

Florida School for the Deaf & the Blind

Deaf High School (Fsdb)



2022-23 Ungraded Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the Ungraded SIP	4
School Information	5
Needs Assessment	9
Planning for Improvement	13
R.A.I.S.E	19
Positive Culture & Environment	22

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: 8/13/2018

2021-22 Status (per MSID File)	Active
School Function (per accountability file)	ESE
School Type and Grades Served (per MSID File)	High School 9-12
Primary Service Type (per MSID File)	Special Education
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	87%
2021-22 ESSA Subgroups Represented (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*
School Improvement Rating History	2021-22: Maintaining 2020-21: No Rating 2018-19: Maintaining 2017-18: Maintaining 2016-17: Maintaining
DJJ Accountability Rating	2023-24: No Rating

School Board Approval

This plan was approved by the FSDB County School Board on 10/28/2022.

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 2022-2023 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 school that is recognized in the areas 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.

All of our students have been identified as Deaf or Hard of Hearing and are served with Individualized Education Plans. They require specialized instruction to meet their needs. We have highly qualified teachers certified to meet the needs of Deaf/Hard of Hearing students. This allows us to provide the instruction and skills necessary to create lifelong learners.

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
Healy, Marcelle	Assistant Principal	<p>The Assistant Principal serves as the instructional leader in the Deaf High School. The incumbent of this position is responsible for assuring compliance with all federal, state, Board of Trustee and Administrative mandates, guidelines, and rules within their respective unit. Supervise and assist in the instructional program by visiting classrooms, conducting formal and informal observations, conducting individual teacher conferences, conducting departmental meetings, reviewing individual teacher's lesson plans and to assure compliance with state adopted curriculum/course frameworks. Supervise and monitor student behavior, student behavior programming and student behavior plans. Gather and analyze data on student performance. Coordinate the completion of Individual Education Plans and communicate related issues and problems to the immediate supervisor. Review assessments, observe and provide professional input on specific children for purposes of class placement, identification of specific problems and referral for additional diagnostic or related evaluations. Participate in departmental meetings, student management team meetings, file reviews and student staffings when appropriate, prepare budget requests, and develop student/teacher schedules in a timely manner. Ensure coordination of activities with other programs i.e. residential, physical education, athletics, Health Care and related services. Ordering supplies, textbook and materials in a timely manner and manage budget allocations appropriately. Report needed building repairs and safety hazards to the appropriate departments. Serve as a positive professional role model for instructional staff and students. Supervise teachers, instructional assistants, secretary and other staff assigned to the work unit. Coordinate the development of an annual plan through a staff meeting process to develop goals and priorities that lead to quality instructional program, provides for the efficient use of fiscal and human resources, and efficient use of physical facilities. Participate in staff development activities training as assigned. Other duties as assigned.</p> <p>Required Knowledge, Skills and Abilities: Knowledge in the instructional strategies related to the respective sensory impairment of the children within the instructional unit; Knowledge of acceptable/current administrative, personnel and student management techniques; Knowledge of the principles and techniques of effective communications; Knowledge of the principles, methods and techniques of teaching; Knowledge of the principles of human learning, behavior and counseling; Knowledge of the principles and techniques of curriculum development; Ability to work independently; Ability to plan, organize and coordinate work assignments; Ability to communicate effectively; Ability to establish and maintain effective working relationships with others; Ability to visually monitor students and staff; Ability to complete training and administer skills acquired in CPR. Ability to obtain sign language proficiency level in accordance with FSDB O.P.P.1.24.</p> <p>Minimum Requirements: Master's degree or higher in related field. Current State of Florida educator</p>

Name	Position Title	Job Duties and Responsibilities
		<p>certification in Deaf/Hard-of-Hearing K-12 or ability to obtain within a reasonable period of time upon hire. Current state of Florida educator certification in Educational Leadership or School Principal or ability to obtain within a reasonable period of time upon hire with the understanding that additional certification requirements must be completed within a specified period of time. Five years professional teaching experience with students who are deaf/hard of hearing. If certifications noted are not from Florida, upon appointment, shall obtain state of Florida certification(s) within a reasonable period of time. Additional requirements mandated by state/ federal law and position responsibilities.</p> <p>Sign Language Requirements: Applicants who are selected for hire will be required to attain an Advanced proficiency in sign language, within one year of hire. Please note: The Florida School for the Deaf and the Blind provides education to acquire sign language skills.</p>
Bechtold, Brent	Instructional Coach	Works closely with ELA teachers regarding lesson plan development, instructional strategies, and coaching, Works closely with selected students to improve literacy via pull-out and push-in models.
Kaler, Melissa	School Counselor	Works with students regarding career and course selection. Member of the scheduling team, tracks student progression plan, and has responsibility of testing coordinator.
French, Alessandra	School Counselor	Works with students regarding career and course selections. Member of the scheduling team, assists students with track their progression plan, and is testing coordinator.

Is education provided through contract for educational services?

No

If yes, name of the contracted education provider.

NA

Demographic Information**Principal start date**

Monday 8/13/2018, Donald Curran

Total number of students enrolled at the school.

188

Total number of teacher positions allocated to the school.

21

Number of teachers with professional teaching certificates?

17

Number of teachers with temporary teaching certificates?

2

Number of teachers with ESE certification?

15

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

3

Identify the number of instructional staff who joined the school during the 2022-23 school year.

4

Demographic Data

Early Warning Systems

2022-23

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	43	31	33	81	188	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	2	1	4	12	19	
One or more suspensions	0	0	0	0	0	0	0	0	0	6	9	9	6	30	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	1	0	1	2	
Course failure in Math	0	0	0	0	0	0	0	0	0	2	0	0	0	2	
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	18	14	23	25	80	
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	9	0	0	0	9	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	18	14	23	25	80	

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	20	21	2	2	45

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	1	1	1	3
Students retained two or more times	0	0	0	0	0	0	0	0	0	1	0	2	0	3

Date this data was collected or last updated

Friday 8/19/2022

2021-22 - 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	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 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0		
Level 1 on 2019 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	

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement		25%	51%						56%
ELA Learning Gains									51%
ELA Lowest 25th Percentile									42%
Math Achievement		24%	38%						51%
Math Learning Gains									48%
Math Lowest 25th Percentile									45%
Science Achievement		20%	40%						68%
Social Studies Achievement		31%	48%						73%

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

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
2022					
2019	22%	44%	-22%	67%	-45%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	0%	43%	-43%	70%	-70%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	3%	22%	-19%	61%	-58%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	8%	16%	-8%	57%	-49%

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	9	21	17	17	24	40	25	8		95	11
BLK	7	20								92	
HSP	11	19		19	37						
WHT	6	31		22	31		33			100	8
FRL	9	25	18	17	28	40	26	5		94	12
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

ESSA Data Review

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	CSI
OVERALL Federal Index – All Students	26
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	264
Total Components for the Federal Index	10
Percent Tested	92%
Subgroup Data	

Students With Disabilities	
Federal Index - Students With Disabilities	27
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	3
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
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%	0
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%	0
Black/African American Students	
Federal Index - Black/African American Students	20
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	3
Hispanic Students	
Federal Index - Hispanic Students	22
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	3
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%	0
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%	0

White Students	
Federal Index - White Students	33
White Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	27
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	3

Part III: Planning for Improvement

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 related to the Areas of Focus?

Progress monitoring included assessments including MAP, FSA, and EOCs. We used continuous improvement of data. Other strategies included the assistant principal was more involved with PLCs, PD opportunities, observations, and evaluations of teachers, as well as training to improve reading instruction.

Which data component showed the most improvement? What new actions did your school take in this area?

The highest performing academic area was in components of mathematics in MAP. 77% of the students showed growth. Our students are utilizing their accommodations, such as printed material being signed (sign language) 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. PLCs, Professional Development (PD), coaching with math specialist, differentiated instruction and after-school tutoring program will continue to provide support and instruction to our students in the area of math.

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 greatest area of improvement is our growth of both reading and language components in MAP. The growth areas were 52% in both reading and language. Language deprivation in birth to childhood due to hearing loss is the major contribution to this identified gap with our students. A notable percentage of this group is economically disadvantaged. We continue to provide differentiated instruction and use informed data making decisions in the classroom based off of MAP data. Our school also utilizes Professional Learning Community (PLC) meetings to discuss student data and strategies. Withing this process of identifying struggling students, we utilize our Reading Specialist who supports our teachers with planning lessons and differentiating instruction while focusing on reading. We will continue to offer out after school tutoring program for students.

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

Poor attendance was a trend that correlated with low FSA results. There is a clear correlation between students with one or more OSS and FSA scores.

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

One strategy for our school is to focus on ASL-English bridging to ensure students can be successful in Reading, other content areas, and as contributing members of society. The gap in reading is significant and needs additional focus this year. We will continue with differentiated instruction (UDL), one to one goal setting conferencing with students, PBiS (focus on intrinsic motivation). We will also provide additional training for all teachers to ensure we are incorporating literacy skills in every class.

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

Pineapple University (PU) is our district's professional development program for staff. PU provides a series of professional development opportunities for teachers and staff to attend. PLCs will continue to meet monthly in ELA and Math teams as well as Social Studies, Science, and Elective groups. The Assistant Principal (AP) will be involved in the PLCs and will provide continual coaching opportunities with immediate feedback. The AP will be a visible leader and will interact with students and staff throughout the day, which will impact the school's culture and climate. The AP will complete informal classroom walkthroughs (providing feedback as well) and will complete formal evaluations.

Areas of Focus:

#1. Instructional Practice specifically relating to ELA**Area of Focus
Description and
Rationale:**

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

One of the critical areas of need for Deaf High School is instructional support for students in the area of reading. When reviewing the data, it showed that 80 of our students scored at a level 1 on the state reading assessment. The students in DHS are all students with individualized education plans and identified as Deaf/Hard or Hearing. To best support teachers, specialists are working with them to implement the B.E.S.T standards and through data review. Literacy Walkthroughs have been implemented in order to support increased use of literacy strategies across content areas. 48% of DHS students demonstrated growth on the Measures of Academic Performance (MAP) assessment in the areas of reading and language for the 2021-2022 school year.

Measurable Outcome:

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

By the end of 2022-23 school year, 75% of students will demonstrate growth on the NWEA MAP Growth Reading assessment.

Monitoring:

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

The reading specialist will continue to work with teachers supporting literacy instruction through the B.E.S.T standards. Lesson plans will be monitored for instructional fidelity.

Person responsible for monitoring outcome:

Brent Bechtold (bechtoldb@fsdbk12.org)

Evidence-based**Strategy:**

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

Teachers will be provided with opportunities for literacy professional development on a weekly basis. Literacy walkthroughs will be held on a weekly basis. Professional Learning Communities will be held to review growth and implementation.

Rationale for Evidence-based Strategy:

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

The students in Deaf High School are all identified as Deaf/Hard of hearing. They require direct instruction in language and reading strategies. Literacy Walkthroughs, PLC's and Opportunities for Professional Development will provide teachers with the unique strategies and support for the DHH population.

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.

Assess all DHS students 3x a year for NWEA MAP Growth Reading to inform teachers of instructional priorities for each student.

Person Responsible

Brent Bechtold (bechtoldb@fsdbk12.org)

Utilize MAP reports (Class Profile, Class Breakdown, Student Profile) to differentiate and guide instruction in small groups and one-on-one based on need to fill gaps in mastery of the BEST K-12 ELA Standards.

Person Responsible

Brent Bechtold (bechtoldb@fsdbk12.org)

Analyze data at monthly PLCs to determine which evidence-based instructional practices are most effective for particular classes and students.

Person Responsible Brent Bechtold (bechtoldb@fsdbk12.org)

Conduct Literacy Look-Fors on a weekly basis in all content area classrooms to provide feedback about infusing evidence-based practices and BEST K-12 ELA Expectations.

Person Responsible Marcelle Healy (healym@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.

#2. Instructional Practice specifically relating to Math**Area of Focus Description and Rationale:**

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

Currently teachers are shifting from the Sunshine State Standards to the B.E.S.T. standards that have been adopted by the state of Florida. New materials were also adopted for this current school year. This is a shift in instructional practice. According to data, 90% of the students in Deaf High School made growth in the area of mathematics in the 21-22 school year.

Measurable Outcome:

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

Increase the percentage of students enrolled in a math course meeting their projected growth on the NWEA MAP Growth mathematics assessment to 70%.

Monitoring:

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

Students will be assessed using the MAP three times a year. Teachers will respond to data by adapting and differentiating instruction. Students will participate in data chats with teachers. In addition, the math specialists will work with teachers to support areas of need through monthly PLC's on using the B.E.S.T. standards and through data chats.

Person responsible for monitoring outcome:

Marcelle Healy (healym@fsdbk12.org)

Evidence-based Strategy:

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

Math Specialists will work with the teachers at least monthly on the implementation of the BEST standards. Lesson plans will be reviewed regularly for fidelity. The MAP assessment will provide the data necessary to evaluate progress toward the goal.

Math teachers will collaborate in teams by the courses they teach to plan and map out Tier 1 instruction and review and respond monthly to the learning evidence collected in MFAS Portfolios.

Rationale for Evidence-based Strategy:

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

With the new curricular materials and standards, the role of the math specialist will be important to enhance teacher pedagogy and understanding of how to best instruct students to make progress toward their goals.

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.

Ensure teachers have common planning or coverage to participate in curriculum mapping quarterly for planning of Tier 1 Instruction.

Person Responsible

Marcelle Healy (healym@fsdbk12.org)

Teachers will engage students in data chats regularly to review progress toward their individual and classroom goals.

Person Responsible

Marcelle Healy (healym@fsdbk12.org)

The math specialist will continue to work with teachers supporting math instruction through the B.E.S.T standards. Lesson plans will be monitored for instructional fidelity.

Person Responsible

BillieJo Mayo (mayob@fsdbk12.org)

Schedule monthly PLCs by course where teachers bring, review, and respond to student learning evidence (MFAS Tasks) and plan for the instructional implications, identifying which students will need which Tier 2 and Tier 3 minutes and what resources will be used.

Person Responsible

BillieJo Mayo (mayob@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. -- Select below -- specifically relating to**Area of Focus Description and Rationale:**

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

Measurable Outcome:

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

Monitoring:

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

Person responsible for monitoring outcome:

[no one identified]

Evidence-based Strategy:

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

Rationale for Evidence-based Strategy:

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

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.

No action steps were entered for this area of focus

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.

#4. Other specifically relating to Student Discipline**Area of Focus Description and Rationale:**

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

Last year in the spring, there was a notable increase in discipline referrals. Based on the district data a decision was made to implement PBiS.

Measurable Outcome:

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

The measurable outcomes will be a decrease in monthly discipline referrals.

Monitoring:

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

Monthly we will review discipline referrals, as well as PBiS ticket distribution data, and MTSS specific student data.

Person responsible for monitoring outcome:

Marcelle Healy (healym@fsdbk12.org)

Evidence-based Strategy:

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

The Deaf High School will utilize an evidence based strategy, PBiS, that will create a positive shift from punitive consequences to educative consequences.

Rationale for Evidence-based Strategy:

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

PBiS focuses on positive reinforcement and educative practices verses punitive ones. Research shows us that positive based practices, positive relationships, and intrinsic motivation lead a student to make better decisions.

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.

The PBiS team will meet monthly. The MTSS team will review specific student data weekly. There will be schoolwide incentive programs to reinforce student behavior.

Person Responsible

Marcelle Healy (healym@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.

RAISE

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

N/A

Grades 3-5: Instructional Practice specifically relating to Reading/ELA

N/A

Measurable Outcomes:

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.
- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

N/A

Grades 3-5: Measureable Outcome(s)

N/A

Monitoring:

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

N/A

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Evidence-based Practices/Programs:

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

N/A

Rationale for Evidence-based Practices/Programs:

Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified practices/programs show proven record of effectiveness for the target population?

N/A

Action Steps to Implement:

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step

Person Responsible for Monitoring

N/A

Positive Culture & Environment

A positive school culture and environment is critical in supporting sustainable schoolwide improvement initiatives. When schools implement a shared focus on improving school culture and environment, students are more likely to engage academically. A positive school culture and environment can also increase staff satisfaction and retention.

Select a targeted element from the menu to develop a system or process to be implemented for schoolwide improvement related to positive culture and environment.

Other

Describe how data will be collected and analyzed to guide decision making related to the selected target.

Data will be collected annually through our Climate surveys for staff. Informal surveys and discussions will also be held by the Assistant Principal throughout the school year to gather additional information from staff.

Describe how the target area, related data and resulting action steps will be communicated to stakeholders.

We are focusing on increasing communications throughout the Deaf High School, as well as increasing opportunities for staff to have a voice. Through our School Climate Survey, 80% of staff were overall satisfied with communications and engagement. Our goal is to increase staff satisfaction in this area to 90% by implementing monthly staff meetings in which staff have the opportunity to have a voice in decisions made by the school and district. The school will be gathering staff input through committees, encouraging participation and engagement on platforms (such as TEAMS). The data and climate survey results will be discussed with all stakeholders through various committees and meetings, such as our SubSAC committee. The SubSAC group is a wonderful opportunity to communicate with staff, parents, students, and other stakeholders to review the School Improvement Plan, Climate Surveys, as well as discuss other opportunities for continued growth.

Describe how implementation will be progress monitored.

This will be monitored through group discussions and analysis of the needs of the staff working in the school. Data on progress will come from the annual climate surveys as well as school surveys sent to staff throughout the year.

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.

Action Step	Person Responsible for Monitoring
Monthly staff meetings will occur with weekly opportunities for staff to provide input.	Healy, Marcelle, healym@fsdbk12.org
Use of Microsoft platforms- Teams and One note- will be implemented regularly to enhance school communication, information sharing, and staff engagement.	Healy, Marcelle, healym@fsdbk12.org
In the spring, a staff climate survey will be sent out to assess progress in this area.	Healy, Marcelle, healym@fsdbk12.org