Blind Elementary School (Fsdb)

2016-17 Schoolwide Improvement Plan

Blind Elementary School (Fsdb)

207 SAN MARCO AVE, St Augustine, FL 32084

[no web address on file]

School Demographics

School Type and Grades Served (per MSID File)	**2015-16 Title I School**	**2015-16 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	Yes	78%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
Special Education	No	35%

School Grades History

Year

Grade

School Board Approval

This plan was approved by the FSDB County School Board on 12/2/2016.

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 a monitoring status of "Former F" (see page 4). 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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes,](link) is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code:](link)

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Blind Elementary School (Fsdb)

DA Region and RED	DA Category and Turnaround Status
Northeast - Cassandra Brusca	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. 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.

b. Provide the school's vision statement.

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

2. School Environment

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

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.

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. These programs are promoted and parents are encouraged and welcome to participate in all activities.

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.

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.

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

School:
The school uses PBS (Positive Behavior Support) as our behavior program. PBS is a renowned program, which uses incentives and positive feedback. The school has three guidelines: Be Respectful, Be Responsible, and Be Cooperative. Within those three guidelines, teachers create rules to call back to them. Parents, stakeholders, and staff are also informed of the three guidelines. Teams meet regularly to follow data trends, and to provide activities as ways to reinforce PBS throughout the day.

In 2015/2016, the school added the Seven Habits of Highly Effective Children to the program. The students will learn the language of leadership, as supported by the school's Lighthouse Team.

c. 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.

Each department follows a disciplinary flowchart, to ensure optimal and appropriate behavioral interventions are provided for each student.

Additionally, for the past 5 years, the school has used Positive Behavior Support (PBS). PBS allows for staff to use positive feedback to positive behavioral actions. The staff uses this program as a way to provide positive interventions, which has allowed for a decrease in behavioral incidences.

When students have behavioral incidents, 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.

d. 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.

3. Early Warning Systems

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

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

Students at the school are monitored via the IEP process. Student progress is monitored quarterly. Additionally, students showing any of the below indicators may be referred to the MTSS process to ensure the best interventions to meet their specific needs.

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	2	3	2	4	4	2	0	0	0	0	0	0	0	17
One or more suspensions	0	0	0	0	0	1	0	0	0	0	0	0	0	1
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	6	15	10	0	0	0	0	0	0	0	31

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

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

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

Students with multiple indicators receive intensive reading, additional services such as ESOL. Students at FSDB are eligible for tutoring. The department has multiple specialists to assist students in deficit areas.

Students in grades 3-5 are receiving intensive math from middle school math instructors who are team teaching with their assigned teacher.

Data for Statewide assessments has been delayed. The school did receive a cut score to determine 3rd grade summer school placement. One student participated in summer reading camp. This student was not promoted.

B. Family and Community Engagement

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

1. 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).

a. Will the school use its PIP to satisfy this question?
Yes

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

2. Description

Maintain a score of 98% or better for overall parent satisfaction their child receives in school, as listed on the annual parent survey.

2. 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 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.

The Advancement Department retains and acquires relationships with community civic groups and leaders to assure they have current information about FSDB and the importance or private dollars to the overall mission of the school. Additionally, FSDB invites the community to attend events on campus when appropriate so that the community has an opportunity to see the amazing work of the students.

C. 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).

1. School Leadership Team

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

Name	Title
Della Penna, James	Assistant Principal
Ryan, Kathleen	Other
Hillsgrove, Arelis	School Counselor
Williams, Wendy	Other
Pamer, Laura	Other
Wheeler, Marja	Other
Lombardo, Ted	Psychologist
Barbetti, Lisa	Attendance/Social Work
Bogue, Carol	Principal

b. Duties

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

a) Lisa Barbetti-Social Worker
b) Kathleen Ryan, Educational Diagnostician
c) Ted Lombardo, School Psychologist
d) Marja Deford, Boarding Program
e) Classroom Teachers are active participants in the MTSS process. They attend meetings if their student is recommended to the MTSS team
f) Arelis Hillsgrove, School Counselor
g) HCC rep when requested
h) Wendy Williams, Mental Health
i) Laura Pamer, Mental Health
j) James Della Penna, Assistant Principal
k) Carol Bogue, Principal

The MTSS team meets weekly to ensure the needs of students referred to the team are met. Depending on the student's need, the team member may be assigned specific tasks.Examples of these tasks include, but are not limited to: the social worker may have to contact parents/guardians, the diagnostician may be tasked with assisting teachers with evaluations relating to the student's academic needs, the counselors, behavior specialist and psychologists may offer to provide ideas/interventions to assist the student with behavioral or learning needs. The teachers implement the strategies provided and suggested by the team. The assistant principal and boarding director ensure follow-ups are occurring.

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

Using the Response to Instruction/Intervention (RtI) approach, students are referred to the MultiTiered System of Supports (MTSS) Team. Students can be referred to the team for issues including, but not limited to, behavior, learning difficulties, social issues, and attention issues. Student data is reviewed and interventions are suggested and implemented. Documentation is provided in the minutes from weekly MTSS Team meeting minutes. The MTSS members include the members of the

School Leadership Team, and meetings are held weekly. Detailed minutes, including problem identification and responsibilities of individual MTSS Team members are kept and include followup activities.

Title I, Part A
During the 2016-2017 school year, the campus deaf elementary, deaf middle, blind elementary, and blind middle schools will receive Title I funds and thus are the designated "Title I schools."

The Florida School for the Deaf and the Blind receives federal funding through NCLB Entitlements Title I part A, Title II part A, and the IDEA part B and Preschool grants. The campus Grants Coordinator applies for the grants and works in tandem with the Title I Assistant to monitor adherence to grant guidelines and regulations. An administrative "core" leadership team, including members of the academic department, the grants department, and the parent services department, meets several times during the spring to plan each grant program in order that student, staff, and parent needs are met. In addition to supporting travel and registration for conferences, the Title I grant will include OPS funding for inventory managers, sign language assessment evaluators, braille transcriptionist, tutoring, instructional coaches, assistive technology assistants, and curriculum team members. Funding will also support professional development on "7 Habits of Highly Effective Teens," bilingual grammar instruction, and iPads in the K2 classrooms.

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

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

In addition to supporting travel and registration for conferences, the Title II grant program includes OPS funding for the parapro assessment administration, new teacher mentors, curriculum teams, curriculum team facilitators, and robotics in the classroom facilitator. Title II funds also support teachers and administrators in attending workshops on robotics in the classroom and "7 Habits of Highly Effective Teens."

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
James Della Penna	Principal
Mike Zuaro	Teacher
Kathy Michaelson	Education Support Employee
James Crozier	Education Support Employee
Misty Porter	Parent
Mark Largent	Education Support Employee
Elisha Zuaro	Education Support Employee
Sheryl Bray	Teacher
Laura Pamer	Education Support Employee
Jose Bohorquez	Student

b. Duties

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

a. Evaluation of last year's school improvement plan

The team looks at the improvement plan, and evaluates the performance of each indicator. They provide feedback as to designing future plans

b. Development of this school improvement plan

The BES/BMS Sub-SAC meets quarterly to assess and address the school improvement plan as the year progresses.

c. Preparation of the school's annual budget and plan

The team does not have involvement in budgeting. They do suggest areas that may need improvement, and some of those areas may have costs (ex: professional development opportunities, technology purchases).

2. 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 School Advisory Council funds.

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

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

3. Literacy Leadership Team (LLT)

a. Membership
Identify the name and position title for each member of the school-based LLT or similar group, if applicable.**:**

Name	Title
Della Penna, James	Assistant Principal
Michaelson, Kathy	Instructional Coach
Zuaro, Mike	Teacher, K-12
Carriger, Joy	Teacher, K-12
Beckham, Kristen	Teacher, K-12
Zuaro, Elisha	Instructional Coach

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

The LLT will meet quarterly to ensure data coming from progress monitoring is being used to drive instruction. Discussions will include; looking at outcomes from Achieve 3000, curriculum assessments, and classroom observations. The team will also discuss and plan for such events as Literacy Week and Battle of the Books.

D. 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).

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

Teachers and instructional staff have multiple collaborative opportunities throughout the school year. Each week, meetings are held. Meetings include: staff meeting, team level meetings, monthly PLC discussions, and tech meetings. In addition, teachers in the BES have common planning each day. They are required to share their lesson plans with their supervisor and instructional assistant.

Teachers can also participate in campus-wide teams, such as curriculum teams, committees, SAC, sub-SAC, and the Language Literacy Team.

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

1.The type of instruction at FSDB is specialized to meet the needs of students with visual impairments. College students from TVI programs, as well as ESE teachers may feel FSDB's teaching environment (small classes, available PD, technology) would meet their professional needs

2.Continued Professional Development Opportunities. The school offers a variety of professional development. Examples include: off-campus workshops, out of state workshops, webinars, professional learning communities, on-campus training, affiliation with NEFEC.

3.Continue to use available resources and planning time. Teachers have contracted 100 minutes to use for planning. This time is used to collaborate with other professionals to build on best practices and implementation of curriculum. In addition, FSDB has an abundance of resources. Technology, curriculum materials, availability of specialists are available to the best of the school's ability.

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

FSDB has a mentoring program. Mentoring will be provided district wide, with a mentor chosen to assist in each specific school to assist new teachers and staff. Mentors: April Wallace for Christie Neville, and Mary Bilancio for Anna Bartlett.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards.

Core instructional programs are aligned to Florida's standards. Teachers use CPALMs to access course descriptors and required standards. This information is used to develop a yearly Unit Plan that includes instruction in all grade level standards for the year. This Unit Plan is submitted to and reviewed by the Assistant Principal to ensure compliance. Teachers at the Florida School for the Deaf and the Blind are required to use state adopted textbooks and materials that are aligned to the standards and benchmarks defined by Florida course descriptions. These materials have undergone an extensive review/evaluation process to ensure they are
correlated to the Florida Standards, Next Generation Sunshine State Standards (NGSSS), or Access Points. Materials are adopted as outlined in the state adoption cycle calendar. Teachers and curriculum specialists serving on teams, research, review, and recommend instructional materials to be purchased based on their quality and alignment with Florida Standards, NGSSS, or Access Points and the benchmarks defined by course descriptions in order to prepare students to take the FCAT2.0/EOC assessments.
Teachers use these state adopted textbooks and materials aligned with the Florida Standards, NGSSS or Access Points and document these standards into their weekly lesson plans. Teachers are required to submit weekly lesson plans showing the integration of the standards and the benchmarks into daily learning activities. Unit Plans utilized in the elementary school ensure all standards and required benchmarks are covered during the school year. The curriculum/instructional services 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.

b. Instructional Strategies

1. 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.

Students scoring a level 2 or less on FCAT/FSA reading are required to take a 100 minute intensive reading block. All students in the department take 3 periods of language arts. They have additional interventions, such as Achieve 3000 and MFAS as ways for teachers to use information to drive their instruction.

Students in grades 3-5 scoring a level 2 or less on FCAT/FSA Mathematics participate in intensive math instruction team taught by their regular teacher and two middle school math instructors.

All students at FSDB have an IEP, with required math and reading goals. These goals are developed to meet the students' individual needs.

The school has a progress monitoring analyst who collects data and provides the information to the strategic planning team.

2. 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: 8,640

Students are referred to tutoring by their teachers. They are assigned a tutor, based on availability and student need. The student meets with the tutor at least once per week. In addition, there is after-school homework help for students needing such support. For the 2016/2017 school year, students in elementary school will have access to a 2:30-3:30 learning block. During this time, they may attend tutoring, computer/typing classes, Braille, math and reading help, and PBS training.

Specific students may have access to Title 1 tutoring.

Strategy Rationale

The school day ends each day at 2:30, which allows the opportunity for student enrichment and intervention. Groups are divided and attend various activities to assist in their daily learning.

Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy
Della Penna, James, dellapennaj@fsdbk12.org

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

Student data is collected via tutoring reports.

2. Student Transition and Readiness

a. 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).

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

The Florida School for the Deaf and the Blind includes the Early Learning Center (ELC) for children who are deaf/hard of hearing or blind/visually-impaired ages 3-5. The Early Learning Center offers a Montessori program that provides developmentally appropriate programming to all enrolled students. Students in the ELC work toward mastery of Florida's Common Core State Standards.
Transition from Community Programs to the ELC:
The FSDB Parent Infant Program partners with Early Steps and the Division of Blind Services to ensure that all families of transitioning 3-year-olds in the northeast FL region are provided with information about FSDB/ELC before and during transition from their community programs and agencies to public school programs.

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

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

b. College and Career Readiness

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

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

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

4. 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.

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. § 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads
Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why"Â? or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

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. By the end of the 2016/2017 school year, 60% of participating students will show a Lexile growth of 2 or better, as measured Achieve 3000 data.

G2. Improve math concept knowledge.

G3. 70% of participating students in grades 3-5 (not including access point students) will know, from memory all products of two one digit numbers.

G4. Students in BES will have the opportunity to participate in at least 3 STEM related activities, outside of their assigned curriculum.

G5. Students will complete MFAS problems tied to concept development, as covered in lessons by math teachers.

Strategic Goals Detail

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

G1. By the end of the 2016/2017 school year, 60% of participating students will show a Lexile growth of 2 or better, as measured Achieve 3000 data. `1a`

🔍 G086900

Targets Supported `1b`

Indicator	Annual Target
ELA/Reading Gains District Assessment	4.0

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 lexile reading growth.

Resources Available to Help Reduce or Eliminate the Barriers `2`

- Students are provided with accommodations that include magnification devices, large print materials, and brailled materials as needed.

Plan to Monitor Progress Toward G1. `8`

Student report cards and assessment data will help monitor progress

Person Responsible
James Della Penna

Schedule
Quarterly, from 8/15/2016 to 6/2/2017

Evidence of Completion
Student grade and assessment data will be monitored

G2. Improve math concept knowledge. `1a`

🔑 G086901

Targets Supported `1b`

Indicator	Annual Target
FSA Mathematics Achievement	70.0

Targeted Barriers to Achieving the Goal `3`

- Visual impairment affects understanding visual concepts.

Resources Available to Help Reduce or Eliminate the Barriers `2`

- Mathematics Specialist

- Tactile manipulative

Plan to Monitor Progress Toward G2. `8`

MFAS Scores

Person Responsible
James Della Penna

Schedule
Monthly, from 9/26/2016 to 5/29/2017

Evidence of Completion
Teachers' lesson plans, grade books and checklists.

G3. 70% of participating students in grades 3-5 (not including access point students) will know, from memory all products of two one digit numbers. 1a

🔍 G086902

Targets Supported 1b

Indicator	Annual Target
Math Achievement District Assessment	70.0

Targeted Barriers to Achieving the Goal 3

- Current data show students in grades 3-5 scoring an average of 14.6 on their GMADE computation, which is below mastery.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Classroom teachers, math specialist

Plan to Monitor Progress Toward G3. 8

Monthly MFAS Data

Person Responsible
James Della Penna

Schedule
Monthly, from 9/1/2016 to 5/31/2017

Evidence of Completion
MFAS tasks assist in tracking student skill areas

G4. Students in BES will have the opportunity to participate in at least 3 STEM related activities, outside of their assigned curriculum. `1a`

🔑 G086903

Targets Supported `1b`

Indicator	Annual Target
Science Achievement District Assessment	60.0

Targeted Barriers to Achieving the Goal `3`

- Students may have limited skills in their use of technology and science concepts

Resources Available to Help Reduce or Eliminate the Barriers `2`

- Classroom curriculum, technology, classroom teachers

Plan to Monitor Progress Toward G4. `8`

Teachers will provide input into the effectiveness of their STEM and technology lessons

Person Responsible
James Della Penna

Schedule
Monthly, from 8/15/2016 to 5/29/2017

Evidence of Completion
Monthly meetings are held to gather feedback on such topics, Lesson plans tied to trip and activities

G5. Students will complete MFAS problems tied to concept development, as covered in lessons by math teachers. 1a

🔍 G086904

Targets Supported 1b

Indicator	Annual Target
FSA Mathematics Achievement	60.0

Targeted Barriers to Achieving the Goal 3

- Students may not be at the skill level of the MFAS task provided.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Training, Math Specialist, Student Data, Curricular Materials

Plan to Monitor Progress Toward G5. 8

Sub Sac Meetings

Person Responsible
James Della Penna

Schedule
Quarterly, from 10/3/2016 to 6/2/2017

Evidence of Completion
Looking at SIP for implementation

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. By the end of the 2016/2017 school year, 60% of participating students will show a Lexile growth of 2 or better, as measured Achieve 3000 data. 1

🔑 G086900

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 lexile reading growth. 2

🔑 B230986

G1.B1.S1 Teach strategies to reading teachers to improve student skills. 4

🔑 S243714

Strategy Rationale

Improving teachers' knowledge will scaffold into improved lesson plans and lessons.

Action Step 1 5

Provide Professional Development to teachers to improve their skills.

Person Responsible

James Della Penna

Schedule

Quarterly, from 9/26/2016 to 5/15/2017

Evidence of Completion

Lesson plans will delineate improved strategies.

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

Reading Specialist and AP will observe teaching and offer suggestions.

Person Responsible

James Della Penna

Schedule

Quarterly, from 9/26/2016 to 5/19/2017

Evidence of Completion

Lesson plans will reflect new strategies.

G2. Improve math concept knowledge. `1`
🔑 G086901

G2.B2 Visual impairment affects understanding visual concepts. `2`
🔑 B230988

G2.B2.S1 Use brailled accommodations, braillers, and magnification devices. `4`
🔑 S243716

Strategy Rationale

Improve accessibility to the visually impaired students.

Action Step 1 `5`

Provide students with necessary accommodations.

Person Responsible

James Della Penna

Schedule

Daily, from 8/15/2016 to 5/29/2017

Evidence of Completion

Observations to assure students have the necessary equipment and supplies.

Plan to Monitor Fidelity of Implementation of G2.B2.S1 `6`

Frequent student observations and products.

Person Responsible

James Della Penna

Schedule

Daily, from 8/15/2016 to 5/31/2017

Evidence of Completion

Student products will verify usage of necessary production materials.

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 `7`

Observe and make materials available for students.

Person Responsible

James Della Penna

Schedule

Weekly, from 8/15/2016 to 5/31/2017

Evidence of Completion

Student products.

G3. 70% of participating students in grades 3-5 (not including access point students) will know, from memory all products of two one digit numbers. 1

🔍 G086902

G3.B1 Current data show students in grades 3-5 scoring an average of 14.6 on their GMADE computation, which is below mastery. 2

🔍 B230989

G3.B1.S1 Students will work on their math fluency 4

🔍 S243717

Strategy Rationale

MAFS.3.OA.2.6: …By the end of Grade 3, know from memory all products of two one digit numbers.

Action Step 1 5

Teachers will work on math skills daily, with their lessons and MFAS tasks

Person Responsible

James Della Penna

Schedule

Monthly, from 8/15/2016 to 5/31/2017

Evidence of Completion

Lesson plan checks.

Action Step 2 5

Teachers will follow curriculum and scope and sequence with fidelity.

Person Responsible

James Della Penna

Schedule

Monthly, from 8/15/2016 to 5/31/2017

Evidence of Completion

Lesson Plan checks and observations

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

Lesson Plans and strategic plan data

Person Responsible

James Della Penna

Schedule

Weekly, from 8/15/2016 to 5/31/2017

Evidence of Completion

Lesson Plans and MFAS data

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

GMADE Scores

Person Responsible

James Della Penna

Schedule

On 5/27/2017

Evidence of Completion

GMADE Data will be available during this time period

G4. Students in BES will have the opportunity to participate in at least 3 STEM related activities, outside of their assigned curriculum. `1`

🔑 G086903

G4.B1 Students may have limited skills in their use of technology and science concepts `2`

🔑 B230990

G4.B1.S1 Creation of a checklist for teachers to refer to in ensuring students growth in technology use. `4`

🔑 S243718

Strategy Rationale

Provides a grade by grade map for students to learn

Action Step 1 `5`

Classroom Tech usage

Person Responsible

James Della Penna

Schedule

Weekly, from 8/15/2016 to 5/29/2017

Evidence of Completion

Lesson Plans

Action Step 2 `5`

Students will participate in a science related field trip

Person Responsible

James Della Penna

Schedule

On 5/29/2017

Evidence of Completion

Staff will request trips with a rationale tied to science.

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

Classroom teachers will monitor their STEM lessons and implementation

Person Responsible

James Della Penna

Schedule

On 5/29/2017

Evidence of Completion

Teachers will use their provided checklists and lesson plans monitored

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

Feedback from teachers, lesson plans, requests for science trips, science fair participation

Person Responsible

James Della Penna

Schedule

Monthly, from 8/15/2016 to 5/29/2017

Evidence of Completion

A monthly assistive technology meeting is held. Follow-ups from field trips. Science Fair participation

G5. Students will complete MFAS problems tied to concept development, as covered in lessons by math teachers. 1

🔍 G086904

G5.B1 Students may not be at the skill level of the MFAS task provided. 2

🔍 B230991

G5.B1.S1 Training on MFAS with guidance from math specialist 4

🔍 S243719

Strategy Rationale

MFAS is a way to progress monitor students in math, and teachers should be properly equipped in knowledge of this process.

Action Step 1 5

Set up MFAS Training for New Teachers

Person Responsible

James Della Penna

Schedule

On 5/29/2017

Evidence of Completion

Sign In and Participation

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

Monthly Checks

Person Responsible

James Della Penna

Schedule

Monthly, from 9/1/2016 to 5/29/2017

Evidence of Completion

Information submitted to Skyward

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

Information Collected from the Item

Person Responsible

James Della Penna

Schedule

Monthly, from 8/15/2016 to 5/29/2017

Evidence of Completion

on-going progress monitoring submitted monthly

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G1.B1.S1.A1 A315309	Provide Professional Development to teachers to improve their skills.	Della Penna, James	9/26/2016	Lesson plans will delineate improved strategies.	5/15/2017 quarterly
G1.B1.S1.MA1 M326955	Reading Specialist and AP will observe teaching and offer suggestions.	Della Penna, James	9/26/2016	Lesson plans will reflect new strategies.	5/19/2017 quarterly
G3.B1.S1.MA1 M326964	GMADE Scores	Della Penna, James	5/1/2017	GMADE Data will be available during this time period	5/27/2017 one-time
G2.MA1 M326963	MFAS Scores	Della Penna, James	9/26/2016	Teachers' lesson plans, grade books and checklists.	5/29/2017 monthly
G4.MA1 M326969	Teachers will provide input into the effectiveness of their STEM and technology lessons	Della Penna, James	8/15/2016	Monthly meetings are held to gather feedback on such topics, Lesson plans tied to trip and activities	5/29/2017 monthly
G2.B2.S1.A1 A315311	Provide students with necessary accommodations.	Della Penna, James	8/15/2016	Observations to assure students have the necessary equipment and supplies.	5/29/2017 daily
G4.B1.S1.MA1 M326967	Feedback from teachers, lesson plans, requests for science trips, science fair participation	Della Penna, James	8/15/2016	A monthly assistive technology meeting is held. Follow-ups from field trips. Science Fair participation	5/29/2017 monthly
G4.B1.S1.MA1 M326968	Classroom teachers will monitor their STEM lessons and implementation	Della Penna, James	8/15/2016	Teachers will use their provided checklists and lesson plans monitored	5/29/2017 one-time
G4.B1.S1.A1 A315314	Classroom Tech usage	Della Penna, James	8/15/2016	Lesson Plans	5/29/2017 weekly
G4.B1.S1.A2 A315315	Students will participate in a science related field trip	Della Penna, James	8/15/2016	Staff will request trips with a rationale tied to science.	5/29/2017 one-time
G5.B1.S1.MA1 M326970	Information Collected from the Item	Della Penna, James	8/15/2016	on-going progress monitoring submitted monthly	5/29/2017 monthly
G5.B1.S1.MA1 M326971	Monthly Checks	Della Penna, James	9/1/2016	Information submitted to Skyward	5/29/2017 monthly
G5.B1.S1.A1 A315316	Set up MFAS Training for New Teachers	Della Penna, James	8/15/2016	Sign In and Participation	5/29/2017 one-time
G3.MA1 M326966	Monthly MFAS Data	Della Penna, James	9/1/2016	MFAS tasks assist in tracking student skill areas	5/31/2017 monthly
G2.B2.S1.MA1 M326961	Observe and make materials available for students.	Della Penna, James	8/15/2016	Student products.	5/31/2017 weekly
G2.B2.S1.MA1 M326962	Frequent student observations and products.	Della Penna, James	8/15/2016	Student products will verify usage of necessary production materials.	5/31/2017 daily
G3.B1.S1.MA1 M326965	Lesson Plans and strategic plan data	Della Penna, James	8/15/2016	Lesson Plans and MFAS data	5/31/2017 weekly
G3.B1.S1.A1 A315312	Teachers will work on math skills daily, with their lessons and MFAS tasks	Della Penna, James	8/15/2016	Lesson plan checks.	5/31/2017 monthly
G3.B1.S1.A2 A315313	Teachers will follow curriculum and scope and sequence with fidelity.	Della Penna, James	8/15/2016	Lesson Plan checks and observations	5/31/2017 monthly
G1.MA1 M326956	Student report cards and assessment data will help monitor progress	Della Penna, James	8/15/2016	Student grade and assessment data will be monitored	6/2/2017 quarterly
G5.MA1 M326972	Sub Sac Meetings	Della Penna, James	10/3/2016	Looking at SIP for implementation	6/2/2017 quarterly

V. Professional Development Opportunities

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

G5. Students will complete MFAS problems tied to concept development, as covered in lessons by math teachers.

G5.B1 Students may not be at the skill level of the MFAS task provided.

G5.B1.S1 Training on MFAS with guidance from math specialist

PD Opportunity 1

Set up MFAS Training for New Teachers

Facilitator

Math Specialist

Participants

Math Specialist, new elementary teachers

Schedule

On 5/29/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Provide Professional Development to teachers to improve their skills.	$0.00
2	G2.B2.S1.A1	Provide students with necessary accommodations.	$0.00
3	G3.B1.S1.A1	Teachers will work on math skills daily, with their lessons and MFAS tasks	$0.00
4	G3.B1.S1.A2	Teachers will follow curriculum and scope and sequence with fidelity.	$0.00
5	G4.B1.S1.A1	Classroom Tech usage	$0.00
6	G4.B1.S1.A2	Students will participate in a science related field trip	$0.00
7	G5.B1.S1.A1	Set up MFAS Training for New Teachers	$0.00
		Total:	$0.00