

Florida School for the Deaf & the Blind

Blind Pk 8 School (Fsdb)



2017-18 Schoolwide Improvement Plan

Blind Pk 8 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)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Combination School PK-8	Yes	83%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
Special Education	No	0%

School Grades History

Year
Grade

School Board Approval

This plan was approved by the FSDB County School Board on 10/27/2017.

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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE'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](#), 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 two 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](#):

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

2017-18 DA Category and Statuses for Blind Pk 8 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.

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

b. Describe how the school creates an environment where students feel safe and respected before, during and after 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. The teachers create rules that reinforce the principles of respect, responsibility and cooperation. 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.

For the 2017/2018 school year, students will continue to explore the Seven Habits of Highly Successful Kids program. Teachers will assist in implementing the program.

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.

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

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 and 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/harassment prevention counseling, and teen dating violence/abuse prevention counseling.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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

Based on the end of year reporting, the school looks at students who fail a language arts course, a math course, students who miss more than 10% of instructional time, students who fail more than two courses, students with two or more behavior referrals, students scoring level one on state assessments, and students who's behavior leads to suspension

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	0	2	1	3	2	2	2	7	2	0	0	0	0	21
One or more suspensions	1	0	0	0	0	0	1	0	0	0	0	0	0	2
Course failure in ELA or Math	0	3	1	0	5	5	3	6	1	0	0	0	0	24
Level 1 on statewide assessment	0	0	0	8	7	13	13	9	8	0	0	0	0	58

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	0	1	0	1	1	0	0	0	0	0	3

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

The school employs MTSS RTI referrals for students indicating early warning signs. Students who have scored a 3 or less on the state exam are required to take intensive courses in Math and Reading. Tutoring is available for students in need of academic assistance. Students are referred if they have a tutoring need. The school has a resource teacher to assist students needing math and reading interventions. The school uses supplemental materials, such as Achieve 3000 in reading and MFAS in math. Students may also have related services, such as speech, OT/PT, and orientation and mobility.

Attendance can be difficult, since our school is a residential school. If students miss one day, they are often out for the week, due to the distance from their home to the school. Students are issued laptops and are able to access some materials online to ensure they do not fall too far behind.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

Yes

1. PFEP 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 Facebook and 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

1. School Leadership Team

a. Membership

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

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

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) Karen Kolkedy, School Counselor
- g) HCC rep when requested
- h) Wendy Williams, Mental Health
- i) Laura Pamer, Mental Health

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
James Crozier	Teacher
Elisha Zuaro	Education Support Employee
Mike Zuaro	Teacher
Misty Porter	Parent
Mark Largent	Education Support Employee
Kathy Michaelson	Education Support Employee
Laura Pamer	Education Support Employee
Sheryl Bray	Teacher
Kristen Beckham	Teacher
Zachary Reeder	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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

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 BEMS Sub-SAC meets quarterly to assess and address the School Improvement Plan as the year progresses. These meetings have input from teachers, specialists, students, parents, and school administrators.

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 SAC 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
Zuaro, Elisha	Instructional Coach
Michaelson, Kathy	Teacher, K-12
Carriger, Joy	Teacher, K-12
Beckham, Kristen	Teacher, K-12
Fertsch, Ellen	Teacher, K-12
Clarke, Rachel	

b. Duties

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

Teachers and instructional staff have multiple collaborative opportunities throughout the school year. Meetings are held frequently. Meetings include: special teacher meetings, staff meeting, team level meetings, monthly PLC discussions, and a monthly tech meeting. Teachers can also participate in campus-wide teams, such as curriculum teams, committees, SAC, subSAC, and the Language Literacy Team.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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. Meetings are held frequently. Meetings include: staff meetings, team level meetings, monthly PLC discussions, and a monthly tech meeting. Teachers 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, subSAC, 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/on-campus workshops, out of state workshops, webinars, professional learning communities, on-campus special trainings, 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. For 2016/2017, Michael Zuaro will mentor Linda Huntoon and Martin Langworthy. April Wallace will mentor Carla Ferber and Meagan Lindberg. Mary Bilancio will mentor Leah Stearns and Marcella Cavallero.

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 3 or less on FSA reading are required to take a 100 minute intensive reading block. Students scoring a level 3 or less on FSA math are required to take an intensive math class daily. Most students in the department take 2 periods of reading, as well as an additional language arts class. They have additional data collection resources, such as Achieve 3000 and MFAS, as ways for teachers to use information to drive their instruction. Students in grades 6-8 who score a level 4 or higher on FSA reading and/or math are offered an advanced technology class or a leadership class (and are exempt from the intensive classes in reading and math). Finally, the language literacy team (LLT) will meet monthly to discuss data and trends regarding the instruction of reading and mathematics.

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: After School Program

Minutes added to school year: 3,600

Elementary school 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. Students in grades K-5 will have access to a 2:30 - 3:30 pm learning block. During this time, they may attend tutoring, computer/typing classes, Braille instruction, math and/or reading help, and PBS training. Middle school students (grades 6-8) are offered homework assistance twice weekly, as well as referred tutoring in areas of academic needs.

Specific students may have access to Title 1 tutoring.

Strategy Rationale

Students need additional assistance throughout the curriculum. The school day for K-5 students ends each day at 2:30 pm. This 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

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 test scores, on-going progress reporting during tutoring

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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 ELC 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 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 progress between programs.

Family-School Connections:

Preschool students and their families are invited to an introduction to the FSDb kindergarten program in May. This provides an opportunity for families to meet the K-5 staff members, tour the school, and spend some time with the current kindergarten students and their teachers in a classroom setting. The kindergarten teachers will share information about the classroom expectations, curriculum, as well as routines and requirements. Family members will have the opportunity to ask questions about the transition from pre-k to kindergarten with both the ELC and K-5 staff. This would help build their enthusiasm and add to their comfort during the transition process.

NA for middle school

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.

All K-8 students receive technology instruction. Some students in grades 6-8 take a course in leadership and are offered music instruction, which may be key proponents in preparation for careers. The school will continue the FFEA, the Future Florida Educators Association, for students interested in pursuing a career in education. In addition, the school will continue its participation in the NJHS, the National Junior Honor Society, to reinforce community involvement and good citizenship. The Limelight Theater, a community theater organization, has teamed with the school to offer acting and drama activities for students in grades K-5. A Drama Club for students in grades 6-8 will begin in the 2017-2018 school year.

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

NA

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

Opportunities to learn about careers are available through shadowing, field trips, expanded core activities, and researching on the internet.

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.

NA

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

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" 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.** Student attendance will improve from 2016/2017. 85% of students enrolled will attend school for at least 90% of the allotted school days.
- G2.** 70% of students taking FSA or FSAA Math tests will show learning gains.
- G3.** 70% of students taking FSA or FSAA ELA tests will show learning gains.
- G4.** Students will increase their Math RIT Scores on the MAP assessment over the school year.
- G5.** 60% of the students participating in the Achieve3000 Program will increase their Lexile Reading score by at least 5 points per quarter. Teachers will conference and provide feedback to students regarding their comprehension.

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. Student attendance will improve from 2016/2017. 85% of students enrolled will attend school for at least 90% of the allotted school days. 1a

G095366

Targets Supported 1b

Indicator	Annual Target
-----------	---------------

Targeted Barriers to Achieving the Goal 3

Resources Available to Help Reduce or Eliminate the Barriers 2

- Use of technology and phone calls to contact parents regarding unexcused absences.

Plan to Monitor Progress Toward G1. 8

Student attendance over time

Person Responsible

James Della Penna

Schedule

Quarterly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Attendance reports in Skyward

G2. 70% of students taking FSA or FSAA Math tests will show learning gains. 1a

G095367

Targets Supported 1b

Indicator	Annual Target
-----------	---------------

Targeted Barriers to Achieving the Goal 3

Resources Available to Help Reduce or Eliminate the Barriers 2

- Intensive courses, tutoring, data collection, and small class sizes with instructional assistants.

Plan to Monitor Progress Toward G2. 8

Student work samples, assessment data, and report card grades.

Person Responsible

James Della Penna

Schedule

On 6/1/2018

Evidence of Completion

Shared teacher data

G3. 70% of students taking FSA or FSAA ELA tests will show learning gains. 1a

G095368

Targets Supported 1b

Indicator	Annual Target
-----------	---------------

Targeted Barriers to Achieving the Goal 3

Resources Available to Help Reduce or Eliminate the Barriers 2

- Intensive courses, tutoring, data collection.

Plan to Monitor Progress Toward G3. 8

Monthly Lexile data, MAPs data, report card grades

Person Responsible

James Della Penna

Schedule

Monthly, from 8/14/2017 to 6/1/2018

Evidence of Completion

FSA data will show whether this goal was met. The data collected over the course of the school year will help as a predictive measure.

G4. Students will increase their Math RIT Scores on the MAP assessment over the school year. 1a

G095369

Targets Supported 1b

Indicator	Annual Target
Math Gains District Assessment	10.0

Targeted Barriers to Achieving the Goal 3

-
- Portions of math are visual in nature

Resources Available to Help Reduce or Eliminate the Barriers 2

- Classroom teachers, math specialist
- Tactile Graphics lessons
- Daily intensive math classes

Plan to Monitor Progress Toward G4. 8

MAP data is collected and reviewed 3 times during the school year.

Person Responsible

James Della Penna

Schedule

Triannually, from 9/18/2017 to 6/1/2018

Evidence of Completion

Collected and reviewed RIT scores from MAPS assessment

G5. 60% of the students participating in the Achieve3000 Program will increase their Lexile Reading score by at least 5 points per quarter. Teachers will conference and provide feedback to students regarding their comprehension. 1a

G095370

Targets Supported 1b

Indicator	Annual Target
Writing Gains District Assessment	1.0

Targeted Barriers to Achieving the Goal 3

Resources Available to Help Reduce or Eliminate the Barriers 2

- Reading specialist assistance. Rubrics
- Computer classes and typing software.

Plan to Monitor Progress Toward G5. 8

Monthly checking of students' Lexile progress.

Person Responsible

James Della Penna

Schedule

Monthly, from 9/18/2017 to 6/1/2018

Evidence of Completion

Teacher submits scores for inspection monthly.

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

G4. Students will increase their Math RIT Scores on the MAP assessment over the school year. **1**

 G095369

G4.B1 **2**

 B256731

G4.B1.S1 Teachers will use their curriculum to guide instruction **4**

 S271525

Strategy Rationale

Teacher fidelity to the curriculum assists in monitoring student progress,

Action Step 1 **5**

Daily Intensive Math lessons

Person Responsible

James Della Penna

Schedule

Daily, from 8/14/2017 to 6/1/2018

Evidence of Completion

Student Products

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

Teachers Maintain Progress in Their Gradebook

Person Responsible

James Della Penna

Schedule

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

Evidence of Completion

Teachers post student progress in their gradebooks

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

MAPS assessment RIT scores will increase over the course of the school year.

Person Responsible

James Della Penna

Schedule

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

Evidence of Completion

Teachers submit lesson plans weekly, and MAPS progress is monitored during the school year.

G4.B2 Portions of math are visual in nature **2**

 B256732

G4.B2.S1 Tactile graphic lessons **4**

 S271528

Strategy Rationale

Students can learn strategies to work on the visual nature of the problems

Action Step 1 **5**

Tactile Graphics Lessons

Person Responsible

James Della Penna

Schedule

Monthly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Lesson Plans

Plan to Monitor Fidelity of Implementation of G4.B2.S1 **6**

Teachers will consult with Braille specialists for lesson times

Person Responsible

James Della Penna

Schedule

Evidence of Completion

Teachers schedule with specialist and put it in the lesson plans

Plan to Monitor Effectiveness of Implementation of G4.B2.S1 7

Lessons Planned with the Braille Specialist

Person Responsible

Kathy Michaelson

Schedule

Evidence of Completion

Lesson Plans

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2018					
G4.B2.S1.MA1 M389241	Lessons Planned with the Braille Specialist	Michaelson, Kathy	9/20/2017	Lesson Plans	No End Date one-time
G4.B2.S1.MA1 M389242	Teachers will consult with Braille specialists for lesson times	Della Penna, James	9/20/2017	Teachers schedule with specialist and put it in the lesson plans	No End Date one-time
G4.B1.S1.MA1 M389239	MAPS assessment RIT scores will increase over the course of the school year.	Della Penna, James	8/15/2016	Teachers submit lesson plans weekly, and MAPS progress is monitored during the school year.	5/29/2017 triannually
G4.B1.S1.MA1 M389240	Teachers Maintain Progress in Their Gradebook	Della Penna, James	8/15/2016	Teachers post student progress in their gradebooks	5/29/2017 weekly
G4.MA1 M389243	MAP data is collected and reviewed 3 times during the school year.	Della Penna, James	9/18/2017	Collected and reviewed RIT scores from MAPS assessment	6/1/2018 triannually
G4.B1.S1.A1 A364047	Daily Intensive Math lessons	Della Penna, James	8/14/2017	Student Products	6/1/2018 daily
G4.B2.S1.A1 A364048	Tactile Graphics Lessons	Della Penna, James	8/14/2017	Lesson Plans	6/1/2018 monthly

V. Professional Development Opportunities

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

VI. Technical Assistance Items

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

VII. Budget

1	G4.B1.S1.A1	Daily Intensive Math lessons	\$0.00
2	G4.B2.S1.A1	Tactile Graphics Lessons	\$0.00
Total:			\$0.00