FLORIDA DEPARTMENT OF EDUCATION

School Improvement Plan (SIP)
2012 – 2013
Florida School for the Deaf and the Blind
Blind High School

2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: SCHOOL INFORMATION

School Name: Blind High School	District Name: Florida School for the Deaf and the Blind
Principal: Mary Lou Hofmann-Sitten	Superintendent: Dr. Jeanne Prickett
SAC Chair: Scott Trejbal	Date of School Board Approval: 28 September 2012

Student Achievement Data:

The following links will open in a separate browser window.

School Grades Trend Data (Use this data to complete Sections 1-4 of the reading and mathematics goals and Sections 1 and 2 of the writing and science goals.)

Florida Comprehensive Assessment Test (FCAT)/Statewide Assessment Trend Data (Use this data to inform the problem-solving process when writing goals.)

High School Feedback Report

K-12 Comprehensive Research Based Reading Plan

Highly Effective Administrators

List your school's highly effective administrators and briefly describe their certification(s), number of years at the current school, number of years as an administrator, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT/Statewide Assessment performance (Percentage data for Achievement Levels, Learning Gains, Lowest 25%), and Ambitious but Achievable Annual Measurable Objective (AMO) progress.

Position	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Principal	Mary Lou Hofmann-Sitten	Degrees: B.A.-Elementary/Special Education; M.Ed.-Deaf/Blind and Multihandicapped Education; M.Ed.-	31	11 6 years in current position.	Percent of Blind High School Students showing an increase in FCAT Reading Developmental Scale Scores: 2011-2012: 62% 2010-2011: 51% 2009-2010: 44% 2008-2009: 50%

		Educational Leadership Certifications: VI K-12; Elementary K-6; Ed Leadership all grades; ESOL Endorsed HI K-12			2007-2008: 51% 2006-2007: 59% Percent of Blind High School Students showing an increase in FCAT Math Developmental Scale Scores: 2011-2012: 53% 2010-2011: 74% 2009-2010: 50% 2008-2009: 82% 2007-2008: 79% 2006-2007: 73%
Assistant Principal	Charlie Crozier	Degrees: B.S. - Mobility Education; M.S. - Visual Disabilities; M.S. - Educational Leadership Certifications: VI K-12; Ed Leadership all grades; ESOL Endorsed	42	30	Percent of Blind High School Students showing an increase in FCAT Reading Developmental Scale Scores: 2011-2012: 62% 2010-2011: 51% 2009-2010: 44% 2008-2009: 50% 2007-2008: 51% 2006-2007: 59% Percent of Blind High School Students showing an increase in FCAT Math Developmental Scale Scores: 2011-2012: 53% 2010-2011: 74% 2009-2010: 50% 2008-2009: 82% 2007-2008: 79% 2006-2007: 73%

Highly Effective Instructional Coaches

List your school's highly effective instructional coaches and briefly describe their certification(s), number of years at the current school, number of years as an instructional coach, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT/Statewide Assessment performance (Percentage data for Achievement Levels, Learning Gains, Lowest 25%), and AMO progress. Instructional coaches described in this section are only those who are fully released or part-time teachers in reading, mathematics, or science and work only at the school site.

Subject Area	Name	Degree(s)/ Certification(s)	Number of Years at	Number of Years as an	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning

			Current School	Instructional Coach	Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading	Elisha Zuaro	Degrees: B.A. - Elementary Education; M.Ed. – Special Education Visually Impaired Certifications: VI K-12; Elementary Ed 1-6; Reading Endorsement; National Board Certification	11	11	Percent of Blind High School Students showing an increase in FCAT Reading Developmental Scale Scores: 2011-2012: 62% 2010-2011: 51% 2009-2010: 44% 2008-2009: 50% 2007-2008: 51% 2006-2007: 59%
Math	Mark Largent	Degree: B.A. Secondary Math Education Certifications: Math 6 – 12; VI K - 12	16	1	Percent of Blind High School Students showing an increase in FCAT Math Developmental Scale Scores: 2011-2012: 53%

Highly Effective Teachers

Describe the school-based strategies that will be used to recruit and retain high quality, highly effective teachers to the school.

Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1. Teachers have the opportunity to participate in the decision-making process via curriculum teams.	Director of Curriculum and Staff Development	Ongoing	
2. Teachers are provided resources and support when attending or presenting at conferences.	Director of Curriculum and Staff Development	Ongoing; based on budget availability.	
3. Tuition waivers are available for staff participating in additional coursework at state colleges and at a local private college.	Director of Human Resources	Ongoing; based on legislative language.	
4. The salary schedule provides the opportunity for a pay increase when additional degrees are earned.	President	Ongoing; based on budget availability.	

Non-Highly Effective Instructors

List all instructional staff and paraprofessionals who are teaching out-of-field and/or who are NOT highly effective.

Name	Certification	Teaching Assignment	Professional Development/Support to Become Highly Effective
NA- All staff are highly qualified.			

Staff Demographics

Please complete the following demographic information about the instructional staff in the school.

*When using percentages, include the number of teachers the percentage represents (e.g., 70% (35)).

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
21	0% (0)	4% (1)	48% (10)	48% (10)	24% (5)	100% (21)	14% (3)	10% (2)	33% (7)

Teacher Mentoring Program

Please describe the school's teacher mentoring program by including the names of mentors, the name(s) of mentees, rationale for the pairing, and the planned mentoring activities.

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Elisha Zuaro	Reading and Language Arts Teachers	The school uses a reading specialist to assist in the implementation of best practices and strategy instruction amongst its teachers. This pairing will assist in the improvement of student test scores.	Classroom visits to assist in strategy instruction, meetings with teachers, and weekly phonics instruction training. Review reading assessment data and plan based on identified needs.

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Mark Largent	All Math Teachers	The school uses a math specialist to assist in the implementation of best practices and strategy instruction amongst its teachers. This pairing will assist in the improvement of student test scores.	Monthly planning meetings for the purpose of discussing student performance data and identifying specific strategies to address areas in need of improvement.
Paula Brannon	All Teachers in Blind High School	Assistive technology is essential for many of our students. An assistive technology resource teacher is on-site and available to assist staff members needing to implement such technologies in the classroom.	Tutorials, Workshops, Classroom Visits

Additional Requirements

Multi-Tiered System of Supports (MTSS) /Response to Instruction/Intervention (RtI)

School-Based MTSS/RtI Team
Identify the school-based RtI Leadership Team. **Assistant Principal**: Provides a common vision for the use of data-driven decision making; ensures that the school-based team is implementing RtI; conducts assessment of RtI skills of school staff; ensures implementation of intervention support and documentation; ensures adequate professional development to support RtI implementation; and communicates with parents regarding school-based RtI plans and activities. **Reading Specialist, Math Specialist, and Behavior Specialist:** Facilitates and supports data-collection activities; assists in data analysis; provides professional development and technical assistance to teachers regarding data-driven instructional planning and behavior modification; and supports the implementation of Tier 1, Tier 2 and Tier 3 intervention plans.
Describe how the school-based RtI Leadership Team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate RtI efforts? The school-based RtI Leadership Team meets quarterly to review progress monitoring data, identify professional development and resources, and facilitate a school-

wide understanding of the RtI process.

Additionally, the school-based RtI Leadership Team is available on an ongoing basis to offer instructional support and process implementation as classroom teachers become aware of students in need on intervention.

Describe the role of the school-based RtI Leadership Team in the development and implementation of the school improvement plan. Describe how the RtI Problem-solving process is used in developing and implementing the SIP?

The members of the school-based RtI Leadership Team also serve on a School Advisory Council (SAC) Sub-Committee. The SAC Sub-Committee is charged with aiding in the development and implementation of the School Improvement Plan (SIP) and facilitating communication among stakeholders regarding the progress made toward achievement of SIP goals.

MTSS Implementation

Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior.

Through the use of a school-wide data management system, student assessment data is recorded and readily available for analysis by instructional staff. The following assessments are utilized in Blind High School:

Assessment Period: All students participate and the assessment is given on grade level, two times per year.
- Reading Comprehension – ThinkGate
- Fluency – FSDB Fluency Book
- Writing – Write to Learn
- Vocabulary – 1200 High Frequency Word List
- Math – ThinkGate (same test groups as FCAT)
- Science –ThinkGate (same test groups as FCAT)

Ongoing Progress Monitoring: For students who do not meet the on grade level benchmarks on previous assessments. Ongoing Progress Monitoring assessments are tested off grade level, twice per year.
- Reading Comprehension – Achieve 3000: Teen Biz
- Fluency – FSDB Fluency Book
- Vocabulary – 1200 High Frequency Word List
- Writing – Write to Learn

Teachers will progress monitor students in phonics/phonemic awareness and/or word analysis based on their reading comprehension results after the assessment period. When progress monitoring, teachers may use the running records from the fluency testing to analyze student errors.

Additionally, teachers maintain a record of interventions for Tier 2 students.

Once students demonstrate a need for Tier 3 intervention, a multi-disciplinary team convenes to review data and generate recommendations. Meeting minutes are documented.

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Describe the plan to train staff on RtI.
Further professional development will be made available as requested or needed and may be facilitated by the Assistant Principal. Training may occur during staff meetings and after hours, based on the availability of training funds.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team
Identify the school-based Literacy Leadership Team (LLT) Elisha Zuaro/Reading Specialist, Jodee Casteel/Remedial Reading Teacher, Patty Chancey/Language Arts Teacher, Melissa Fonda/Language Arts Teacher, Linda Tayler/Language Arts Teacher, Charlie Crozier/Assistant Principal, Peter Sandberg/Orientation-Mobility Teacher.
Describe how the school-based LLT functions (e.g., meeting processes and roles/functions). The committee will meet twice monthly to review test data, discuss strategies, discuss new students and brainstorm ideas
What will be the major initiatives of the LLT this year? To improve FCAT scores in reading which have declined for four years targeting the weak areas as identified in the content area breakdown. Continue with the IPAD reading program to give students more opportunities to read for pleasure, which hopefully, will increase their reading skills in subject area.

*High Schools Only

Note: Required for High School-Sec. 1003.413(g)(j) F.S.

How does the school incorporate applied and integrated courses to help students see the relationships between subjects and relevance to their future?

We are a small school with only one science teacher, one social studies teacher, three math and three language arts teachers. This makes communicating on a regular basis a

fairly easy, on-going activity. They can discuss their instructional content with each other and integrate their curriculums with a fair amount of ease. They teach lessons together on a frequent basis. Sometimes, math or language arts classes will combine for group lessons and peer tutoring.

How does the school incorporate students' academic and career planning, as well as promote student course selections, so that students' course of study is personally meaningful?

Students meet regularly with their guidance counselor. All of these areas are discussed thoroughly each year at the IEP meeting with students, parents, and staff. Students also have the opportunity to fill out a "pre-registration" form each year to identify and prioritize elective classes they would like to be in the following school year. The department for the Deaf classes are also open to students in the Blind Department; and we also have students enroll in classes at St. Augustine High School and First Coast Technical College. Several students have taken on-line courses through Florida Virtual School and the Hadley School for the Blind.

Postsecondary Transition

Note: Required for High School- Sec. 1008.37(4), F.S.
Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the High School Feedback Report.

FCAT test data is reviewed annually to identify areas of weakness. These areas are then discussed and addressed during the next school year. The strategies target preparation for post-secondary education. There are also on-going inservice activities throughout the school year for staff as new information about student achievement is obtained.

Student achievement is discussed at staff meetings.

All test data is immediately shared with staff and ideas for improvement are solicited and then shared with others.

PART II: EXPECTED IMPROVEMENTS
<u>Reading Goals</u>

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Reading Goals	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1a. FCAT 2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a: Students will show improvement in the area of Reading Application.	1a.1.100% of the population in the Blind High School is made up of ESE students. Due to that factor, visually impaired students must use large print, Braille, and mechanical or electronic enlargement of materials. This can make accessing the curriculum, especially standardized testing, difficult due to the many visual references, charts, graphs, etc. Newly blinded students and students with tactile sensitivity problems may not have the skills to read at the appropriate level in order to pass the reading portion of the FCAT.	1.1. All teachers will work toward improving students' skills in the area of reading application through implementation of an integrated curriculum.	1.1. Assistant Principal, Progress Analyst	1.1. Lesson Plans, Classroom Walkthroughs, Data Analysis	1.1. Lesson Plans, Walkthrough Checklist, ThinkGate, FCAT

	2012 Current Level of Performance:*	2013 Expected Level of Performance:*
	16% (6)	*20% (7)*

Reading Goals	Problem-Solving Process to Increase Student Achievement				
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading. Reading Goal #1b: *Students will show improvement in the area of reading.*	1b.1.100% of the population in the Blind High School is made up of ESE students. Due to that factor, visually impaired students must use large print, Braille, and mechanical or electronic enlargement of materials. This can	1.1. All teachers will work toward improving students' skills in the area of reading application through implementation of an integrated curriculum.	1.1. Assistant Principal, Progress Analyst	1.1. Lesson Plans, Classroom Walkthroughs, Data Analysis	1.1. Lesson Plans, Walkthrough Checklist, ThinkGate, FCAT

	2012 Current Level of Performance:*	2013 Expected Level of Performance:*
	86% (6)	*90% (6)*

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Reading Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
ThinkGate	Reading 9 - 12	Curriculum and Staff Development	All Blind High School Teaching Staff	August 2012	Teacher participation in training implementation of the assessment throughout the school year.	Assistant Principal
Focus Questions of the Week	Reading 9 - 12	Teachers	All Blind High School Teaching Staff	On-going 2012 – 2013 School Year	Document use. Discuss during monthly staff meetings.	Assistant Principal
ThinkGate	Reading 9 - 12	Curriculum and Staff Development	All Blind High School Teaching Staff	August 2012	Teacher participation in training implementation of the assessment throughout the school year.	Assistant Principal

Reading Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials.
All activities and materials are district funded

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

CELLA Goals	Problem-Solving Process to Increase Language Acquisition				
Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students. Blind High School has less than 15 ELL students and is not required to have goals.	Anticipated Barrier NA	Strategy NA	Person or Position Responsible for Monitoring NA	Process Used to Determine Effectiveness of Strategy NA	Evaluation Tool NA

Florida Alternate Assessment High School Mathematics Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

High School Mathematics Goals	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal #1: *Students will show improvement in the area of Mathematics.*	<table><tr><td>2012 Current Level of Performance:* 72%(5)</td><td>2013 Expected Level of Performance:* 80%.(6)</td></tr></table>	1a.1.100% of the population in the Blind High School is made up of ESE students. Due to that factor, visually impaired students must use large print, Braille, and mechanical or electronic enlargement of materials. This can make accessing the curriculum, especially standardized testing, difficult due to the many visual references, charts, graphs, etc. Newly blinded students and students with tactile sensitivity problems may not have the skills to do math at the appropriate level in order to pass the math FCAT or math EOC exams.	1.1. All teachers will work toward improving students' skills in the area of mathematics through implementation of an integrated curriculum.	1.1. Assistant Principal, Progress Analyst	1.1. Lesson Plans, Classroom Walkthroughs, Data Analysis	1.1. Lesson Plans, Walkthrough Checklist, ThinkGate, FCAT
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics. Mathematics Goal #2: *Students will show improvement in the area of Mathematics.* **April 2012 Rule 6A-1.099811 Revised April 29, 2011**	<table><tr><td>2012 Current Level of Performance:* 28%</td><td>2013 Expected Level of Performance:* 35%</td></tr></table>	2a.1.100% of the population in the Blind High School is made up of ESE students. Due to that factor, visually impaired students must use large print, Braille, and mechanical or electronic enlargement of materials. This can make accessing the curriculum, especially standardized testing, difficult due to the many visual references, charts, graphs, etc. Newly blinded students and students with tactile sensitivity problems may not have the skills to	1.1. All teachers will work toward improving students' skills in the area of mathematics through implementation of an integrated curriculum.	1.1. Assistant Principal, Progress Analyst	1.1. Lesson Plans, Classroom Walkthroughs, Data Analysis	1.1. Lesson Plans, Walkthrough Checklist, ThinkGate, FCAT

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End of Florida Alternate Assessment High School Mathematics Goals

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Algebra EOC Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
Algebra Goals: Students in grades 9 and 10 will show an increase in the number that pass the Algebra 1 EOC exam	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	1a.1.100% of the population in the Blind High School is made up of ESE students. Due to that factor, visually impaired students must use large print, Braille, and mechanical or electronic enlargement of materials. This can make accessing the curriculum, especially standardized testing, difficult due to the many visual references, charts, graphs, etc.	1.1. All teachers will work toward improving students' skills in the area of mathematics through implementation of an integrated curriculum.	1.1. Assistant Principal, Progress Analyst, math specialist	1.1. Lesson Plans, Classroom Walkthroughs, Data Analysis	1.1. Lesson Plans, Walkthrough Checklist, ThinkGate, FCAT
	33% (10)	40% (12)	Newly blinded students and students with tactile sensitivity problems may not have the skills to do math at the appropriate level in order to pass the Algebra 1 EOC exam.				

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Mathematics Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
ThinkGate - Math	Math 9 – 12	Curriculum and Staff Development	All Blind High School Teachers	August 2012	Teacher participation in training and implementation of the assessment through the year.	Assistant Principal
Math Focus Questions of the Week	Math 9 – 12	Teachers	All Blind High School Teachers	2012 – 2013 School Year	Document use. Discuss during monthly staff meetings.	Assistant Principal
Use of math strategies, problem solving, and manipulatives.	Math 9 – 12	Math Specialist	All Blind High School Math Teachers	2012 – 2013 School Year	Math teachers meet at least once a month with math specialist to discuss results and review data.	Assistant Principal

Mathematics Budget (Insert rows as needed)

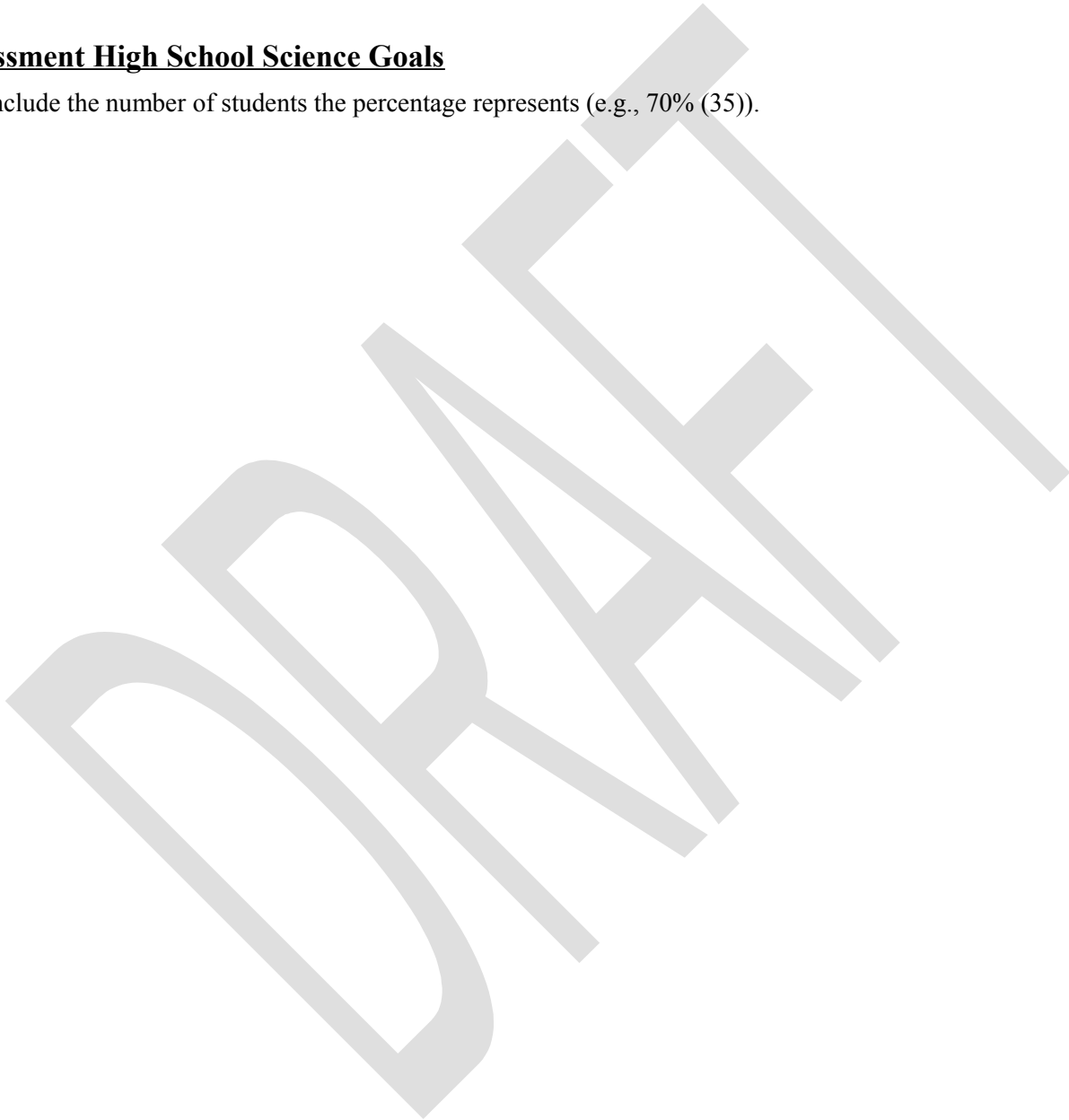| |
|---|
| Include only school-based funded activities/materials and exclude district funded activities /materials. |
| All activities and materials are district funded. |

End of Mathematics Goals

Rule 6A-1.099811
Revised April 29, 2011   16

<u>Florida Alternate Assessment High School Science Goals</u>

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

High School Science Goals				Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:				Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Florida Alternate Assessment: Students scoring at Level 4, 5, and 6 in science.				1.1.100% of the population in the Blind High School is made up of ESE students. Due to that factor, visually impaired students must use large print, Braille, and mechanical or electronic enlargement of materials. This can make accessing the curriculum, especially standardized testing, difficult due to the many visual references, charts, graphs, etc. Newly blinded students and students with tactile sensitivity problems may not have the skills to read at the appropriate level in order to pass the reading portion of the FCAT.	1.1. All teachers will work toward improving students' skills in the area of reading application through implementation of an integrated curriculum.	1.1. Assistant Principal, Progress Analyst	1.1. Lesson Plans, Classroom Walkthroughs, Data Analysis	1.1. Lesson Plans, Walkthrough Checklist, ThinkGate, FCAT
Science Goal #1: *Students will show improvement in the area of science. Although all students tested scored level 4 or above, the goal is that all students will move up at least 1 level; with the exception of the student who scored level 9, and they will remain at level 9.*	<u>2012 Current Level of Performance:*</u> *100%(6)*	<u>2013 Expected Level of Performance:*</u> *100%(6)*						
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:				Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Florida Alternate Assessment: Students scoring at or above Level 7 in science.				2.1100% of the population in the Blind High School is made up of ESE students. Due to that factor, visually impaired students must use large print, Braille, and mechanical or electronic enlargement of materials. This can make accessing the curriculum, especially standardized testing, difficult due to the many visual references, charts, graphs, etc. Newly blinded students and students with tactile sensitivity problems may not have the skills to read at the appropriate level in order to pass the reading portion of the FCAT.	1.1. All teachers will work toward improving students' skills in the area of reading application through implementation of an integrated curriculum.	1.1. Assistant Principal, Progress Analyst	1.1. Lesson Plans, Classroom Walkthroughs, Data Analysis	1.1. Lesson Plans, Walkthrough Checklist, ThinkGate, FCAT
Science Goal #2: *Students will show improvement in science.*	<u>2012 Current Level of Performance:*</u> *67%(4)*	<u>2013Expected Level of Performance:*</u> *75% .(5)*						

April 2012
Rule 6A-1.099811
Revised April 29, 2011

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End of Florida Alternate Assessment High School Science Goals

Science Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Think Gate Training in Science	9-12 Science	Curriculum and staff development office	All Blind High School teachers not previously trained	September 2012	Teachers participate in follow up training throughout the school year.	Assistant Principal.
Training for new Science text books.	9-12 Science	Curriculum and Staff development office in coordination with Science Teacher	Blind High School Science Teacher as needed	September 2012	Teacher uses strategies learned in workshop and incorporates them into lesson plans using new text books. Evaluate effectiveness at end of 2011-2012 school year.	Science Teacher

Science Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials.
All activities and materials are district funded.

End of Science Goals

Writing Goals

* When using percentages, include the number of students the percentage represents next to the percentage (e.g. 70% (35)).

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Writing Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1a. FCAT: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a: *Students will show improvement in the area of Writing skills.*			100% of the population in the Blind High School is made up of ESE students. Due to that factor, visually impaired students must use large print, Braille, and mechanical or electronic enlargement of materials. This can make accessing the curriculum, especially standardized testing, difficult due to the many visual references, charts, graphs, etc. Maintaining progress monitoring and adjusting curriculum or delivery model to ensure student growth.	The school will use Write Traits and Write to Learn to monitor progress in writing, three times per year. Teachers will use data from assessments and writing samples to drive instruction.	Assistant Principal	Lesson plans will be reviewed and submitted weekly to the Assistant Principal. Classroom walkthrough will also be utilized to determine the effectiveness of this strategy.	Weekly Lesson Plans, Student Writing Samples, Write to Learn, FCAT
	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	46%.(6)	*50% (7)*					
1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing. Writing Goal #1b: *Students will show improvement in the area of writing skills.*			1b.1.100% of the population in the Blind High School is made up of ESE students. Due to that factor, visually impaired students must use large print, Braille, and mechanical or electronic enlargement of materials. This can make accessing the curriculum, especially standardized testing, difficult due to the many visual references, charts, graphs, etc. Newly blinded students and students with tactile sensitivity problems may not have the skills to read at the appropriate level in order to pass the reading portion of the FCAT.	1b.1.Teachers will require students to write in a journal, or practice writing skills at least once weekly for the entire school year.	Assistant Principal	Lesson plans will be reviewed and submitted weekly to the Assistant Principal. Classroom walkthrough will also be utilized to determine the effectiveness of this strategy.	Weekly Lesson Plans, Student Writing Samples, Write to Learn, FCAT
	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	83%(5)	*90%(6)*					

April 2012
Rule 6A-1.099811
Revised April 29, 2011

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Writing Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Writing-Write to Learn	9 – 12 Writing	Curriculum and Staff Development	All Blind High School Teachers not previously trained	September 2012	Teacher participation in training and implementation through the school year.	Assistant Principal

Writing Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials.	
All activities and materials district funded	
	Total:

End of Writing Goals

Attendance Goal(s)

* When using percentages, include the number of students the percentage represents next to the percentage (e.g. 70% (35)).

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Attendance Goal(s)			Problem-solving Process to Increase Attendance				
Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Attendance Attendance Goal #1: Students will be encouraged to attend school on a regular basis. They will be informed and reminded of the possible consequences for poor attendance. Parents of students with poor attendance will receive letters advising them of their status. Those with good attendance will be recognized.	2012 Current Attendance Rate:* *90%(90)* 2012 Current Number of Students with Excessive Absences (10 or more) *5%(5)* 2012 Current Number of Students with Excessive Tardies (10 or more) *2*	2013 Expected Attendance Rate:* *95%(95)* 2013 Expected Number of Students with Excessive Absences (10 or more) *3%(3)* 2013 Expected Number of Students with Excessive Tardies (10 or more) *0*	Parents need to understand the attendance rules and comply accordingly. If a student misses one day of school, and if parents are unable to arrange transportation to school besides the provided bus, they could possible miss an entire week.	1.1. Make sure parents understand the necessity for good attendance and the possible negative consequences for unacceptable attendance. 1.2. If student are home excused, we should provide assignment by e-mail, phone, teacher's websites, or online delivery sites.	1.1. Administrative Assistant 1.2. Administrative Assistant and classroom teachers.	1.1. Analyze trends in student absenteeism. 1.2. Teachers will maintain a log reflecting work completed vs. work sent home.	1.1. Attendance Database 1.2. Teacher grade book.

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or	PD Participants (e.g. , PLC, subject, grade level, or	Target Dates and Schedules (e.g. , Early Release) and	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

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		PLC Leader	school-wide)	Schedules (e.g., frequency of meetings)		
Student attendance and on-time arrival	9-12	Assistant Principal	All Blind High School staff	Ongoing throughout the 2011-2012 school year.	Monitoring attendance at midterm and the end of each grading period through the year.	IEP monitors and Assistant Principal

Attendance Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.
All materials and activities are district funded.

End of Attendance Goals

Suspension Goal(s)

* When using percentages, include the number of students the percentage represents next to the percentage (e.g. 70% (35)).

Suspension Goal(s)		Problem-solving Process to Decrease Suspension				
Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Suspension Suspension Goal #1: *There will be 0 (zero) out of school suspensions during the 2012-2013 school year.*	2012 Total Number of In –School Suspensions *4%(4)* 2012 Number of Out-of-School Suspensions *1%(1)*	2013 Expected Number of In- School Suspensions *2%(2)* 2013 Expected Number of Out-of-School Suspensions *0%(0)*	1.1. Students must cooperate and understand the possible impact of In-school and Out-of-school suspension as far as impact on their grades and possible withholding of credits.	1.1.On going pro-active campaign to recognize and reward positive behavior and discourage behaviors and activities that could lead to severe discipline. All efforts to keep students in school before out of school suspension would be used.	1.1.Assistant Principal	1.1.Track behaviors and trends with the help of the Interdisciplinary team (ID) and the behavior specialists and mental health staff.	1.1.End of year data.

Suspension Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic	Grade	PD Facilitator	PD Participants	Target Dates and Schedules	Strategy for Follow-up/Monitoring	Person or Position Responsible for

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and/or PLC Focus	Level/Subject	and/or PLC Leader	(e.g. , PLC, subject, grade level, or school-wide)	(e.g. , Early Release) and Schedules (e.g., frequency of meetings)		Monitoring
Attendance as related to behavior	9-12	Assistant Principal	Blind ID team	On-going through the 2012-2013 school year	Discussed weekly at ID team meeting, then shared with all staff at general staff meetings bi-weekly.	Assistant Principal

Suspension Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.
All activities and materials are district funded.

End of Suspension Goals

Dropout Prevention Goal(s)

Note: Required for High School- F.S., Sec. 1003.53

* When using percentages, include the number of students the percentage represents next to the percentage (e.g. 70% (35)).

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Dropout Prevention Goal(s)		Problem-solving Process to Dropout Prevention				
Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Dropout Prevention Dropout Prevention Goal #1: *Please refer to the percentage of students who dropped out during the 2011-2012 school year.*		1.1.The only anticipated barrier would be if the parent were dissatisfied with the service provided here. This would not be dropping out in the true sense, but returning to a district program.	1.1.Provide every available service to meet the needs of each student.	1.1.Assistant Principal and Guidance Counselor	1.1.Monthly review of enrollment activity.	1.1.Registrars report to the Board monthly.
Florida School for the Deaf and the Blind is a placement option for parents and students who reside in the State of Florida. They may choose to attend FSDB if they meet the enrollment criteria, or may attend school in their local district.	2012 Current Dropout Rate:* *0.* 2012 Current Graduation Rate:* *70% (21)*					
	2013 Expected Dropout Rate:* *0.* 2013 Expected Graduation Rate:* *75%(28)*					

Dropout Prevention Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.
All materials and activities are district funded.

End of Dropout Prevention Goal(s)

Parent Involvement Goal(s)
Upload Option-For schools completing the Parental Involvement Policy/Plan (PIP) please include a copy for this section.
Online Template- For schools completing the PIP a link will be provided that will direct you to this plan.

* When using percentages, include the number of students the percentage represents next to the percentage (e.g. 70% (35)).

Parent Involvement Goal(s)			Problem-solving Process to Parent Involvement				
Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Parent Involvement Parent Involvement Goal #1: *Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.*			Because of the nature of the school, many parents live long distances from school and find it difficult to attend IEP meetings. Work may also conflict with attendance.	1.1 Be more flexible on days of the week and times for IEP meetings to be held.	1.1 Assistant Principal, Administrative Assistant	1.1 Maintain a log of parent attendance at IEP's during the 2012-2013 school year.	1.1 Parent attendance, feedback from parents.
The School will work with parents to involve as many parents as possible in IEP's and other meetings held through the school year.	2012 Current level of Parent Involvement:* *80%(80)*	2013 Expected level of Parent Involvement:* *90%*					

Parent Involvement Professional Development

Parent Involvement Budget

Include only school-based funded activities/materials and exclude district funded activities /materials. All activities and materials are district funded.

End of Parent Involvement Goal(s)

<u>Science, Technology, Engineering, and Mathematics (STEM) Goal(s)</u>

* When using percentages, include the number of students the percentage represents next to the percentage (e.g. 70% (35)).

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STEM Goal(s)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
STEM Goal #1: ***Teachers in Blind High School will work together to identify, plan and implement at least one STEM project during the 2012 – 2013 school year.***	1.1100% of the population in the Blind High School is made up of ESE students. Due to that factor, visually impaired students must use large print, Braille, and mechanical or electronic enlargement of materials. This can make accessing the curriculum, especially standardized testing, difficult due to the many visual references, charts, graphs, etc. .	1.1. All teachers will work toward integrating science, technology, engineering and math into their curriculum.	1.1. Assistant Principal, Progress Analyst	1.1. Lesson Plans, Classroom Walkthroughs, Data Analysis	1.1. Lesson Plans, Walkthrough Checklist, ThinkGate, FCAT

STEM Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity					
Please note that each Strategy does not require a professional development or PLC activity.					
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Development of Stem project.	9-12	Assistant Principal	High School science, math and technology teachers	Draft plan by end of first semester.	Fine tune and pilot program during second semester	Assistant Principal.

STEM Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.
All materials and activities are district funded.

End of STEM Goal(s)

Additional Goal(s)

* When using percentages, include the number of students the percentage represents next to the percentage (e.g. 70% (35)).

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Additional Goal(s)				Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:				Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Additional Goal				1.1. Staff who select students for recognition tend to focus on the same students from week to week.	1.1Encourage staff to be open minded and look for positive behaviors in students who might not be their favorites..	1.1.Assistant Principal	1.1Maintain a tracking system to keep data on students who are recognized and staff nominations.	1.1.End of year data.
Additional Goal #1: *Blind High School will continue to participate in the Positive Behavior Support Program.*	2012 Current Level :* *100% (100)*	2013 Expected Level :* *100%.(100)*						
2. Additional Goal				2.1 Students need to have a clear understanding about the program of study, even though it has been explained before.	2.1 Informative sessions during computer, marketing, OJT, and culinary classes.	2.1 .Assistant Principal	2.1 Teachers will present basic information and allow for question and answer session.	2.1 Teachers will check for comprehension after the sessions are completed.
Additional Goal #2: By the end of the first semester, 100% (100) of Blind High School students will participate in informative sessions to learn about the benefit of earning three credits in a program of study.	2012 Current Level :* *Did not occur.*	2013 Expected Level :* *100%.(100)*						

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Additional Goals Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Positive Behavior Support	9-12	Assistant Principal	All Staff	Start September 2012, end May 2013.	Monitor quarterly	Assistant Principal

End of Additional Goal(s)

Final Budget (Insert rows as needed)

Please provide the total budget from each section. All activities and materials are provided by the district.

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Differentiated Accountability

School-level Differentiated Accountability (DA) Compliance
Please choose the school's DA Status. (To activate the checkbox: 1. double click the desired box; 2.when the menu pops up, select "checked" under "Default Value" header; 3. Select "OK", this will place an "x" in the box.)

School Differentiated Accountability Status		
☐ Priority	☒ Focus	☐ Prevent

- *Upload a copy of the Differentiated Accountability Checklist in the designated upload link on the "Upload" page*

School Advisory Council (SAC)

SAC Membership Compliance
The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students (for middle and high school only), parents, and other business and community members who are representative of the ethnic, racial, and economic community served by the school. Please verify the statement above by selecting "Yes" or "No" below.

☒ Yes   ☐ No

If No, describe the measures being taken to comply with SAC requirements.
NA

Describe the activities of the SAC for the upcoming school year.
The School Advisory Council will support sub-committees with the implementation and monitoring of school improvement initiatives