



## Deaf Elementary School (FsdB)

207 SAN MARCO AVE, St Augustine, FL 32084

[ no web address on file ]

### School Demographics

**School Type**

Elementary

**Title I**

Yes

**Free/Reduced Price Lunch**

%

**Alternative/ESE Center**

Yes

**Charter School**

No

**Minority**

%

### School Grades History

Year

Grade

### School Board Approval

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

### 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.

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, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education'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 resources available to support the goals and barriers that could hinder achieving those goals (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 is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

### DA Regions

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

### DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
  - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
  - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
  - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
  - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

### DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

### 2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	2	<a href="#">Wayne Green</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

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

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

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

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

#### School Environment

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

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

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

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

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

his/her goals.

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

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

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

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

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

During intake enrollment, families are interviewed about their cultures and backgrounds, including the student's likes and dislikes, hobbies, and interests. On Registration Day each year, families visit the school personnel, and many teachers ask that they fill out an "interest inventory" in order to get to know the students and their families better. Also, informal conversations are held regarding student and family cultures, interests, and community activities on Registration Day and throughout the year. Communication between the school and families is encouraged through email correspondence, weekly updates to classroom websites, and phone calls to home. FSDB participates in family-friendly school initiatives such as "52 Weeks of Parent Engagement." Teachers have received training in "Teacher Language that Helps Students Learn" (Denton, 2007) as well as Love and Logic(c) approaches to student conduct. Both approaches focus on developing and maintaining a strong, positive, and healthy relationship between teachers and students.

Students who are not proficient in American Sign Language (ASL) are provided support from language facilitators as well as in small group sessions for language learning with our campus ASL teacher. This improves relationships between students and teachers and contributes to a unified school community as well as an understanding of and appreciation for Deaf Culture. Parents are also invited to participate in sign language classes in order to develop and improve their ASL skills. Finally, the Deaf Elementary School has a display in the lobby that has photographs of our students' families as well as staff members' families. This contributes to the sense of school community and the relationships between school staff and students.

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

Day students arriving at school each day are greeted by staff members as they get off the bus. They are then escorted to a common area, where they are supervised and engaged in discussions with staff members. These informal discussions contribute to students feeling respected and safe. During school, teachers and support staff implement strategies learned in professional development, such as using supportive and nurturing language, noticing unique characteristics of individual students, and supporting students as they independently solve problems. These techniques contribute to students feeling safe and respected. After school, day students again report to a common area while they wait for the buses. Activities in this common area include reading with the Assistant Principal, playing interactive math games with the Math Specialist, completing writing activities with the Reading Specialist, and other interactive activities that contribute to students' sense of respect and safety. According to our Student Climate Surveys from the 2013-2014 school year, 100% of students feel they are safe on campus and are satisfied with the school's efforts to prevent bullying, and 100% of parents feel their child is safe on campus and when traveling to and from campus.

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

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

FSDB has found that the PBS Program and Philosophy encourages students to feel safe, respected

and nurtured before, during and after school which positively impacts the learning environment. Additionally, student safety is supported through prevention education on the topic of Bullying/ Harassment Awareness (grade K through Continuing Education) and on Teen Dating Violence and Abuse Awareness (grade 7 through Continuing Education). Staff training on these topics also occurs annually across campus. Students learn about the definition of these topics, how to identify them as well as the school policy and reporting procedures should such an event occur. The students are also taught strategies to prevent and/or respond to these topics.

**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**

FSDb uses the Positive Behavior Support (PBS) program campus wide. The goal of this program is to recognize and celebrate incidents of positive student behavior and to use incidents of inappropriate behavior as opportunities for learning. Staff members use common language when discussing behavior with students, and school rules are limited to The Big Three: Be Respectful, Be Responsible, Be Cooperative. These clear behavior expectations are displayed in classrooms, modeled for students during our annual PBS Kick-Off Assembly, and repeatedly referred to throughout the year. The Deaf Elementary School has a Discipline Referral Flowchart which is updated annually and distributed to all staff members. This flowchart clearly outlines the established protocol for reporting and responding to disciplinary incidents. All school staff members have been trained in PBS and implement it both in classrooms as well as all common areas.

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

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

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

Staff have ongoing training on how to correctly enter behavioral data into Skyward. There is also annual training on the Policy, Procedures, Prevention, Consequences related to Bullying and Harassment, Abuse, Sexual Misconduct, Teen Dating Violence and Abuse. Staff also follow the protocol as set in the Student Handbook. These trainings help to promote fairness and consistency in enforcing discipline and applying Positive Behavior Support Program and Philosophy Strategies. Additionally, the Deaf Elementary School staff have implemented Love and Logic® strategies and use these strategies to minimize disruptions to instructional time, support students in learning how to solve problems independently, and provide for natural and/or logical consequences for incidents of inappropriate behavior. The 2014-2015 school year is the third year of implementation for Love and Logic® with all staff members receiving intensive, year-long instruction in the strategies during the 2013-2014 school year.

After implementation of PBS and Love and Logic® the Deaf Elementary School has seen a significant decrease in incidents of student misconduct.

**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**

The social-emotional needs of Deaf Elementary School students are met in a variety of ways. All students participate in the Second Step program, which is designed to increase students' skills in four areas: skills for learning; empathy; emotion management; problem solving. Second Step classes are held weekly, and provide opportunities for social-emotional learning through discussion and role plays. Additional programs provided to students include Safer, Smarter Kids and Speak Up, Be Safe.

These programs are designed to help students problem-solve, manage emotions, and maintain personal safety.

New students who enroll during the school year are assigned a staff member who will check on them, ensure they are adjusting well, and contact families to share updates about their adjustment to a new school.

Students with identified social-emotional needs are provided individual and/or group counseling. Additionally, as situations arise, informal counseling sessions and anger management groups are formed to allow for students to express their feelings, practice empathy, and identify healthy ways of interacting with others.

Each classroom emphasizes being cooperative, respectful and responsible to self, peers/staff and community members. Through PBS students are provided the safety and predictability that they need. Staff have learned to be predictable in their interactions with their students in positive ways, be aware when a student(s) is/are becoming overwhelmed, utilize techniques/strategies taught in Crisis Prevention Intervention training, and give learning opportunities where students can experience success, give praise as a student progresses in his/her learning different skills.

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

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

The Deaf Elementary School also houses a "Think Tank," which serves as an area where students can go when they are feeling upset, overwhelmed, or sad. They are encouraged to discuss and describe their feelings and identify any next steps in their unique problem-solving process. The Think Tank is decorated with calming colors and visuals, and also has a large, stuffed bear that sad or homesick students can use to cuddle with, share secrets with, or otherwise receive comfort from.

## Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

**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**

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

### Will the school use its PIP to satisfy this question?

Yes

#### **PIP Link**

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/190869>.

#### **Description**

A PIP has been uploaded for this school or district - see the link above.

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

The Advancement Department retains and acquires relationships with community civic groups and leaders to assure they have current information about FSDb and the importance or private dollars to the overall mission of the school. Additionally, FSDb invites the community to attend events on campus when appropriate so that the community has an opportunity to see the amazing work of the students. The Communications and Public Relations department at FSDb interacts extensively with specialized educational groups and community stakeholders to ensure awareness about FSDb as a statewide leader in the education of Pre-K and K-12 students who are deaf/hard of hearing or blind/visually impaired. A constant stream of information on student achievements, community training programs, and campus events are shared through the school website, which also has a central events calendar and social media accounts. Open houses, performing arts events, athletic games, graduation ceremonies, and more are live streamed beyond the boundaries of the school campus for greater community engagement. Through these efforts, FSDb is able to procure additional resources to further showcase the achievements of students.

**Effective Leadership**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

**School Leadership Team**

**Membership**

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

Name	Title
Jordan, Heidi	Assistant Principal
Binder, Dan	Psychologist
McCahill, Rhonda	Guidance Counselor
Miller, Marilyn	Other
Binder, Andrea	Administrative Support
Usina, Dana	Attendance/Social Work
Velsor, Denise	Instructional Coach

**Duties**

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

Roles and responsibilities of the school-based leadership team include: Assistant Principal: Provides a common vision for the use of data-driven decision making; ensures that the school-based team is implementing MTSS; conducts assessment of Rtl skills of school staff; ensures implementation of intervention support and documentation; ensures adequate professional development to support MTSS/Rtl implementation; and communicates with parents regarding school-based MTSS/Rtl plans and activities. Psychologist: conducts assessment of Rtl skills of school staff; ensures implementation of intervention support and documentation; works collaboratively with teachers to meet individual student needs; conducts student assessments. Behavior Specialist: conducts assessment of Rtl skills of school staff; ensures implementation of intervention support and documentation: works collaboratively with teachers to meet individual student needs; conducts student assessments. Counselor: conducts assessment of Rtl skills of school staff; ensures implementation of intervention support and documentation; works collaboratively with teachers to meet individual student needs; provides individual and group counseling for students with identified needs. Educational Diagnostician: conducts assessment of Rtl skills of school staff; ensures implementation of intervention support and documentation; works collaboratively with teachers to meet individual student needs; conducts student assessments. IEP Coordinator: conducts assessment of Rtl skills of

school staff; ensures implementation of intervention support and documentation: works collaboratively with teachers to meet individual student needs; works collaboratively with parents to schedule IEP meetings and provision of educational services. Social Worker: conducts assessment of RtI skills of school staff; ensures implementation of intervention support and documentation; works collaboratively with teachers to meet individual student needs; provides individual and group counseling for students with identified needs.

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

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

#### Title I, Part A

During the 2014-2015 school year, the campus deaf elementary, deaf middle, blind elementary, and blind middle schools will receive Title I funds and thus are the designated "Title I schools."

The Florida School for the Deaf and the Blind receives federal funding through NCLB Entitlements Title I part A, Title II part A, and the IDEA part B and Preschool grants. The campus Grants Coordinator applies for the grants and works in tandem with the Title I Assistant to monitor adherence to grant guidelines and regulations. An administrative "core" leadership team, including members of the academic department, the grants department, and the parent services department, meets several times during the spring to plan each grant program in order that student, staff, and parent needs are met. In addition to supporting travel and registration for conferences, the Title I grant will include OPS stipends for curriculum projects, tutors, Braille translation, curriculum team members, Progress Monitoring Analysts, and Student Sign Language Assessment Evaluators. Funding will also support professional development on iPads in the K-2 classrooms, Spanish Culture and Conversation classes, digital curriculum integration, STEM, science and Inquiry Learning.

The Director of Curriculum and Staff Development conducts staff and administrative surveys each spring to determine staff development needs; she uses the information gathered from the surveys to develop the Professional Development offerings for the next school year. Title I school Principals and Assistant Principals often dialogue with each other and the teachers in their schools regarding student needs. They subsequently pass these ideas or requests onto the Director of Curriculum and Staff Development or the Title I Coordinator to ensure that the needs are written into grant programming (when possible). The Title I Assistant conducts the Title I Parent Advisory Team meetings; during these meetings she continually receives input from parents on their needs/wants regarding parent capacity-building activities.

#### Title II, part A

Title II funds are used for professional development for teachers, administrators, and instructional assistants. These funds also enable teachers and para-professionals to participate in coursework and exams to earn Highly Qualified status. The supplementary professional development supported by Title II funds is planned in conjunction with other federal and state funding sources. Valuable supplementary (not required) professional development opportunities are funded through the federal NCLB and IDEA grants, and general revenue.

In addition to supporting travel and registration for conferences, the Title II grant programs includes OPS stipends for curriculum projects, one-on-one mentors, curriculum team facilitators, and Progress

Monitoring Analysts. Title II funds also support teachers and administrators in attending workshops on behavior management, digital curriculum integration, STEM, and training that enable teachers to involve parents in their child's education.

**School Advisory Council (SAC)**

**Membership**

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

Name	Stakeholder Group
Heidi Jordan	Principal
Carey Roberts	Teacher
Judy Williams	Education Support Employee
Sue Clark	Education Support Employee
Randi Mitchell	Teacher
Connie Oberman	Education Support Employee
Marilyn Miller	Education Support Employee
Leanna Hunter	Parent
Sheryl Suarez	Parent
Kenique Sneed	Parent
Michael Hunter	Parent

**Duties**

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

*Evaluation of last year's school improvement plan*

During quarterly meetings, the Deaf Elementary Sub-SAC monitored implementation of the School Improvement Plan action steps and considered testing data as available to monitor progress toward goals. During our last meeting of the 2013 - 2014 school year, progress was discussed with the Sub-SAC and suggestions for the 2014 - 2015 School Improvement Plan were solicited. The Sub-SAC will follow the same process for the 2014 - 2015 school year.

*Development of this school improvement plan*

The Deaf Elementary Sub-SAC provides input and suggestions for the School Improvement Plan, and discusses the Plan during quarterly meetings. Input from those meetings is used to develop a draft plan, which is then shared with the Deaf Elementary School staff for input as well.

*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.

**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.

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

Yes

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

**Literacy Leadership Team (LLT)**

**Membership**

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Kaspar, Jessica	Teacher, K-12
Rivera, Lauren	Teacher, K-12
Marchetta, Alessandra	Teacher, K-12
Williams, Judy	Instructional Coach
Roberts, Carey	Instructional Coach
Jordan, Heidi	Assistant Principal

**Duties**

***Describe how the LLT promotes literacy within the school***

The LLT this year will focus on monitoring implementation of problem-solving implementation of the writing program and writing component of the new reading series, and providing on-going support and professional development activities throughout the year. The goal of this team is to provide a strong foundation for increased student achievement, and priorities focus on developing a positive testing culture, maintaining time on task for students, and identifying needs for interventions. Writing will be an area of focus for the LLT and school Professional Learning Communities during the 2014 - 2015 school year.

**Public and Collaborative Teaching**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

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

Teachers in the Deaf Elementary School all have a common planning time at the end of the school day, allowing for collaboration. Grade level meetings are held bi-weekly, and whole-school meetings are held weekly. These meetings allow for collaborative planning, discussion, and problem-solving. Additionally, many grade level teams share instructional responsibilities by team-teaching for subjects such as social studies and science. Two of our third grade classes have designed a unique approach to instruction, with one teacher teaching math courses and one teaching English Language Arts courses. This allows for each teacher to become an expert in their subject matter, and requires that the teachers communicate with one another to collaboratively design learning activities for identified individual student needs. Common planning times, weekly opportunities for sharing and discussion, and unique approaches to instruction all encourage positive working relationships between teachers.

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

Teachers have the opportunity to participate in the decision-making process via curriculum teams and are provided resources and support when attending or presenting at conferences. The Director of Curriculum and Staff Development is responsible for these activities. Teachers are encouraged to attend state and national conferences and share what they have learned with other members of the faculty during scheduled meetings. The Assistant Principal is responsible for this activity. Tuition waivers are

available for staff participating in additional coursework at state colleges and at a local private college. The Director of Human Resources is responsible for this. Available teaching positions are advertised on the web-based PeopleFirst system, which is available to job seekers nationally and internationally. The Director of Human Resources is responsible for this. Qualifying questions for applicants include information on certification, and are part of the School's efforts to recruit, develop, and retain highly qualified teachers. For the 2014-2015 school year, all members of the teaching staff are teaching in-field and are highly qualified.

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

Marla Hilliard will serve as a mentor for the Deaf Elementary School teaching faculty. Based on recently conducted staff surveys and Individual Professional Development Plans, teachers overwhelmingly feel the need for guidance and assistance integrating technology use into the classroom. Marla will serve as a school-wide Technology Mentor to assist her colleagues in finding new and innovative ways to use technology for individual instruction, small group work, whole group instruction, and partner work. This will allow teachers to better meet the individual needs of students and to provide for Differentiated Instruction. This program was implemented in the 2011 - 2012 school year and was highly successful. Teaching faculty have requested that this mentoring continue, so Marla will offer support to individual teachers as needs arise.

FSDb is implementing a new mentoring program for the 2014-2015 school year, and will include a representative from Deaf Elementary School serving as a mentor for newly hired teachers.

## **Ambitious Instruction and Learning**

### **Instructional Programs and Strategies**

#### **Instructional Programs**

#### ***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 yearly Unit Plan that includes instruction in all grade-level standards for the year. This Unit Plan 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 serving 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 FCAT2.0/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. Unit Plans utilized in the elementary school ensure all standards and required benchmarks are covered during the school year.

The curriculum staff shared 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 were released by FLDOE. Continued support is provided to ensure these core instructional materials are utilized for the instruction and

progress monitoring of all students.

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

### **Instructional Strategies**

***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***

Assessment data is discussed in grade-level teams and reviewed by individual teachers. This data is then used to drive instruction and design differentiated learning activities for students with diverse learning needs. Students who are having difficulty attaining the proficient or advanced level on state assessments are provided additional supports such as individual work with the Reading or Math specialists, individual or group tutoring, or supplemental materials sent home for additional practice. Within individual classrooms, differentiated instruction is provided for students through the use of supplemental materials such as Achieve 3000, News2You, and Reading A-Z, as well as through providing different learning activities for individual students. Differentiated Instruction is documented in weekly teacher lesson plans and reviewed by the Assistant Principal.

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

**Strategy:** Extended School Day

**Minutes added to school year:** 1,800

Students referred for tutoring services will be provided with instruction in Core Academic Subjects during after-school tutoring. Tutors will collaborate with classroom teachers to identify priority areas of need.

**Strategy Rationale**

Additional instructional support will allow students to better access grade-level curriculum and improve academic performance.

**Strategy Purpose(s)**

- Core Academic Instruction

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

Jordan, Heidi, jordanh@fsdb.k12.fl.us

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

Pre- and post-test scores are used to determine the effectiveness of this strategy.

**Student Transition and Readiness**

**PreK-12 Transition**

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

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

The Florida School for the Deaf and the Blind includes the Early Learning Center (ELC) for children who are deaf/hard of hearing or blind/visually-impaired ages 3-5. The Early Learning Center offers a Montessori program that provides developmentally appropriate programming to all enrolled students. Students in the ELC work toward mastery of Florida's Common Core State Standards.

Transition from Community Programs to the ELC:

The FSDB Parent Infant Program partners with Early Steps and the Division of Blind Services to ensure that all families of transitioning 3-year-olds in the northeast FL region are provided with information about FSDB's ELC before and during transition from their community programs and agencies to public school programs.

Transition from the ELC to FSDB Elementary School Kindergarten:

In order to strengthen the link between children, their families and the school, FSDB will provide various transition to Kindergarten activities based on the understanding that family involvement is an integral part of transition and families are a critical partner in providing continuity as children move between programs.

Family-School Connections

- Preschool students and their families are invited to the Elementary Schools in May to attend an introduction to kindergarten program. This provides an opportunity for families to meet the Elementary School staff, tour the elementary school, and spend some time with the current Kindergarten students and teachers in their classroom. The Kindergarten teachers will share information about classroom expectations, curriculum, routines and requirements and families will have the opportunity to ask questions about the transition from PreK to Kindergarten with the Elementary School and ELC staff to build their comfort during the transition process.
- Home literacy activities will be sent home with each transitioning kindergarten student that families

can work on during the summer – to include a book list of stories to share, activity ideas, etc.

- During the first week of Kindergarten, the teacher will make either a face-to-face or phone contact with the family of each student.
- Families will be encouraged to participate in classroom and school-wide events and will be kept up-to-date with school happenings through the school and class website and parent newsletter.
- Parent Orientation will occur on Registration Day – the day prior to the start of school – when the families and children will have the opportunity to meet the teacher and see the classroom.

Child School Connections

- The transitioning ELC students will visit the Kindergarten in the spring and spend part of their day participating in the kindergarten schedule – reading a story, playing on the playground, eating lunch, etc.
- The Kindergarten and support staff will visit the ELC to share a snack, pictures, etc. and talk about going to kindergarten.
- ELC families are invited to participate in social activities, topic specific meetings, sign language classes, and class celebrations throughout the year in order to build comfort and relationships between the school and the families.

The Director of the ELC will meet with the Assistant Principal of the Deaf Elementary School during the summer to discuss individual transitioning Preschool students.

Students transitioning to middle school participate in a middle school orientation each May, which includes a visit to the middle school building where they meet the support staff who work in that area. Students also visit different classes and are provided information about the scheduling of middle school classes. They are allowed opportunities to ask questions of middle school teachers, students, support staff, and administrators. This provides for a smooth transition for our outgoing cohort. Additionally, support staff from the elementary school meet with support staff from the middle school during the summer to share information about individual students. This ensures that the middle school support staff are aware of individual needs of the incoming class and are prepared at the start of the year to best program for those students. Fifth grade teachers provide class grouping recommendations to the sixth grade teachers and the middle school Assistant Principal.

## College and Career Readiness

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

N/A for Deaf Elementary School

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

N/A for Deaf Elementary School

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

N/A for Deaf Elementary School

***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***

N/A for Deaf Elementary School

## 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.** Teachers will use supplemental materials (Achieve 3000, SuccessMaker, News2You, Reading A-Z, Math Formative Assessment System) to supplement Core curricular materials and provide Differentiated Instruction and individualized programming for students.
- G2.** Teachers will incorporate scientific inquiry method into science instruction.
- G3.** Teachers and support staff will use strategies that encourage students to independently problem-solve and make connections between their actions and logical consequences.

## Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

**G1.** Teachers will use supplemental materials (Achieve 3000, SuccessMaker, News2You, Reading A-Z, Math Formative Assessment System) to supplement Core curricular materials and provide Differentiated Instruction and individualized programming for students. 1a

G037382

**Targets Supported** 1b

Indicator	Annual Target
AMO Reading - All Students	41.0
AMO Math - All Students	45.0
AMO Reading - African American	25.0
AMO Reading - Hispanic	39.0
AMO Reading - ED	39.0
AMO Reading - White	46.0
AMO Reading - SWD	42.0
AMO Math - African American	25.0
AMO Math - Hispanic	50.0
AMO Math - ED	43.0
AMO Math - SWD	49.0
AMO Math - White	46.0

**Resources Available to Support the Goal** 2

- Supplemental materials already owned by Deaf Elementary School, including Achieve 3000, SuccessMaker, News2You, Math Formative Assessment System (MFAS) and Reading A - Z.

**Targeted Barriers to Achieving the Goal** 3

- Technology and connectivity issues may present a barrier.
- Because this is our first year of implementation, teachers are unfamiliar with Math Formative Assessment System (MFAS) and will need support in learning how to use the assessments as well as how to implement it into their daily routine.

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

Analyze monthly data usage reports for Achieve 3000 and MFAS to track "technology and connectivity issues" as a reason for non-usage as well as unfamiliarity with MFAS as a reason for non-usage.

**Person Responsible**

Heidi Jordan

**Schedule**

Monthly, from 9/30/2014 to 5/31/2015

**Evidence of Completion**

Printed, monthly data usage reports for Achieve 3000 and MFAS.

**G2. Teachers will incorporate scientific inquiry method into science instruction.** 1a

G037383

**Targets Supported** 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	40.0

**Resources Available to Support the Goal** 2

- National Geographic Science curricular materials.

**Targeted Barriers to Achieving the Goal** 3

- Classes with suspended curriculum typically devote less time to science instruction than those that do not have suspended curriculum.

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

Review teacher lesson plans to ensure incorporation of scientific inquiry methods, especially in classes with a suspended curriculum.

**Person Responsible**

Heidi Jordan

**Schedule**

Weekly, from 8/22/2014 to 6/5/2015

**Evidence of Completion**

Weekly teacher lesson plans.

**G3.** Teachers and support staff will use strategies that encourage students to independently problem-solve and make connections between their actions and logical consequences. 1a

G037385

**Targets Supported** 1b

Indicator	Annual Target
Discipline incidents	95.0

**Resources Available to Support the Goal** 2

- Love and Logic training materials

**Targeted Barriers to Achieving the Goal** 3

- Staff members may have difficulty remembering Love and Logic approaches in the midst of a student behavior incident.

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

Gather feedback from teachers and support staff about the impact of using strategies the encourage students to independently problem-solve and make connections between their actions and logical consequences.

**Person Responsible**

Heidi Jordan

**Schedule**

Quarterly, from 8/22/2014 to 5/25/2015

**Evidence of Completion**

Recorded responses and feedback from teachers and support staff

## 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.** Teachers will use supplemental materials (Achieve 3000, SuccessMaker, News2You, Reading A-Z, Math Formative Assessment System) to supplement Core curricular materials and provide Differentiated Instruction and individualized programming for students. **1**

 G037382

**G1.B1** Technology and connectivity issues may present a barrier. **2**

 B089811

**G1.B1.S1** Updated laptops will be provided for student use. **4**

 S100503

### Strategy Rationale

Updated laptops may reduce connectivity issues that impact the use of supplemental materials.

### Action Step 1 **5**

Work collaboratively with the Technology Department to ensure laptops are up to date.

### Person Responsible

Heidi Jordan

### Schedule

Monthly, from 8/18/2014 to 5/31/2015

### Evidence of Completion

"Technology and connectivity issues" not used as a reason why students do not use programs such as Achieve 3000 and MFAS.

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

Monitor Achieve 3000 usage and MFAS usage and determine causes for student non-usage.

**Person Responsible**

Heidi Jordan

**Schedule**

Monthly, from 9/30/2014 to 5/31/2015

***Evidence of Completion***

Monthly report submitted to Assistant Principal and Principal.

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

Request feedback from Principal regarding monthly usage reports for Achieve 3000 and MFAS.

**Person Responsible**

Heidi Jordan

**Schedule**

Monthly, from 9/30/2014 to 5/31/2015

***Evidence of Completion***

Feedback from Principal

**G1.B3** Because this is our first year of implementation, teachers are unfamiliar with Math Formative Assessment System (MFAS) and will need support in learning how to use the assessments as well as how to implement it into their daily routine. 2

 B113905

**G1.B3.S1** Professional Development and support from the Math Specialist will be provided to support teachers as they learn to implement MFAS and incorporate it into their daily routine. 4

 S125379

### **Strategy Rationale**

Professional Development will provide teachers with support as well as opportunities to collaboratively brainstorm with one another, sharing ideas for implementation and usage of MFAS.

### **Action Step 1** 5

Professional Development on MFAS implementation and usage will be provided by the Math Specialist.

#### **Person Responsible**

Sue Clark

#### **Schedule**

Every 2 Months, from 9/30/2014 to 5/29/2015

#### **Evidence of Completion**

Training sign in sheets as evidence of teacher attendance at PLC meetings.

**G2.** Teachers will incorporate scientific inquiry method into science instruction. 1

G037383

**G2.B1** Classes with suspended curriculum typically devote less time to science instruction than those that do not have suspended curriculum. 2

B089813

**G2.B1.S1** Assist teachers with incorporating scientific inquiry into all subject areas, through the use of informational text and problem-solving processes. 4

S100504

### Strategy Rationale

Florida Standards focus on both informational text and inquiry, so supporting teachers in these areas will improve instruction.

### Action Step 1 5

Review teacher lesson plans to ensure incorporation of scientific inquiry methods, especially in classes with suspended curriculum.

#### Person Responsible

Heidi Jordan

#### Schedule

Weekly, from 9/1/2014 to 5/25/2015

#### Evidence of Completion

Weekly teacher lesson plans

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

Gather evidence of scientific inquiry documented in lesson plans

#### Person Responsible

Heidi Jordan

#### Schedule

Weekly, from 9/1/2014 to 5/25/2015

#### Evidence of Completion

electronic copies of lesson plans

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

Gather feedback from teaching faculty about incorporation of scientific inquiry into lessons

**Person Responsible**

Heidi Jordan

**Schedule**

Annually, from 9/1/2014 to 5/25/2015

**Evidence of Completion**

end of the year survey results

**G3.** Teachers and support staff will use strategies that encourage students to independently problem-solve and make connections between their actions and logical consequences. 1

 G037385

**G3.B1** Staff members may have difficulty remembering Love and Logic approaches in the midst of a student behavior incident. 2

 B089815

**G3.B1.S1** Quarterly meetings can be used to highlight a Love and Logic strategy and provide real-world examples of how to apply the specific strategy. 4

 S100506

**Strategy Rationale**

Refreshers keep learned strategies current and allow teachers to revisit and follow up with previously learned strategies.

**Action Step 1 5**

Meet with both teachers and support staff to highlight and discuss one Love and Logic strategy

**Person Responsible**

Heidi Jordan

**Schedule**

Quarterly, from 8/22/2014 to 5/25/2015

**Evidence of Completion**

Printed Love and Logic meeting agendas

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

Plan and prepare quarterly meeting agendas

**Person Responsible**

Heidi Jordan

**Schedule**

Quarterly, from 8/22/2014 to 5/25/2015

**Evidence of Completion**

Printed quarterly meeting agendas

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

Determine staff participation in quarterly Love and Logic meetings and request feedback from participants about implementation of strategies

**Person Responsible**

Heidi Jordan

**Schedule**

Quarterly, from 8/22/2014 to 5/25/2015

**Evidence of Completion**

Meeting sign-in sheets and provided feedback.

**Appendix 1: Implementation Timeline**

*Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.A1	Work collaboratively with the Technology Department to ensure laptops are up to date.	Jordan, Heidi	8/18/2014	"Technology and connectivity issues" not used as a reason why students do not use programs such as Achieve 3000 and MFAS.	5/31/2015 monthly
G2.B1.S1.A1	Review teacher lesson plans to ensure incorporation of scientific inquiry methods, especially in classes with suspended curriculum.	Jordan, Heidi	9/1/2014	Weekly teacher lesson plans	5/25/2015 weekly
G3.B1.S1.A1	Meet with both teachers and support staff to highlight and discuss one Love and Logic strategy	Jordan, Heidi	8/22/2014	Printed Love and Logic meeting agendas	5/25/2015 quarterly
G1.B3.S1.A1	Professional Development on MFAS implementation and usage will be provided by the Math Specialist.	Clark, Sue	9/30/2014	Training sign in sheets as evidence of teacher attendance at PLC meetings.	5/29/2015 every-2-months

**FSDB - 0011 - Deaf Elementary School (FsdB) - 2014-15 SIP**  
*Deaf Elementary School (FsdB)*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.MA1	Analyze monthly data usage reports for Achieve 3000 and MFAS to track "technology and connectivity issues" as a reason for non-usage as well as unfamiliarity with MFAS as a reason for non-usage.	Jordan, Heidi	9/30/2014	Printed, monthly data usage reports for Achieve 3000 and MFAS.	5/31/2015 monthly
G1.B1.S1.MA1	Request feedback from Principal regarding monthly usage reports for Achieve 3000 and MFAS.	Jordan, Heidi	9/30/2014	Feedback from Principal	5/31/2015 monthly
G1.B1.S1.MA1	Monitor Achieve 3000 usage and MFAS usage and determine causes for student non-usage.	Jordan, Heidi	9/30/2014	Monthly report submitted to Assistant Principal and Principal.	5/31/2015 monthly
G2.MA1	Review teacher lesson plans to ensure incorporation of scientific inquiry methods, especially in classes with a suspended curriculum.	Jordan, Heidi	8/22/2014	Weekly teacher lesson plans.	6/5/2015 weekly
G2.B1.S1.MA1	Gather feedback from teaching faculty about incorporation of scientific inquiry into lessons	Jordan, Heidi	9/1/2014	end of the year survey results	5/25/2015 annually
G2.B1.S1.MA1	Gather evidence of scientific inquiry documented in lesson plans	Jordan, Heidi	9/1/2014	electronic copies of lesson plans	5/25/2015 weekly
G3.MA1	Gather feedback from teachers and support staff about the impact of using strategies the encourage students to independently problem-solve and make connections between their actions and logical consequences.	Jordan, Heidi	8/22/2014	Recorded responses and feedback from teachers and support staff	5/25/2015 quarterly
G3.B1.S1.MA1	Determine staff participation in quarterly Love and Logic meetings and request feedback from participants about implementation of strategies	Jordan, Heidi	8/22/2014	Meeting sign-in sheets and provided feedback.	5/25/2015 quarterly
G3.B1.S1.MA1	Plan and prepare quarterly meeting agendas	Jordan, Heidi	8/22/2014	Printed quarterly meeting agendas	5/25/2015 quarterly

## Appendix 2: Professional Development and Technical Assistance Outlines

*Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.*

## Professional Development Opportunities

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

**G1.** Teachers will use supplemental materials (Achieve 3000, SuccessMaker, News2You, Reading A-Z, Math Formative Assessment System) to supplement Core curricular materials and provide Differentiated Instruction and individualized programming for students.

**G1.B3** Because this is our first year of implementation, teachers are unfamiliar with Math Formative Assessment System (MFAS) and will need support in learning how to use the assessments as well as how to implement it into their daily routine.

**G1.B3.S1** Professional Development and support from the Math Specialist will be provided to support teachers as they learn to implement MFAS and incorporate it into their daily routine.

### **PD Opportunity 1**

Professional Development on MFAS implementation and usage will be provided by the Math Specialist.

#### **Facilitator**

Sue Clark, Math Specialist

#### **Participants**

Deaf Elementary School teachers

#### **Schedule**

Every 2 Months, from 9/30/2014 to 5/29/2015

**G3.** Teachers and support staff will use strategies that encourage students to independently problem-solve and make connections between their actions and logical consequences.

**G3.B1** Staff members may have difficulty remembering Love and Logic approaches in the midst of a student behavior incident.

**G3.B1.S1** Quarterly meetings can be used to highlight a Love and Logic strategy and provide real-world examples of how to apply the specific strategy.

**PD Opportunity 1**

Meet with both teachers and support staff to highlight and discuss one Love and Logic strategy

**Facilitator**

Assistant Principal

**Participants**

All Deaf Elementary School teachers

**Schedule**

Quarterly, from 8/22/2014 to 5/25/2015