaching. Works closely with selected students to improve literacy via pull-outs and push-ins.
Clark, Sue	Instructional Coach	Work closely with Math teachers regarding lesson plan development, instructional strategies, and coaching. Works closely with selected students to improve mathematics via pull-outs and push-ins.
French, Alessandra	School Counselor	Works with students regarding career and course selection. Member of the scheduling team. Student progression plan tracking. Test coordinating.
Kaler, Melissa	School Counselor	Works with students regarding career and course selection. Member of the scheduling team. Student progression plan tracking. Test coordinating.

### Is education provided through contract for educational services?

Yes

If yes, name of the contracted education provider.

### Demographic Information

#### Principal start date

Sunday 8/5/2018, Donald Curran

#### Number of teachers with professional teaching certificates?

17

#### Number of teachers with temporary teaching certificates?

2

#### Total number of teacher positions allocated to the school.

21

#### Total number of students enrolled at the school.

164

#### Identify the number of instructional staff who left the school during the 2020-21 school year.

2

Identify the number of instructional staff who joined the school during the 2021-22 school year.

2

## Demographic Data

### Early Warning Systems

#### 2021-22

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Number of students enrolled	0	0	0	0	0	0	0	0	0	29	36	47	65	177	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	7	6	17	13	43	
One or more suspensions	0	0	0	0	0	0	0	0	0	7	10	13	17	47	
Course failure in ELA	0	0	0	0	0	0	0	0	0	25	1	3	3	32	
Course failure in Math	0	0	0	0	0	0	0	0	0	25	4	1	1	31	
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0		
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	1	23	2	26	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0		

The number of students with two or more early warning indicators:

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

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Tuesday 7/27/2021

#### 2020-21 - Updated

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		
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	34	46	38	58	176
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	3	4	1	2	10
One or more suspensions	0	0	0	0	0	0	0	0	0	0	10	4	5	5	24
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	3	31	19	53
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	25	4	0	0	29

#### The number of students with two or more early warning indicators:

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

#### The number of students identified as retainees:

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0		
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0		

## Part II: Needs Assessment/Analysis

### School Data Review

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement						56%			56%
ELA Learning Gains						51%			53%
ELA Lowest 25th Percentile						42%			44%
Math Achievement						51%			51%
Math Learning Gains						48%			48%
Math Lowest 25th Percentile						45%			45%
Science Achievement						68%			67%
Social Studies Achievement						73%			71%

### Grade Level Data Review - State Assessments

**NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.**



ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
09	2021					
	2019	8%	16%	-8%	55%	-47%
Cohort Comparison						
10	2021					
	2019	3%	22%	-19%	53%	-50%
Cohort Comparison		-8%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	22%	44%	-22%	67%	-45%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	0%	43%	-43%	70%	-70%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	3%	22%	-19%	61%	-58%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	8%	16%	-8%	57%	-49%

### Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	22	38		26	47	60	20	11		90	11
ELL				20							
BLK				23	50						
HSP	13	33		15	37						
WHT	30	39		33	52					91	10
FRL	13	26		22	38			6		89	13
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	8	13	21	17	28	47	21	25		66	14
BLK		20		6	18		27			80	8
HSP		11		6	29			20		47	
WHT	15	4		28	32		17			82	
FRL	9	12	17	18	29	46	17	20		66	14
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17

### ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	36
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	5
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	325
Total Components for the Federal Index	9
Percent Tested	91%

### Subgroup Data

Students With Disabilities	
Federal Index - Students With Disabilities	36
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	20
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	37
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	20
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	

White Students	
Federal Index - White Students	43
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	30
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

## Analysis

### Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

#### Reflect on the Areas of Focus from the previous school year. What progress monitoring was in place for low performing ESSA subgroups related to the Areas of Focus?

Testing (MAP/FSA/EOC). Continuous monitoring of data, Assistant Principal being involved with PLCs more frequently, continuous coaching, PLCs, PD opportunities, observations and evaluations of teachers as well as training to improve reading instruction.

#### Based on ESSA subgroup progress monitoring, which data component showed the most improvement? What new actions did your school take in this area?

The highest performance was in mathematics components of the MAP. 77% of the students showed growth. Our students are utilizing the accommodations of printed material being signed to them to understand complex text and also being given extended time during classroom instruction and during assessments. The year-long courses for Algebra and Geometry (Algebra 1A and Algebra 1, Informal Geometry and Geometry) allow students to have additional course time to learn material prior to taking district and statewide assessments. We will continue with the same process: PLC, Professional Development (PD), coaching with math specialist, differentiated instruction, and after-school tutoring program.

#### What area is in the greatest need of improvement? What specific component of this area is most problematic? What is your basis (data, progress monitoring) for this conclusion?

The lowest performance was with the students showing growth of 52% in both the reading and language components of the MAP. Language deprivation in birth to childhood due to hearing loss is the major contribution. A notable percentage of this group is economically disadvantaged. Continued actions that have been proven effective in showing increase in scores, regardless of these being on the needing improvement spectrum, are differentiated instruction, utilizing teaching strategies that focus on areas of improvements based on MAP and other assessment scores. Professional Learning Community (PLC) meetings to discuss student data and strategies are to continue as well. After school tutoring program for students that are failing will continue.

#### What trends emerge across grade levels, subgroups and core content areas?

Poor attendance due to the pandemic. There is a clear correlation between absences and FSA scores on the math part.

**What strategies need to be implemented in order to accelerate learning?**

Differentiated instruction, one-on-one conference with students, ASL-English bridging, and literacy in each content areas. Training for all teachers with literacy so all content areas address these skills.

**Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.**

Pineapple University provides a series of professional development opportunities, i.e. literacy in content areas, for teachers to attend. PLCs will continue on monthly basis for ELA and Math teams as well as Social Studies, Science, and electives. Continuous monitoring of data, Assistant Principal being involved with PLCs more frequently, continuous coaching, PLCs, PD opportunities, observations and evaluations of teachers as well as training to improve reading instruction.

## Part III: Planning for Improvement

**Areas of Focus:**

**#1. Culture & Environment specifically relating to Parent Involvement****Area of Focus Description and****Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Support families in engaging in their child's education with the focus on communication between the school and families.

**Measurable Outcome:**

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Teachers will be providing a minimum of quarterly contacts with families. The school will share bi-weekly Dragon Pride newsletters with families letting them know what is happening in the school as well as tips on communicating with staff, and finding information about their son/daughter (grades and assignments for instance).

**Monitoring:**

Describe how this Area of Focus will be monitored for the desired outcome.

Monitoring of teacher communication via email and website information shared with families.

**Person responsible for monitoring outcome:**

Dina Padden (paddend@fsdbk12.org)

**Evidence-based Strategy:**

Describe the evidence-based strategy being implemented for this Area of Focus.

Monitoring of teacher communication via email and website information shared with families. Effectiveness is measured through climate survey.

**Rationale for Evidence-based Strategy:**

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Students come from all over the state. It is hard for many families to come to the school due to distance and economic disadvantages. The communication allows families to feel more connected with their child's education. Research shows that students with involved parents/caregivers earn higher grades and test scores, have better social skills, and show improved behavior.

**Action Steps to Implement:**

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Monitoring of teacher communication via email and website information shared with families. Effectiveness is measured through climate survey.

**Person Responsible**

Dina Padden (paddend@fsdbk12.org)

**Monitoring ESSA Impact:**

If this Area of Focus is not related to one or more ESSA subgroups, please describe the process for progress monitoring the impact of the Area of Focus as it relates to all ESSA subgroups not meeting the 41% threshold according to the Federal Index.

Families are encouraged to sign up for Skyward family access to gain insight into their child's grades and Skylert messages from the school. The Assistant Principal sends out summer letters as well as bi-weekly newsletters (Dragon Pride). The Assistant Principal will monitor family and teacher communication on a regular basis.

**#2. Culture & Environment specifically relating to Discipline****Area of Focus  
Description and  
Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Besides implementation of consistent rules pertaining to usage of Smart Phones in the classroom and hallways, dress code, and laptop usage in the classroom, our school monitors students' behavior via Multi-Tiered Systems of Support (MTSS) to see patterns, provide behavioral supports, such as contracts, behavior intervention plans, and the like, We also practice PBiS philosophy in our high school, which is embedded with character education, student of the month awards, PBiS themed events, such as unity day in October, and classroom rules aligned to CR2 (Cooperation, Respect, and Responsibility are part of the PBiS theme) The rationale for this is to ensure that all teachers and students are on the same page not only to reduce power struggles in the classrooms and continuing a habit of focusing on the academic component, but also to create a safe classroom with preventive mechanisms already in place.

**Measurable****Outcome:**

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Reduction in number of incident referrals on Skyward

**Monitoring:**

Describe how this Area of Focus will be monitored for the desired outcome.

Data will be regularly monitored by the AP, Dina Padden, and coordinator of student conduct, James Salamunovich

**Person responsible  
for monitoring  
outcome:**

Dina Padden (paddend@fsdbk12.org)

**Evidence-based****Strategy:**

Describe the evidence-based strategy being implemented for this Area of Focus.

Data will be regularly monitored via MTSS monthly data chat as well as BORT monthly meetings.

**Rationale for  
Evidence-based****Strategy:**

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Developing a habit of utilizing time management more productively with minimal distractions.

**Action Steps to Implement:**

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Implementation of consistent rules pertaining to usage of Smart Phones in the classroom and hallways, dress code, and laptop usage in the classroom. Data will be regularly monitored by the AP, Dina Padden, and coordinator of student conduct, James Salamunovich. Purchase of vertical shoe pockets for every classroom, communicate with the teachers the content of the school improvement plan as well as the three rules, and communicate with the boarding program to ensure that the dress code is followed with due diligence.

**Person Responsible**

James Salamunovich (salamunovij@fsdbk12.org)

**Monitoring ESSA**

**Impact:**

If this Area of Focus is not related to one or more ESSA subgroups, please describe the process for progress monitoring the impact of the Area of Focus as it relates to all ESSA subgroups not meeting the 41% threshold according to the Federal Index.



**#3. Other specifically relating to Ambitious Instruction****Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Students will develop the ability to own their learning and understand their academic performance through data shared by teachers.

**Measurable Outcome:**

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

When comparing data from FSA/EOC and MAP by cohort, students will show improvements in their scores as a result of ambitious instruction:

- MAP growth in both reading and language at 70%
- MAP growth in Math at 90%

MAP growth targets in reading being 55% and math being that of 85%

**Monitoring:**

Describe how this Area of Focus will be monitored for the desired outcome.

Monitoring data from MAP, EOC/FSA, and other assessments as well as data from student-teacher conference.

**Person responsible for monitoring outcome:**

Dina Padden (paddend@fsdbk12.org)

**Evidence-based Strategy:**

Describe the evidence-based strategy being implemented for this Area of Focus.

Monitoring data from MAP, EOC/FSA, and other assessments as well as data from student-teacher conferences. Effectiveness is measured through test results.

**Rationale for Evidence-based Strategy:**

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Language deprivation results in deep gaps in learning among the majority of our students. To close the gap, we need to look at the data closely and target these areas during instruction.

**Action Steps to Implement:**

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Monitoring data from MAP, EOC/FSA, and other assessments as well as data from student-teacher conferences. Effectiveness is measured through test results.

**Person Responsible**

Dina Padden (paddend@fsdbk12.org)

**Monitoring ESSA Impact:**

If this Area of Focus is not related to one or more ESSA subgroups, please describe the process for progress monitoring the impact of the Area of Focus as it relates to all ESSA subgroups not meeting the 41% threshold according to the Federal Index.

Data from PLC sessions will drive instruction and identify gaps. Lesson plans will be monitored to ensure curricular fidelity. Teachers will be provided with support and opportunities to attend workshops and FSDB's Pineapple Professional Development (PD) sessions during which they can learn best practices and strategies for instruction. Regularly scheduled one-on-one educational sessions between the teacher and the student will occur to track progress in both ELA and Math content areas.

**#4. Instructional Practice specifically relating to B.E.S.T. Standards****Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

When we do not hold all students to high academic standards, the result can be low achievement and the tragedy of children leaving school without ever having been challenged to fulfill their potential. The B.E.S.T. standards aim to achieve a high standards approach to academics. Since these are fairly new standards, it is essential that teachers, administrators, and related support personnel are able to understand and apply these standards in the classroom.

**Measurable Outcome:**

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

1) Testing score performances in MAP meeting growth targets (70% for reading and language and 90% for math) 2) literacy look fors walkthroughs show teaches utilizing reading strategies in their classroom 3) Reading PDs for content areas are set up via the specialists 3) Model classrooms are identified for teachers to observe 4) setting up coaching/mentoring meetings between the teachers and math and reading specialists 5) Continuous monitoring students' academic progress via assessments, grades, and via Multi-Tiered Systems of Support (MTSS) as needed, and provide interventions accordingly.

**Monitoring:**

Describe how this Area of Focus will be monitored for the desired outcome.

The quarterly meetings, agendas being logged in, walkthrough data, and identified model classrooms are going to be placed in a designated folder on Google Drive.

**Person responsible for monitoring outcome:**

Dina Padden (paddend@fsdbk12.org)

**Evidence-based Strategy:**

Describe the evidence-based strategy being implemented for this Area of Focus.

Incorporation of training modules via PD opportunities, including team leaders from each content area on the team, selecting model classrooms across the various content areas, not just in ELA, weekly vlogs by the AP, Dina Padden, on DHS Tidbits focusing on literacy, and bi-weekly vlogs and scripts by the AP, Dina Padden, in the parent newsletter focusing on literacy.

**Rationale for Evidence-based Strategy:**

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

When students learn synergically using various strategies in various content area classrooms, the frequency of word exposure become more widespread, and also the ability to read fluently as word recognition increases leading to higher levels of comprehension.

**Action Steps to Implement:**

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Incorporation of training modules via PD opportunities, including team leaders from each content area on the team, selecting model classrooms across the various content areas, not just in ELA, weekly vlogs by the AP, Dina Padden, on DHS Tidbits focusing on literacy, and bi-weekly vlogs and scripts by the AP, Dina Padden, in the parent newsletter focusing on literacy. Additional action steps: 1) Increase in reading strategies used in all content areas reflected by an increase in FSA and MAP scores and evaluated via literacy look for walkthroughs. 2) Setting reading PDs for content areas via the specialists 3) identification of model classrooms, 3) Understanding the look-fors on both the teacher and administration sides for literacy walkthroughs, 4) setting up coaching/mentoring meetings with teachers 5) Monitor students' academic progress via assessments, grades, and via Multi-Tiered Systems of Support (MTSS) as needed, and provide interventions accordingly.

**Person Responsible** Dina Padden (paddend@fsdbk12.org)

*No description entered*

**Person Responsible** [no one identified]

**Monitoring ESSA Impact:**

If this Area of Focus is not related to one or more ESSA subgroups, please describe the process for progress monitoring the impact of the Area of Focus as it relates to all ESSA subgroups not meeting the 41% threshold according to the Federal Index.

### Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

#### Describe how the school addresses building a positive school culture and environment.

PBiS meetings 1x month (stakeholders: Coordinator of behavioral conduct, boarding program & teacher/staff representatives, and the Assistant Principal)

Quarterly Sub-SAC meetings (stakeholders: parents, AP, students, specialists)

Team leader meetings 1x month (Stakeholders: Content team leaders, specialists, and AP)

PLC meetings 1x month (Stakeholders: each content area teachers, specialists, and at times the AP)

PBiS themed activities as well as psycho-social sessions with students on monthly basis.

Extracurricular activities as well as major events (Homecoming, Eye Fest, Winter Fest, and Spring Fest) allow students to exhibit leadership and teamwork abilities and develop these skills as well as bring the community together.

**Identify the stakeholders and their role in promoting a positive culture and environment at the school.**

See above.