



## Blind High School (FsdB)

207 SAN MARCO AVE, St Augustine, FL 32084

[ no web address on file ]

### School Demographics

**School Type**

High

**Title I**

No

**Free/Reduced Price Lunch**

%

**Alternative/ESE Center**

Yes

**Charter School**

No

**Minority**

%

### School Grades History

**Year**

**Grade**

### School Board Approval

This plan was approved by the FSDB County School Board on 10/31/2014.

### 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.

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

Our goal is to create a safe and nurturing environment where students feel safe and respected. We do this campus-wide in collaboration with our school community in a program and philosophy known as Positive Behavior Support.

In 2010, FSDB adopted this Positive Behavior Support (PBS) program as a model for campus-wide behavior, partnering with the University of South Florida and other schools within the state. In February 2012, the School Safety Advocacy Council (SSAC) recognized FSDB with the National Exemplary Program Recognition Award for its outstanding anti-bullying efforts and a commitment to keeping students safe. FSDB takes great pride in its PBS program.

PBS begins with the philosophy that positive behavior must be supported consistently and continuously in order for problem behavior to lessen or decrease. The PBS approach establishes school wide behavioral expectations that are infused into all areas of the campus. At FSDB these expectations are Cooperation, Respect and Responsibility. The approach emphasizes modeling, teaching and reinforcing the appropriate behaviors related to these expectations. PBS establishes a common language and provides support as needed at varying levels of social emotional or behavioral functioning. Although PBS focuses on modeling, teaching and recognizing positive behavior, it is also used to address problem behavior in a more meaningful way. PBS expectations and strategies are utilized in all areas of FSDB- in classrooms, in the dormitories, on buses, at P.E., during recreation, in cafeterias and many other common areas on campus.

The PBS program at FSDB:

- Teaches students appropriate social skills
- Teaches students when to use these skills
- Teaches expected behavior, procedure, or routine in all settings
- Teaches skills in context; that is, making use of “teachable moments”
- Consistently rewards appropriate skills

The PBS program is individualized (we develop our own school plan), collaborative (everyone on campus participates), data-driven (we establish what we need based on research), and effective (over 50 years of research backs up the PBS process). Modeling, teaching and recognizing positive behavior often and consistently through incentives is key to the PBS philosophy.

Each Department can add their own info below to make this paragraph below more specific to their school.

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**

As described in response to the first two questions the Florida School for the Deaf and the Blind utilizes Positive Behavior Support Program and Philosophy with supporting tools and curriculums as its campus/school wide behavioral system. FSDB has found that this Program and Philosophy aids in minimizing distractions and promotes student engagement as well as encourages a positive climate. Each classroom, school, area such as the cafeteria, the buses, the library, playground, physical education, hallway and dormitory has consistent, clear behavioral expectations. These are to be Cooperative, to be Respectful and to be Responsible. Within each of the classrooms and areas a matrix has been developed, posted and reviewed with the students.

Examples :

Cafeteria:

1. BE RESPONSIBLE

- All students will pick up tray and will wait patiently in line.
- Students will sit appropriately in their seats.
- Students must leave their tables free of trays, food and litter & push their chairs into the table after completing their meals.

## 2. BE COOPERATIVE

- Students will cooperate with the directions of the School, Boarding and Food Service Staff.

## 3. BE RESPECTFUL

- Students will use appropriate language and polite manners with adults and other students.

## Bus/Transportation

### 1. BE RESPONSIBLE

- Students will sit appropriately on the bus.
- Students will remain in their seats and follow all safety rules.

### 2. BE COOPERATIVE

- Students will cooperate with the directions of both the Chaperone and the Bus Driver.

### 3. BE RESPECTFUL

- Students will use appropriate language with adults and other students.
- Students will keep hands and feet to themselves.

Should a student not be successful in meeting the behavioral expectations the PBS Discipline Flowchart is followed. Each school has their own PBS Discipline Flowchart.

Each Department can add their own PBS Discipline Flowchart here. The PBS Discipline Flowchart for each department was already designed, was updated last year and will be updated this year as well.

FSDB strives through the utilization of the Positive Behavior Support Program and Philosophy and the additional, supporting tools that we use

such as Second Step Violence Prevention Curriculum, Love & Logic, prevention education on topics such as Bullying/Harassment and Teen Dating Violence/Abuse to ensure that the social-emotional needs of all students are being met.

Each school and classroom emphasizes being cooperative, respectful and responsible to self, peers/ staff and community members. Through 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 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.

**Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services**

FSDb strives through the utilization of the Positive Behavior Support Program and Philosophy and the additional, supporting tools that we use such as Second Step Violence Prevention Curriculum, Love & Logic, prevention education on topics such as Bullying/Harassment and Teen Dating Violence/Abuse to ensure that the social-emotional needs of all students are being met. Each school and classroom emphasizes being cooperative, respectful and responsible to self, peers/ staff and community members. Through 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.

**Early Warning Systems**

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

**Describe the school's early warning system and provide a list of the early warning indicators used in the system**

Referral to MTSS team because of low achievement in the classroom.

**Provide the following data related to the school's early warning system**

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

Indicator	Grade Level				Total
	9	10	11	12	
Attendance below 90 percent	1	2	1	1	5
One or more suspensions	0	1	1	0	2
Course failure in ELA or Math	2	3	1	0	6
Level 1 on statewide assessment	6	7	1	4	18
	0	0	0	0	
	0	0	0	0	

*The number of students identified by the system as exhibiting two or more early warning indicators:*

Indicator	Grade Level 12	Total
Students exhibiting two or more indicators	1	1

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

Attendance is stressed at meetings with students throughout the year and with correspondence and meetings with parents. It is also discussed at IEP meetings and communicated to parents and students when coming through intake and entering FSDB. It is published in the student handbook. Students who demonstrate that attendance could be a problem early in the year are warned and counseled.

Programs are in place to recognize positive behavior and hopefully decrease behaviors which may lead to suspension. Counseling is provided for students who exhibit severe behavior problems which could lead to suspension. There is a multi-tiered discipline structure which uses suspension from school as a last resort unless the infraction is so serious that it deserves immediate suspension. Students who are failing, or in danger of failing ELA and Math classes are put into remedial reading and math classes to help deter failure in the class room. Tutoring is available to students in individual and small group sessions. Walk-in tutoring is made available to students two nights per week for most of the school year. Teachers invite students to come before or after school to receive additional one on one work.

Students who score level 1 scores on state mandated assessments are placed into remedial classes according to what the law prescribes as a minimum intervention. In addition, all the other voluntary programs are made available to them. FSDB holds a summer Algebra EOC camp for students who have not passed the Algebra 1 EOC during the regular school year.

**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?**

No

**PIP Link**

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

**Description**

Because of the fact that FSDB is a boarding school available to qualifying students from all 67 school districts, it is difficult to have parents involved on a regular basis. Our specific parental involvement target is to have parents attend and participate in their child's IEP at least once annually. Target numbers and percentages are based on this goal.

- Florida School for the Deaf and the Blind (FSDB) strongly believes that parent involvement is a powerful influence on a child's achievement in school. The Parent Services Department is an integrated component of the school and is staffed with a Parent Liaison for the specific purpose of connecting FSDB families to their school and community resources.
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- Throughout the year FSDB offers capacity building events such as Parent Engagement Workshops, parent classes in American Sign Language (ASL), Braille, and Orientation & Mobility Classes, with travel reimbursement if needed to allow parents to visit the campus often. These events are typically

recorded and/or live streamed to allow parents to participate when they are unable to travel to the school.

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- FSDB offers a comprehensive range of opportunities for parents to stay informed on current FSDB events and programs. The school utilizes our home website, teacher webpages, electronic communications, social media pages, school newsletters, mail, and a variety of other formats to ensure that parents are informed about upcoming school events and activities.
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- Annually parents are provided with a Parent-Student Handbook with current and comprehensive information on the Academic and Boarding Programs, Healthcare Services, Transportation, Student Rights, Dining and Nutrition, Athletics, and more. FSDB has a Parent Involvement Policy (OPP 10.26E) in place to ensure that all FSDB departments are working cooperatively to meet our parent involvement goals.

Our school strives to build and maintain positive relationships with parents by offering a friendly and open campus, educational opportunities, and a variety of ways to stay informed on current FSDB events.

**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 of 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
Crozier, Charlie	Assistant Principal
Crozier, Carol	Attendance/Social Work
Hillsgrove, Arelis	Guidance Counselor
Pamer, Laura	Other
Ryan, Kathleen	Other
Stivers, Patee	Psychologist
Williams, Wendy	Other

## Duties

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

Assistant Principal-Provides a common vision for the use of data-driven decision making; ensures that the school-based team is implementing appropriate interventions; conducts assessment of intervention skills of school staff; ensures implementation of intervention support and documentation; ensures adequate professional development to support implementation; and communicates with parents regarding school-based plans and activities.

Reading, Math and Behavior Specialists- Facilitate and support data collection activities; assist in data analysis, provide professional development and technical assistance to teachers regarding data-driven instructional planning and behavior modification; and support the implementation of Tier 1, Tier 2 and Tier 3 intervention plans.

The Social worker coordinates the low vision program and assists students and families in need as well as a number of other miscellaneous functions.

The guidance counselor provides academic counseling to students and helps prepare them for post secondary education. She also conducts the transition meetings for graduating seniors.

The psychologist provides crisis intervention for student who are having difficulty dealing with day to day concerns, as well as counseling on a scheduled basis.

The educational diagnostician provides interventions as requested by classroom teachers for students who may be struggling in the classroom.

### ***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***

The school based MTSS Leadership Team meets quarterly to review progress monitoring data, identify professional development and resources, and facilitate a school-wide understanding of the Rfl process.

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

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 I grant programs typically include OPS stipends for curriculum projects, one-on-one mentors, teachers serving as curriculum team facilitators, Progress Monitoring Analysts who work with the Assistant Principal on monitoring student data, and for attending workshops on behavior management and training to 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
Gracie Delong	Student
Vera Jones	Parent
Amy Riley	Teacher
D J Prater	Education Support Employee
Elisha Zuaro	Education Support Employee
Mark Largent	Education Support Employee
Margaret Galligan	Teacher
Wendy Williams	Education Support Employee
	Student
D J Prater	Education Support Employee

### 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*

The SAC meets at least three times annually to review the SIP and get up-dates on testing, new legislation, general district-wide initiatives and any other information which might be appropriate to share that could impact the SIP.

*Development of this school improvement plan*

Provide input for plan, provide data for analyst to summarize, give feedback at end of year to consider when developing the next year's plan. State concerns about progress being made, or lack of progress according to the information we have.

*Preparation of the school's annual budget and plan*

NA

**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
Crozier, Charlie	Assistant Principal
Christoe, Kelly	Teacher, K-12
Fonda, Melissa	Teacher, K-12
Taylor, Linda	Teacher, K-12
Zuaro, Elisha	Instructional Coach

## Duties

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

To improve FCAT reading scores by identifying the content areas that show weaknesses and targeting those areas during instruction. Review progress monitoring reports on an on-going basis. Identify any patterns or trends. Require teachers in all subject areas to incorporate reading into their curriculum on a regular basis.

## 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**

Because we are a small school, curriculum teams within the School are difficult; so teachers are encouraged to participate in district-wide curriculum teams.

The three math teachers do meet with each other on a regular basis and meet with the Math Specialist on at least a monthly basis throughout the school year.

The three language arts teachers do the same things and meet with the Reading Specialist on at least a monthly basis throughout the school year.

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

The Department for the Blind accepts student teachers from Florida State University. We also accept potential professionals from various teacher training programs nationwide and worldwide. The Braille Course is periodically offered on campus at FSDB for those needing this class for certification purposes. The Office of Curriculum and Development offers various workshop and inservice opportunities throughout the school year and during the summer.

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

FSDB has a mentoring program where teachers new to FSDB are paired with an experienced teacher to assist them in learning the policies and procedures at FSDB. Mentors are chosen based on need and subject area, and experience working with the visually impaired is considered. Mentors meet with the new teachers (outside of contract hours) a minimum of 30 minutes, twice a month for the entire school year. The mentors are paid a small supplement at the end of the school year.

## 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**

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**

The school uses data to place students in appropriate level classes as well as to comply with the law and place those students requiring remedial reading, remedial math for all students, as well as college ready math and English for seniors.

Students in remedial reading are given exercises to help improve their skills in the content areas which are weak, based on their FCAT reading scores.

Students in remedial math are placed in appropriate classes to remediate the weaknesses identified on the Algebra 1 End of Course exam..

Seniors are placed in Math for College Readiness and English IV for College Prep

**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:** 7,200

A Music Enrichment program is offered two evenings a week a minimum of 120 minutes per night, for 30 weeks.

**Strategy Rationale**

The enrichment program is offered in the evening hours so that more students will be able to participate in these types of activities. There is only one music teacher serving grades K-12. High School has one half block of that teachers time and only one course (Chorus) is offered. There are many students with talent in many areas and the evening program opens up to opportunity for those students to be included in the music program.

**Strategy Purpose(s)**

- Enrichment activities that contribute to a well-rounded education

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

Crozier, Charlie, crozierc@fsdb.k12.fl.us

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

Informal records are kept of practice and performances.

**Strategy:** Extended School Day

**Minutes added to school year:** 7,200

Students can get homework help and tutoring two nights per week at walk in library, and/or individual or small group tutoring before and after school.

**Strategy Rationale**

**Strategy Purpose(s)**

- Instruction in core academic subjects

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

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

Recommendations based on performance in class and results of standardized testing.

**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**

NA for Blind High School

**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***

Students meet regularly with their school 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 take the following school year. The Department for the Deaf classes are also open to students in the Blind Department; and we have students enroll in classes at St. Augustine High School and First Coast Technical College. Several students have taken on-line course through Florida Virtual School and the Hadley School for the Blind.

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

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 curriculum 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.

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

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 in-service 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.

***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***

We offer off campus Honor's level and above courses to our advanced level academic students. We offer dual enrollment classes for our gifted students. We offer an on-campus learning lab where students can work on on-line courses with the support of a qualified professional. We offer Math for College Readiness and English 4 College Prep classes.

## School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

**1** = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

- G1.** Students will improve their writing scores on FCAT writes, and on general writing exercises in daily classes
- G2.** Students will attend school on a regular basis and only be absent from school according to attendance regulations and guidelines specified in the student handbook.
- G3.** There will be no out of school suspensions for the 2014 - 2015 school year.
- G4.** Parents will participate in their child's IEP on an annual basis.
- G5.** Students who take the Geometry EOC will pass at a rate of 75%
- G6.** Students will improve their scores on the Algebra 1 EOC exam
- G7.** Students who take the FAA will show improvement in their math scores
- G8.** Students will improve their scores on the Biology EOC exam
- G9.** Students who take the FAA will show improvement in the area of reading.
- G10.** Eligible students will participate in MFAS and/or Achieve 3000 as a progress monitoring tool throughout the school year.
- G11.** High School students will take at least two career experience classes before graduation to explore vocational options and build basic work skills

## 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.** Students will improve their writing scores on FCAT writes, and on general writing exercises in daily classes **1a**

G054710

**Targets Supported** **1b**

Indicator	Annual Target
4-Year Grad Rate (Standard Diploma)	40.0

**Resources Available to Support the Goal** **2**

- Students will be required to do more writing activities on a regular basis in all classes, both academic and non academic. Creative Writing and Writing classes will be offered as electives.

**Targeted Barriers to Achieving the Goal** **3**

- Because 100% of the students are ESE and identified as Visually Impaired, specific strategies have to be used by the teachers to develop good writing skills.

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

Results of FCAT writes for 10th graders

**Person Responsible**

Charlie Crozier

**Schedule**

Quarterly, from 9/9/2014 to 6/10/2015

**Evidence of Completion**

FCAT test scores

**G2.** Students will attend school on a regular basis and only be absent from school according to attendance regulations and guidelines specified in the student handbook. 1a

G054711

**Targets Supported** 1b

Indicator	Annual Target
Attendance rate	90.0

**Resources Available to Support the Goal** 2

- Make sure that parents and students understand the importance of being in class on a regular basis and how regular school attendance leads to good work attendance in the future.

**Targeted Barriers to Achieving the Goal** 3

- Some students are not motivated to come to school on a regular basis, and some parents may not do their part in making sure their children attend school.

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

Attendance for the year will be monitored prior to IEP meeting each year.

**Person Responsible**

Charlie Crozier

**Schedule**

Annually, from 9/9/2014 to 6/10/2015

**Evidence of Completion**

Attendance will be discussed at IEP, if it is a problem, and documented in IEP notes.

**G3. There will be no out of school suspensions for the 2014 - 2015 school year. 1a**

G054712

**Targets Supported 1b**

Indicator	Annual Target
One or More Suspensions	0.0

**Resources Available to Support the Goal 2**

- Positive Behavior Support program will be used in school to encourage good behavior and discourage inappropriate behavior.

**Targeted Barriers to Achieving the Goal 3**

- The only barriers would be lack of cooperation on the part of staff and students.

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

Data for the year will be reviewed and discussed

**Person Responsible**

Wendy Williams

**Schedule**

Semiannually, from 9/9/2014 to 6/10/2015

**Evidence of Completion**

Records of attendance and PBS recognition.

**G4. Parents will participate in their child's IEP on an annual basis. 1a**

G054713

**Targets Supported 1b**

Indicator	Annual Target
4-Year Grad Rate (Standard Diploma)	85.0

**Resources Available to Support the Goal 2**

- Staying in contact with parents throughout the school year and making them feel valued

**Targeted Barriers to Achieving the Goal 3**

- The biggest barrier is the distance that some parents live from FSDb and the fact that many of them work.

**Plan to Monitor Progress Toward G4. 8**

Record keeping for parent participation

**Person Responsible**

Charlie Crozier

**Schedule**

Semiannually, from 9/9/2014 to 6/10/2015

**Evidence of Completion**

Records that can be reviewed to determine amount of participation by parents.

**G5. Students who take the Geometry EOC will pass at a rate of 75%** 1a

G054714

**Targets Supported** 1b

Indicator	Annual Target
AMO Math - All Students	69.0
Geometry EOC Pass Rate	75.0

**Resources Available to Support the Goal** 2

- Use of informal geometry classes prior to taking geometry, after school tutoring, night time walk-in homework help.

**Targeted Barriers to Achieving the Goal** 3

- All students at FSDB are ESE students and all students in Blind High School are visually impaired. Because of their visual impairment, they have a hard time visually understanding and interpreting graphs, charts and illustrations which are very visual and very crucial to success in the course.

**Plan to Monitor Progress Toward G5.** 8

Scores will be charted and studied on a year to year basis

**Person Responsible**

Charlie Crozier

**Schedule**

Semiannually, from 9/9/2014 to 6/10/2015

**Evidence of Completion**

Increasing or maintaining EOC scores for geometry

**G6. Students will improve their scores on the Algebra 1 EOC exam** 1a

G054715

**Targets Supported** 1b

Indicator	Annual Target
AMO Math - All Students	69.0
Algebra I EOC Pass Rate	50.0

**Resources Available to Support the Goal** 2

- Intensive math classes, after school tutoring, walk in homework help.

**Targeted Barriers to Achieving the Goal** 3

- 100% of the students at FSDB are ESE and those in Blind High School are visually impaired. Visually impaired students have a problem with visually using charts and graphs as well as Algebraic signs and equations. Math Braille codes are difficult to learn and having the problem set up and formatted correctly in Braille is not an easy task.

**Plan to Monitor Progress Toward G6.** 8

Scores will be monitored and compared to previous ones

**Person Responsible**

Charlie Crozier

**Schedule**

Semiannually, from 11/14/2014 to 6/10/2015

**Evidence of Completion**

Successfully passing the Algebra 1 EOC

**G7. Students who take the FAA will show improvement in their math scores** 1a

G054716

**Targets Supported** 1b

Indicator	Annual Target
FAA Mathematics Proficiency	75.0

**Resources Available to Support the Goal** 2

- Every student will take math each year for four years in high school. They will have access to tutoring and homework help also.

**Targeted Barriers to Achieving the Goal** 3

- All students at FSDB are ESE students who meet the criteria for visually impaired. Because of the visual impairment and the additional exceptionality (ies), understanding math and math concepts is difficult. Lack of good visual acuity hinders the development of these necessary math skills.

**Plan to Monitor Progress Toward G7.** 8

Scores will be compared on a year to year basis

**Person Responsible**

Charlie Crozier

**Schedule**

Semiannually, from 1/15/2015 to 6/10/2015

**Evidence of Completion**

Scores on the FAA from one year to the next

**G8. Students will improve their scores on the Biology EOC exam** 1a

G054717

**Targets Supported** 1b

Indicator	Annual Target
Bio I EOC Pass	75.0

**Resources Available to Support the Goal** 2

- Students can take advantage of after school tutoring and evening walk-in homework help.

**Targeted Barriers to Achieving the Goal** 3

- All students who attend FSDB are ESE students who have been identified as visually impaired. Because of their visual impairments, students have a harder time learning than their sighted peers do. They have to compensate their learning styles in different ways.

**Plan to Monitor Progress Toward G8.** 8

Assistant Principal will study data supplied by Progress Monitor and determine course of action based on results

**Person Responsible**

Charlie Crozier

**Schedule**

Semiannually, from 1/15/2015 to 6/10/2015

**Evidence of Completion**

Compilation of scores over several years time.

**G9. Students who take the FAA will show improvement in the area of reading.** 1a

G054718

**Targets Supported** 1b

Indicator	Annual Target
FAA Reading Proficiency	75.0

**Resources Available to Support the Goal** 2

- Teachers who have these students in class will work toward improving students' skills in the area of reading by implementing an integrated curriculum, addressing reading skills in all classes

**Targeted Barriers to Achieving the Goal** 3

- All students at FSDB are ESE students who are identified as Visually Impaired. Because of their visual impairment, they must use large print, Braille and mechanical or electronic enlargement of print materials. This can make accessing the curriculum more challenging than for non-visually impaired students. Newly blinded students and those with tactile sensitivity issues may have additional problems accessing the curriculum.

**Plan to Monitor Progress Toward G9.** 8

IEP monitor will indicate progress toward achieving IEP goals

**Person Responsible**

Charlie Crozier

**Schedule**

Quarterly, from 9/9/2014 to 6/10/2015

**Evidence of Completion**

Standardized testing and teacher designed assessments.

**G10.** Eligible students will participate in MFAS and/or Achieve 3000 as a progress monitoring tool throughout the school year. 1a

G054719

**Targets Supported** 1b

Indicator	Annual Target
AMO Reading - All Students	65.0
ELA/Reading Gains	95.0

**Resources Available to Support the Goal** 2

- MFAS and Achieve 3000 on line

**Targeted Barriers to Achieving the Goal** 3

- Probably the only barrier is technology issues which inhibit or make it difficult to access the web site at times. For those students who use a screen reader, use is impossible. Other times, connectivity is an issue.
- Accessibility

**Plan to Monitor Progress Toward G10.** 8

Statistics for the year will be analyzed and reviewed

**Person Responsible**

Charlie Crozier

**Schedule**

Semiannually, from 1/15/2015 to 6/10/2015

**Evidence of Completion**

Documentation by Progress Analyst and date generated

**G11.** High School students will take at least two career experience classes before graduation to explore vocational options and build basic work skills **1a**

G054720

**Targets Supported** **1b**

Indicator	Annual Target
	90.0

**Resources Available to Support the Goal** **2**

- Vocational classes that are offered within the Department for the Blind, Work experience on campus, vocational opportunities at First Coast Technical Center

**Targeted Barriers to Achieving the Goal** **3**

- Some opportunities may be limited if a student's visual impairment might hinder his/her ability to perform minimum job requirements.

**Plan to Monitor Progress Toward G11.** **8**

Review report card, grades, teacher comments

**Person Responsible**

Charlie Crozier

**Schedule**

Quarterly, from 9/9/2014 to 6/10/2015

**Evidence of Completion**

Report cards

## Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

### Problem Solving Key

**G** = Goal                      **B** =  
Barrier                      **S** = Strategy

**1** = Problem Solving Step       S123456 = Quick Key

**G1.** Students will improve their writing scores on FCAT writes, and on general writing exercises in daily classes

**1**

 G054710

**G1.B1** Because 100% of the students are ESE and identified as Visually Impaired, specific strategies have to be used by the teachers to develop good writing skills. **2**

 B137848

**G1.B1.S1** Being required to do a writing exercise at least once per week in each class should vastly improve all students' writing skills **4**

 S149834

### Strategy Rationale

Students must write on a regular basis if improvement is expected.

### Action Step 1 **5**

Teachers will include writing exercises for all students weekly in their lessons plans.

#### Person Responsible

Charlie Crozier

#### Schedule

Biweekly, from 9/9/2014 to 6/10/2015

#### Evidence of Completion

Teacher lesson plans

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

Reading of lesson plans, classroom walkthroughs

**Person Responsible**

Charlie Crozier

**Schedule**

Biweekly, from 9/9/2014 to 6/10/2015

***Evidence of Completion***

Notes kept by AP, record of walkthrough

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

Portfolios will be reviewed to document progress

**Person Responsible**

Charlie Crozier

**Schedule**

Monthly, from 9/9/2014 to 6/10/2015

***Evidence of Completion***

Portfolios

**G2.** Students will attend school on a regular basis and only be absent from school according to attendance regulations and guidelines specified in the student handbook. 1

G054711

**G2.B1** Some students are not motivated to come to school on a regular basis, and some parents may not do their part in making sure their children attend school. 2

B137849

**G2.B1.S1** Instill in students the importance of regular attendance and how that leads to forming good habits when they enter the world of work. They also need to understand that poor attendance can adversely effect their grades. 4

S149835

### Strategy Rationale

Many students don't understand the importance of good school attendance and how that relates to good work ethics down the line. Unfortunately, many adults share that same lack of understanding and commitment, so it is up to the schools to get this point across.

### Action Step 1 5

Send out reminders about attendance

#### Person Responsible

Charlie Crozier

#### Schedule

Monthly, from 9/24/2014 to 6/10/2015

#### Evidence of Completion

Letters mailed to all parents and students

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

Monitor attendance on a monthly basis

#### Person Responsible

Charlie Crozier

#### Schedule

Monthly, from 10/1/2014 to 6/10/2015

#### Evidence of Completion

Attendance records in Skyward

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

Progress reports will be monitored to determine what effect absences have had on grades.

**Person Responsible**

Charlie Crozier

**Schedule**

Quarterly, from 10/31/2014 to 6/10/2015

**Evidence of Completion**

Report card attendance records.

**G3. There will be no out of school suspensions for the 2014 - 2015 school year.** 1

 G054712

**G3.B1 The only barriers would be lack of cooperation on the part of staff and students.** 2

 B137850

**G3.B1.S1 Good behavior will be encouraged; then early intervention will be used if problems do occur.**

4

 S149836

**Strategy Rationale**

Instilling the desire to behave and then recognizing and rewarding that good behavior ultimately decreases unacceptable behavior.

**Action Step 1** 5

Behavior will be tracked on a regular basis and referrals will be made through skyward to MTSS

**Person Responsible**

Wendy Williams

**Schedule**

Biweekly, from 9/24/2014 to 6/10/2015

**Evidence of Completion**

Documentation in Skyward and PBS records.

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

PBS weekly awards handled through AP's office. Behavior records tracked by AP

**Person Responsible**

Charlie Crozier

**Schedule**

Weekly, from 9/8/2014 to 6/1/2015

**Evidence of Completion**

Summaries of behavior interventions and positive behavior reports compiled on a quarterly basis.

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

Behavior reports and interventions will be discussed at team meetings

**Person Responsible**

Wendy Williams

**Schedule**

Biweekly, from 9/17/2014 to 6/10/2015

**Evidence of Completion**

Note from MTSS meetings.

**G4. Parents will participate in their child's IEP on an annual basis. 1**

G054713

**G4.B1** The biggest barrier is the distance that some parents live from FSDB and the fact that many of them work. 2

B137851

**G4.B1.S1** Notify the parent well ahead of time, give them some choices on dates and times, offer phone conference if attendance is absolutely impossible. 4

S149837

**Strategy Rationale**

The more prior notice parents have, the more likely it is they will be able to attend or participate

**Action Step 1 5**

Work with parents to schedule mutually agreeable dates and times

**Person Responsible**

Charlie Crozier

**Schedule**

Weekly, from 9/9/2014 to 6/10/2015

**Evidence of Completion**

IEP schedule

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

Monitoring IEP schedule

**Person Responsible**

Charlie Crozier

**Schedule**

Monthly, from 9/9/2014 to 6/10/2015

**Evidence of Completion**

IEP notice with Parent's intent to attend or participate

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

A summary of participation by parents will be generated

**Person Responsible**

Charlie Crozier

**Schedule**

Semiannually, from 9/9/2014 to 6/10/2015

**Evidence of Completion**

IEP meeting participant pages

**G5. Students who take the Geometry EOC will pass at a rate of 75% 1**

 G054714

**G5.B1** All students at FSDB are ESE students and all students in Blind High School are visually impaired. Because of their visual impairment, they have a hard time visually understanding and interpreting graphs, charts and illustrations which are very visual and very crucial to success in the course. 2

 B137852

**G5.B1.S1** Visually impaired students use tactile figures to supplement visual presentation of material being studied. Those who have partial vision may use mechanical or electronic enlargement to study the material. 4

 S149838

**Strategy Rationale**

It is imperative for visually impaired students to have the same opportunities as their sighted peers to have available to them the things they need in order to understand the materials being presented.

**Action Step 1 5**

Provide supplementary tactile equipment as needed

**Person Responsible**

Charlie Crozier

**Schedule**

Weekly, from 9/9/2014 to 6/10/2015

**Evidence of Completion**

Increased understanding by the students, evidenced by increased achievement on assessments.

**Plan to Monitor Fidelity of Implementation of G5.B1.S1** 6

Reading lesson plans and doing classroom walkthroughs.

Studying assessment results and comparing scores pre and post instruction

**Person Responsible**

Charlie Crozier

**Schedule**

Weekly, from 9/9/2014 to 6/10/2015

***Evidence of Completion***

Successful achievement on standardized and teacher made testing.

**Plan to Monitor Effectiveness of Implementation of G5.B1.S1** 7

Comparing and analyzing results of standardized tests

**Person Responsible**

Charlie Crozier

**Schedule**

On 6/10/2015

***Evidence of Completion***

Success on the Geometry EOC by students in Blind High School.

**G6. Students will improve their scores on the Algebra 1 EOC exam** 1

G054715

**G6.B1** 100% of the students at FSDB are ESE and those in Blind High School are visually impaired. Visually impaired students have a problem with visually using charts and graphs as well as Algebraic signs and equations. Math Braille codes are difficult to learn and having the problem set up and formatted correctly in Braille is not an easy task. 2

B137853

**G6.B1.S1** Use of tactile graphs and charts as well as using all technological assistance that is available.

4

S149839

**Strategy Rationale**

The more and various types of assistance students receive, the more likely they are to be successful

**Action Step 1** 5

Teach students to more efficiently use their vision and then access the needed information for the task at hand.

**Person Responsible**

Charlie Crozier

**Schedule**

Daily, from 9/9/2014 to 6/10/2015

**Evidence of Completion**

Success on teacher made and standardized testing

**Plan to Monitor Fidelity of Implementation of G6.B1.S1** 6

Monitor scores on standardized tests as they become available.

**Person Responsible**

Charlie Crozier

**Schedule**

On 6/10/2015

**Evidence of Completion**

Success on the Algebra 1 EOC

**Plan to Monitor Effectiveness of Implementation of G6.B1.S1 7**

Portfolios will be kept and reviewed on a regular basis to make sure progress is being made.

**Person Responsible**

Charlie Crozier

**Schedule**

Biweekly, from 9/9/2014 to 6/10/2015

**Evidence of Completion**

Success on Algebra 1 EOC

**G7. Students who take the FAA will show improvement in their math scores 1**

 G054716

**G7.B1** All students at FSDB are ESE students who meet the criteria for visually impaired. Because of the visual impairment and the additional exceptionalities (ies), understanding math and math concepts is difficult. Lack of good visual acuity hinders the development of these necessary math skills. 2

 B137854

**G7.B1.S1** Students will be presented with tactile materials to reinforce or help understanding of the concept being presented. Mechanical and electronic magnification devices may also be used to assist those visually impaired students who can see well enough to benefit from that kind of instruction 4

 S149840

**Strategy Rationale**

Tactile materials enhance the understanding of mathematical concepts for visually impaired students

**Action Step 1 5**

Continued presentation of math and math concepts across the curriculum

**Person Responsible**

Charlie Crozier

**Schedule**

Monthly, from 9/9/2014 to 6/10/2015

**Evidence of Completion**

Better achievement on teacher made and standardized testing.

**Plan to Monitor Fidelity of Implementation of G7.B1.S1** 6

Keep track of, compare and study data regarding testing in this area

**Person Responsible**

Charlie Crozier

**Schedule**

Quarterly, from 9/9/2014 to 6/10/2015

***Evidence of Completion***

On going evaluation of test scores and achievement in class

**Plan to Monitor Effectiveness of Implementation of G7.B1.S1** 7

Teachers will monitor and reevaluate progress on an on-going basis, making adjustments as necessary.

**Person Responsible**

Charlie Crozier

**Schedule**

Quarterly, from 9/9/2014 to 6/10/2015

***Evidence of Completion***

Increase in test scores on teacher made tests and standardized tests.

**G8. Students will improve their scores on the Biology EOC exam** 1

G054717

**G8.B1** All students who attend FSDB are ESE students who have been identified as visually impaired. Because of their visual impairments, students have a harder time learning than their sighted peers do. They have to compensate their learning styles in different ways. 2

B137855

**G8.B1.S1** Students will learn to use their residual vision to the best of their ability. They can use tactual models to supplement their instruction. Students can learn to use both electronic and mechanical means to enlarge materials, and make it easier to understand material being studied; such as pictures, charts, diagrams, etc. 4

S149841

**Strategy Rationale**

The use of all of these instructional strategies will enhance the learning activities associated with the class.

**Action Step 1** 5

Teacher will prep students for the exam by teaching all the needed benchmarks

**Person Responsible**

Charlie Crozier

**Schedule**

Weekly, from 9/9/2014 to 6/10/2015

**Evidence of Completion**

Success on the EOC

**Plan to Monitor Fidelity of Implementation of G8.B1.S1** 6

Reading lesson plans, doing classroom walk-throughs

**Person Responsible**

Charlie Crozier

**Schedule**

Biweekly, from 9/9/2014 to 6/10/2015

**Evidence of Completion**

Notes from walk-throughs, documentation of lesson plans

**Plan to Monitor Effectiveness of Implementation of G8.B1.S1** 7

Scores will be monitored from year to year

**Person Responsible**

Charlie Crozier

**Schedule**

Semiannually, from 1/15/2015 to 6/10/2015

**Evidence of Completion**

Collection of data over several years' time

**G9. Students who take the FAA will show improvement in the area of reading.** 1

 G054718

**G9.B1** All students at FSDB are ESE students who are identified as Visually Impaired. Because of their visual impairment, they must use large print, Braille and mechanical or electronic enlargement of print materials. This can make accessing the curriculum more challenging than for non-visually impaired students. Newly blinded students and those with tactile sensitivity issues may have additional problems accessing the curriculum. 2

 B137856

**G9.B1.S1** All teachers will work toward improving students' use of technology to overcome the obstacles presented by their visual impairment. 4

 S149842

**Strategy Rationale**

Students need to be able to use any and all technology available to them in order to compensate for their reduced visual proficiency.

**Action Step 1** 5

Use of technology and development of reading skills.

**Person Responsible**

Linda Tayler

**Schedule**

Monthly, from 9/9/2014 to 6/10/2015

**Evidence of Completion**

Demonstration of good skills in class and improved achievement on teacher designed and standardized tests

**Plan to Monitor Fidelity of Implementation of G9.B1.S1** 6

Lesson plans, walkthroughs and data analysis

**Person Responsible**

Charlie Crozier

**Schedule**

Weekly, from 9/9/2014 to 6/10/2015

***Evidence of Completion***

Walkthrough documentation and FAA test results.

**Plan to Monitor Effectiveness of Implementation of G9.B1.S1** 7

On going monitoring and realignment of instructional strategies.

**Person Responsible**

Linda Tayler

**Schedule**

Quarterly, from 9/9/2014 to 6/10/2015

***Evidence of Completion***

FAA test result

**G10.** Eligible students will participate in MFAS and/or Achieve 3000 as a progress monitoring tool throughout the school year. **1**

 G054719

**G10.B1** Probably the only barrier is technology issues which inhibit or make it difficult to access the web site at times. For those students who use a screen reader, use is impossible. Other times, connectivity is an issue. **2**

 B137857

**G10.B1.S1** Continue to try to identify programs that will allow accessibility, and work on our networking problem with the IT staff **4**

 S149843

### Strategy Rationale

If you can't connect, you can't do the work.

### Action Step 1 **5**

Continue to improve accessibility for students

#### Person Responsible

Charlie Crozier

#### Schedule

Weekly, from 9/9/2014 to 6/10/2015

#### Evidence of Completion

Documented proof of students logging in to the appropriate web sites

### Plan to Monitor Fidelity of Implementation of G10.B1.S1 **6**

Log in and use will be reviewed monthly

#### Person Responsible

Charlie Crozier

#### Schedule

Monthly, from 9/9/2014 to 6/10/2015

#### Evidence of Completion

Logs showing that students did in fact log in and work

**Plan to Monitor Effectiveness of Implementation of G10.B1.S1** 7

Results will be reviewed on a regular basis and compared at least each quarter

**Person Responsible**

Charlie Crozier

**Schedule**

Quarterly, from 9/9/2014 to 6/10/2015

**Evidence of Completion**

Documentation by Progress Analyst

**G11.** High School students will take at least two career experience classes before graduation to explore vocational options and build basic work skills 1

 G054720

**G11.B1** Some opportunities may be limited if a student's visual impairment might hinder his/her ability to perform minimum job requirements. 2

 B137859

**G11.B1.S1** Identify alternate placements for those who's visual impairments are so severe that they limit participation in certain areas 4

 S149844

**Strategy Rationale**

All students regardless of their degree of loss of vision need and opportunity to participate in these activities.

**Action Step 1** 5

Explore all opportunities for students placement

**Person Responsible**

Charlie Crozier

**Schedule**

Weekly, from 9/9/2014 to 6/10/2015

**Evidence of Completion**

Progress reports and final grades

**Plan to Monitor Fidelity of Implementation of G11.B1.S1** 6

Meetings and communication with teachers/work supervisors

**Person Responsible**

Charlie Crozier

**Schedule**

Weekly, from 9/9/2014 to 6/10/2015

**Evidence of Completion**

Comments on midterm reports and IEP progress reports

**Plan to Monitor Effectiveness of Implementation of G11.B1.S1** 7

Communicate with work study coordinator and teachers

**Person Responsible**

Charlie Crozier

**Schedule**

Daily, from 9/9/2014 to 6/10/2015

**Evidence of Completion**

Documented interactions.

**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	Teachers will include writing exercises for all students weekly in their lessons plans.	Crozier, Charlie	9/9/2014	Teacher lesson plans	6/10/2015 biweekly
G2.B1.S1.A1	Send out reminders about attendance	Crozier, Charlie	9/24/2014	Letters mailed to all parents and students	6/10/2015 monthly
G3.B1.S1.A1	Behavior will be tracked on a regular basis and referrals will be made through skyward to MTSS	Williams, Wendy	9/24/2014	Documentation in Skyward and PBS records.	6/10/2015 biweekly
G4.B1.S1.A1	Work with parents to schedule mutually agreeable dates and times	Crozier, Charlie	9/9/2014	IEP schedule	6/10/2015 weekly
G5.B1.S1.A1	Provide supplementary tactile equipment as needed	Crozier, Charlie	9/9/2014	Increased understanding by the students, evidenced by increased achievement on assessments.	6/10/2015 weekly
G6.B1.S1.A1	Teach students to more efficiently use their vision and then access the needed information for the task at hand.	Crozier, Charlie	9/9/2014	Success on teacher made and standardized testing	6/10/2015 daily

**FSDB - 0016 - Blind High School (Fsdb) - 2014-15 SIP**  
*Blind High School (Fsdb)*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G7.B1.S1.A1	Continued presentation of math and math concepts across the curriculum	Crozier, Charlie	9/9/2014	Better achievement on teacher made and standardized testing.	6/10/2015 monthly
G8.B1.S1.A1	Teacher will prep students for the exam by teaching all the needed benchmarks	Crozier, Charlie	9/9/2014	Success on the EOC	6/10/2015 weekly
G9.B1.S1.A1	Use of technology and development of reading skills.	Taylor, Linda	9/9/2014	Demonstration of good skills in class and improved achievement on teacher designed and standardized tests	6/10/2015 monthly
G10.B1.S1.A1	Continue to improve accessibility for students	Crozier, Charlie	9/9/2014	Documented proof of students logging in to the appropriate web sites	6/10/2015 weekly
G11.B1.S1.A1	Explore all opportunities for students placement	Crozier, Charlie	9/9/2014	Progress reports and final grades	6/10/2015 weekly
G1.MA1	Results of FCAT writes for 10th graders	Crozier, Charlie	9/9/2014	FCAT test scores	6/10/2015 quarterly
G1.B1.S1.MA1	Portfolios will be reviewed to document progress	Crozier, Charlie	9/9/2014	Portfolios	6/10/2015 monthly
G1.B1.S1.MA1	Reading of lesson plans, classroom walkthroughs	Crozier, Charlie	9/9/2014	Notes kept by AP, record of walkthrough	6/10/2015 biweekly
G2.MA1	Attendance for the year will be monitored prior to IEP meeting each year.	Crozier, Charlie	9/9/2014	Attendance will be discussed at IEP, if it is a problem, and documented in IEP notes.	6/10/2015 annually
G2.B1.S1.MA1	Progress reports will be monitored to determine what effect absences have had on grades.	Crozier, Charlie	10/31/2014	Report card attendance records.	6/10/2015 quarterly
G2.B1.S1.MA1	Monitor attendance on a monthly basis	Crozier, Charlie	10/1/2014	Attendance records in Skyward	6/10/2015 monthly
G3.MA1	Data for the year will be reviewed and discussed	Williams, Wendy	9/9/2014	Records of attendance and PBS recognition.	6/10/2015 semiannually
G3.B1.S1.MA1	Behavior reports and interventions will be discussed at team meetings	Williams, Wendy	9/17/2014	Note from MTSS meetings.	6/10/2015 biweekly
G3.B1.S1.MA1	PBS weekly awards handled through AP's office. Behavior records tracked by AP	Crozier, Charlie	9/8/2014	Summaries of behavior interventions and positive behavior reports compiled on a quarterly basis.	6/1/2015 weekly
G4.MA1	Record keeping for parent participation	Crozier, Charlie	9/9/2014	Records that can be reviewed to determine amount of participation by parents.	6/10/2015 semiannually
G4.B1.S1.MA1	A summary of participation by parents will be generated	Crozier, Charlie	9/9/2014	IEP meeting participant pages	6/10/2015 semiannually
G4.B1.S1.MA1	Monitoring IEP schedule	Crozier, Charlie	9/9/2014	IEP notice with Parent's intent to attend or participate	6/10/2015 monthly
G5.MA1	Scores will be charted and studied on a year to year basis	Crozier, Charlie	9/9/2014	Increasing or maintaining EOC scores for geometry	6/10/2015 semiannually
G5.B1.S1.MA1	Comparing and analyzing results of standardized tests	Crozier, Charlie	1/15/2015	Success on the Geometry EOC by students in Blind High School.	6/10/2015 one-time
G5.B1.S1.MA1	Reading lesson plans and doing classroom walkthroughs. Studying assessment results and comparing scores pre and post instruction	Crozier, Charlie	9/9/2014	Successful achievement on standardized and teacher made testing.	6/10/2015 weekly
G6.MA1	Scores will be monitored and compared to previous ones	Crozier, Charlie	11/14/2014	Successfully passing the Algebra 1 EOC	6/10/2015 semiannually
G6.B1.S1.MA1	Portfolios will be kept and reviewed on a regular basis to make sure progress is being made.	Crozier, Charlie	9/9/2014	Success on Algebra 1 EOC	6/10/2015 biweekly
G6.B1.S1.MA1	Monitor scores on standardized tests as they become available.	Crozier, Charlie	11/14/2014	Success on the Algebra 1 EOC	6/10/2015 one-time
G7.MA1	Scores will be compared on a year to year basis	Crozier, Charlie	1/15/2015	Scores on the FAA from one year to the next	6/10/2015 semiannually

**FSDB - 0016 - Blind High School (FsdB) - 2014-15 SIP**  
*Blind High School (FsdB)*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G7.B1.S1.MA1	Teachers will monitor and reevaluate progress on an on-going basis, making adjustments as necessary.	Crozier, Charlie	9/9/2014	Increase in test scores on teacher made tests and standardized tests.	6/10/2015 quarterly
G7.B1.S1.MA1	Keep track of, compare and study data regarding testing in this area	Crozier, Charlie	9/9/2014	On going evaluation of test scores and achievement in class	6/10/2015 quarterly
G8.MA1	Assistant Principal will study data supplied by Progress Monitor and determine course of action based on results	Crozier, Charlie	1/15/2015	Compilation of scores over several years time.	6/10/2015 semiannually
G8.B1.S1.MA1	Scores will be monitored from year to year	Crozier, Charlie	1/15/2015	Collection of data over several years' time	6/10/2015 semiannually
G8.B1.S1.MA1	Reading lesson plans, doing classroom walk-throughs	Crozier, Charlie	9/9/2014	Notes from walk-throughs, documentation of lesson plans	6/10/2015 biweekly
G9.MA1	IEP monitor will indicate progress toward achieving IEP goals	Crozier, Charlie	9/9/2014	Standardized testing and teacher designed assessments.	6/10/2015 quarterly
G9.B1.S1.MA1	On going monitoring and realignment of instructional strategies.	Taylor, Linda	9/9/2014	FAA test result	6/10/2015 quarterly
G9.B1.S1.MA1	Lesson plans, walkthroughs and data analysis	Crozier, Charlie	9/9/2014	Walkthrough documentation and FAA test results.	6/10/2015 weekly
G10.MA1	Statistics for the year will be analyzed and reviewed	Crozier, Charlie	1/15/2015	Documentation by Progress Analyst and date generated	6/10/2015 semiannually
G10.B1.S1.MA1	Results will be reviewed on a regular basis and compared at least each quarter	Crozier, Charlie	9/9/2014	Documentation by Progress Analyst	6/10/2015 quarterly
G10.B1.S1.MA1	Log in and use will be reviewed monthly	Crozier, Charlie	9/9/2014	Logs showing that students did in fact log in and work	6/10/2015 monthly
G11.MA1	Review report card, grades, teacher comments	Crozier, Charlie	9/9/2014	Report cards	6/10/2015 quarterly
G11.B1.S1.MA1	Communicate with work study coordinator and teachers	Crozier, Charlie	9/9/2014	Documented interactions.	6/10/2015 daily
G11.B1.S1.MA1	Meetings and communication with teachers/work supervisors	Crozier, Charlie	9/9/2014	Comments on midterm reports and IEP progress reports	6/10/2015 weekly

## 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.*

### **G5.** Students who take the Geometry EOC will pass at a rate of 75%

**G5.B1** All students at FSDB are ESE students and all students in Blind High School are visually impaired. Because of their visual impairment, they have a hard time visually understanding and interpreting graphs, charts and illustrations which are very visual and very crucial to success in the course.

**G5.B1.S1** Visually impaired students use tactile figures to supplement visual presentation of material being studied. Those who have partial vision may use mechanical or electronic enlargement to study the material.

#### **PD Opportunity 1**

Provide supplementary tactile equipment as needed

##### **Facilitator**

NEFEC will provide SIM training for teachers

##### **Participants**

All math teachers

##### **Schedule**

Weekly, from 9/9/2014 to 6/10/2015

**G6. Students will improve their scores on the Algebra 1 EOC exam**

**G6.B1** 100% of the students at FSDB are ESE and those in Blind High School are visually impaired. Visually impaired students have a problem with visually using charts and graphs as well as Algebraic signs and equations. Math Braille codes are difficult to learn and having the problem set up and formatted correctly in Braille is not an easy task.

**G6.B1.S1** Use of tactile graphs and charts as well as using all technological assistance that is available.

**PD Opportunity 1**

Teach students to more efficiently use their vision and then access the needed information for the task at hand.

**Facilitator**

NEFEC will provide SIM training for staff

**Participants**

All math teachers

**Schedule**

Daily, from 9/9/2014 to 6/10/2015

**G8. Students will improve their scores on the Biology EOC exam**

**G8.B1** All students who attend FSDB are ESE students who have been identified as visually impaired. Because of their visual impairments, students have a harder time learning than their sighted peers do. They have to compensate their learning styles in different ways.

**G8.B1.S1** Students will learn to use their residual vision to the best of their ability. They can use tactual models to supplement their instruction. Students can learn to use both electronic and mechanical means to enlarge materials, and make it easier to understand material being studied; such as pictures, charts, diagrams, etc.

**PD Opportunity 1**

Teacher will prep students for the exam by teaching all the needed benchmarkds

**Facilitator**

NEFEC will provide SIM training for staff

**Participants**

Science teacher

**Schedule**

Weekly, from 9/9/2014 to 6/10/2015

## Technical Assistance Items

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

## Budget Rollup

### Summary

Description	Total
Grand Total	0