

2013-2014 SCHOOL IMPROVEMENT PLAN

Blind Elementary School (Fsdb)
207 SAN MARCO AVE
St Augustine, FL 32084
904-827-2700

School Demographics

School Type Elementary School	Title I Yes	Free and Reduced Lunch Rate <i>[Data Not Available]</i>
Alternative/ESE Center No	Charter School No	Minority Rate <i>[Data Not Available]</i>

School Grades History

SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), 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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

Table of Contents

Purpose and Outline of the SIP	3
Differentiated Accountability	4
Part I: Current School Status	5
Part II: Expected Improvements	13
Goals Summary	17
Goals Detail	17
Action Plan for Improvement	20
Part III: Coordination and Integration	27
Appendix 1: Professional Development Plan to Support Goals	29
Appendix 2: Budget to Support Goals	0

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 summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

Florida’s Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

DA Regions

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

DA Categories

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

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
 - Year 1 – declined to D, or first-time graded schools receiving a D
 - Year 2 – second consecutive D, or F followed by a D
 - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
 - Year 1 – declined to F, or first-time graded schools receiving an F
 - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

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

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School

Blind Elementary School (Fsdb)

Principal

Mary Lou Hofmann

School Advisory Council chair

Scott Trejbal

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Justin Cosgrove	Assistant Principal
Elisha Zuaro	Reading Specialist
Mark Largent	Math Specialist
James Della Penna	Language Arts Teacher
Alex Ritter	Resource Teacher
James Crozier	Orientation/Mobility
Robert Worthington	Social Studies Teacher
Joy Carriger	Elementary Teacher

District-Level Information

District

FSDB

Superintendent

Dr. Jeanne G Prickett

Date of school board approval of SIP

11/1/2013

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

Justin Cosgrove, Elisha Zuaro, Mark Largent, Kathy Michaelson, James Della Penna, Alex Ritter, James Crozier, Robert Worthington, Misty Porter-Parent

The Florida School for the Deaf and the Blind has a SAC that encompasses the whole school. The campus-wide SAC team consists of Principals from each department, a teacher from the deaf and the blind department and a dorm representative. Also, each school is represented by a parent whose child attends that school. Each school (elementary, middle, high) has a sub-SAC, which includes its own members, which focus on individual needs of that school.

Involvement of the SAC in the development of the SIP

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

Activities of the SAC for the upcoming school year

The Sub-SAC will meet quarterly. A selected student will represent the student body and often, this student is the elected class president. The team will discuss progress within the school improvement plan. They will review progress monitoring data, and discuss needs as it relates to the school.

Projected use of school improvement funds, including the amount allocated to each project

N/A The Florida School for the Deaf and the Blind does not receive School Advisory Council funds.

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC

In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

of administrators

2

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Mary Lou Hofmann

Principal

Years as Administrator: 12

Years at Current School: 32

Credentials

Degrees:

B.A.– Elementary/ Special Education; M.Ed. – Deaf/Blind and Multi-Handicapped Education;

M.Ed. – Educational Leadership

Certifications:

Visually Impaired (Grades K-12);

Hearing Impaired (Grades K-12); Elementary Education (Grades K-6); Educational Leadership (All Levels); ESOL Endorsement

Performance Record

Percent of Blind Elementary School Students Showing an Increase in FCAT Reading Developmental Scale Scores

2012/2013: 79%

2011/2012: 60%

2010/2011: 80%

2009/2010: 68%

2008-2009: 92%

2007-2008: 74%

2006-2007: 92%

Justin Cosgrove		
Asst Principal	Years as Administrator: 4	Years at Current School: 12
Credentials	Bachelors Degree-Flagler College, Masters in Education-University of North Florida: Certifications: Educational Leadership, English 6-12, Reading Endorsement, ESOL Endorsement, VI, HI	
Performance Record	Percent of Blind Elementary School Students Showing an Increase in FCAT Reading Developmental Scale Scores 2012/2013: 79% 2011/2012: 60% 2010/2011: 80% 2009/2010: 68%	

Instructional Coaches

# of instructional coaches	2
# receiving effective rating or higher (not entered because basis is < 10)	
Instructional Coach Information:	

Elisha Zuaro		
Full-time / District-based	Years as Coach: 13	Years at Current School: 13
Areas	Reading/Literacy	
Credentials	B.A. - Elementary Education; M.Ed. in Special Education Visually Impaired Certifications: VI K-12; Elementary Ed 1-6; Reading Endorsement; National Board	
Performance Record	Percent of Blind Elementary School Students Showing an Increase in FCAT Reading Developmental Scale Scores 2012/2013: 79% 2011/2012: 60% 2010/2011: 80% 2009/2010: 68%	

Mark Largent		
Full-time / District-based	Years as Coach: 2	Years at Current School: 17
Areas	Mathematics	
Credentials	Degree: B.A. Secondary Math Education Certifications: Math 6-12; VI K - 12	
Performance Record	Percent of Blind Elementary School Students Showing an Increase in FCAT Math Developmental Scale Scores 2012/2013: 79% 2011/2012:46%	

Classroom Teachers

# of classroom teachers	8
# receiving effective rating or higher (not entered because basis is < 10)	
# Highly Qualified Teachers	100%
# certified in-field	8, 100%
# ESOL endorsed	7, 88%
# reading endorsed	8, 100%
# with advanced degrees	3, 38%
# National Board Certified	2, 25%
# first-year teachers	1, 13%
# with 1-5 years of experience	5, 63%
# with 6-14 years of experience	1, 13%
# with 15 or more years of experience	2, 25%

Education Paraprofessionals

of paraprofessionals

7

Highly Qualified

7, 100%

Other Instructional Personnel

of instructional personnel not captured in the sections above

3

receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

- 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.

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

Beginning in the 2013/2014 school year, the mentoring program will be implemented to assist teachers new to FSDB. We have one new teacher, Lydia Webster, who will be mentored by Lauren Rivera, kindergarten teacher in the Deaf Elementary School.

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

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

Student is referred to the MTSS team when they are not performing to academic or behavioral standards within the classroom. This directly impacts the goal setting in the School Improvement plan. The team reviews potential interventions and suggests ways to implement intervention strategies. The process is as followed: The assistant principal/and or boarding supervisor requests student names for MTSS from the teachers/staff. The assistant principal provides the names to the principal, who oversees the MTSS

meetings. The appropriate intervention staff attends the meeting, and recommendations are made, with follow-ups discussed at the next meeting.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

- a) Carol Crozier-Social Worker
- b) Linda Meehan, Educational Diagnostician
- c) Paree Stivers, 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) Stephanie Hardee, Behavioral Specialist
- j) Justin Cosgrove, Assistant 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.

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

Meetings are held weekly. The behavior specialist takes notes and the team assigns who will ensure actions recommended take place. These follow-ups are reviewed at the start of each MTSS meeting and documented in the notes.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

Classroom performance, standardized assessments, on-going progress monitoring, behavioral data compiled by the behavior specialist and any additional academic or psychological testing as needed.

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

For 2013/2014, we will be implementing a referral via our Skyward system, which will require more information when it comes to each student. Staff will be trained on the MTSS referral feature and how they will use it and follow-up on the referral. In addition, the IEP process assists parents in targeting their child's specific educational needs.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Before or After School Program

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 2013/2014 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, math and reading help, and PBS training.

Strategy Purpose(s)

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education

How is data collected and analyzed to determine the effectiveness of this strategy?

Student data is collected via tutoring reports.

Who is responsible for monitoring implementation of this strategy?

Tutors, teachers, staff, assistant principal

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Justin Cosgrove	Assistant Principal
Elisha Zuaro	Reading Specialist
Kathy Michaelson	Braille Specialist
Ashley Dalia	Elementary Language Arts
Kristen Beckham	Middle School Reading
Mary Bilancio	Elementary Reading
Rachel Clarke	Middle School Reading/LA

How the school-based LLT functions

The team will meet quarterly to discuss data findings from on-going progress monitoring as well as barriers and solutions to reading/literacy challenges.

Major initiatives of the LLT

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.

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

Teachers in the Blind Elementary School are reading endorsed. They are assigned to teach reading and language arts, not only in their core instruction, but expanded to the content areas, using common core standards.

Preschool Transition

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

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.

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	58%	19%	No	63%
American Indian				
Asian				
Black/African American				
Hispanic				
White	64%	15%	No	68%
English language learners				
Students with disabilities	58%	19%	No	63%
Economically disadvantaged	64%	19%	No	68%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3		<i>[data excluded for privacy reasons]</i>	16%
Students scoring at or above Achievement Level 4		<i>[data excluded for privacy reasons]</i>	10%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6		<i>[data excluded for privacy reasons]</i>	100%
Students scoring at or above Level 7		<i>[data excluded for privacy reasons]</i>	0%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		<i>[data excluded for privacy reasons]</i>	51%
Students in lowest 25% making learning gains (FCAT 2.0)		<i>[data excluded for privacy reasons]</i>	54%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	[data excluded for privacy reasons]		25%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	[data excluded for privacy reasons]		0%

Area 3: Mathematics

Elementary and Middle School Mathematics

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	43%	3%	No	49%
American Indian				
Asian				
Black/African American				
Hispanic				
White	47%	0%	No	52%
English language learners				
Students with disabilities	44%	3%	No	50%
Economically disadvantaged	41%	3%	No	47%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	[data excluded for privacy reasons]		8%
Students scoring at or above Achievement Level 4	[data excluded for privacy reasons]		5%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	[data excluded for privacy reasons]		100%
Students scoring at or above Level 7	[data excluded for privacy reasons]		0%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains		[data excluded for privacy reasons]	66%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)		[data excluded for privacy reasons]	54%

Area 4: Science

Elementary School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3		[data excluded for privacy reasons]	15%
Students scoring at or above Achievement Level 4		[data excluded for privacy reasons]	5%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6		[data excluded for privacy reasons]	0%
Students scoring at or above Level 7		[data excluded for privacy reasons]	0%

Area 5: Science, Technology, Engineering, and Mathematics (STEM)

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	1		1
Participation in STEM-related experiences provided for students	10	20%	40%

Area 8: Early Warning Systems

Elementary School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	17	33%	20%
Students retained, pursuant to s. 1008.25, F.S.	3	6%	3%
Students who are not proficient in reading by third grade	3	6%	3%
Students who receive two or more behavior referrals	6	12%	7%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	2	4%	0%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

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

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Maintain a score of 95% or better for overall parent satisfaction their child receives in school, as listed on the annual parent survey.	44	98%	98%

Goals Summary

- G1.** Students will participate in multiple science/STEM activities during the school year,
- G2.** Students will achieve 100% usage of the Success Maker math program per the school's strategic plan.
- G3.** Students will achieve 100% usage of the Achieve 3000 program, per the school's strategic plan.
- G4.** Teachers will have training in the new reading curriculum adopted for 2013/2014.

Goals Detail

G1. Students will participate in multiple science/STEM activities during the school year,

Targets Supported

- Science
- Science - Elementary School
- STEM

Resources Available to Support the Goal

- Teachers, technology, science lab and materials, additional time available for events

Targeted Barriers to Achieving the Goal

- Students have full schedules for academics, and finding additional time for science and STEM activities is a barrier.

Plan to Monitor Progress Toward the Goal

Completion and follow up with activities

Person or Persons Responsible

Assistant Principal and Teachers

Target Dates or Schedule:

At the completion of each STEM/science activity.

Evidence of Completion:

Lesson plans and recorded student participation

G2. Students will achieve 100% usage of the Success Maker math program per the school's strategic plan.

Targets Supported

- Math (Elementary and Middle Learning Gains)

Resources Available to Support the Goal

- Classroom computers, teachers, resource teacher, math specialist, instructional assistants

Targeted Barriers to Achieving the Goal

- A barrier to using this program is that it lacks compatibility with text to speech software, which means totally blind students will not be using the program. All other students assigned to Success Maker will have access to and use the program.

Plan to Monitor Progress Toward the Goal

Monthly reports will keep up on progress

Person or Persons Responsible

Assistant Principal

Target Dates or Schedule:

Monthly

Evidence of Completion:

Reports provided to principal on a monthly basis.

G3. Students will achieve 100% usage of the Achieve 3000 program, per the school's strategic plan.

Targets Supported

- Reading (AMO's, FCAT2.0, Learning Gains)

Resources Available to Support the Goal

- Classroom computers, resource teachers, additional staff, teachers, reading specialist

Targeted Barriers to Achieving the Goal

- Assistive technology needs of the students may be a concern. Students who are absent may not have access to the program, which may impede the goal.

Plan to Monitor Progress Toward the Goal

Teachers will monitor usage and success within their specific classes and the assistant principal will monitor monthly usage

Person or Persons Responsible

Assistant Principal and Teachers

Target Dates or Schedule:

Monthly

Evidence of Completion:

Data collected via the program and monthly reports submitted to the principal.

G4. Teachers will have training in the new reading curriculum adopted for 2013/2014.

Targets Supported

- Reading (AMO's, FCAT2.0, Learning Gains)

Resources Available to Support the Goal

- Text materials, reading specialist, trainer from the text series.

Targeted Barriers to Achieving the Goal

- Working training into school schedule, additional technology coming with the series may be difficult to access for VI students, Braille materials may not arrive in a timely manner.

Plan to Monitor Progress Toward the Goal

Sub Sac Meetings

Person or Persons Responsible

Assistant Principal

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Looking at SIP for implementation

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Students will participate in multiple science/STEM activities during the school year,

G1.B1 Students have full schedules for academics, and finding additional time for science and STEM activities is a barrier.

G1.B1.S1 Teachers are allotting an additional period weekly to work on combined science activities. Additionally, the school is participating in the science fair, which will be worked into the class and curriculum.

Action Step 1

Team taught science activities

Person or Persons Responsible

Elementary Teachers and resource teacher

Target Dates or Schedule

weekly beginning in September

Evidence of Completion

Weekly lesson plans

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

Teachers will plan and implement weekly science activity

Person or Persons Responsible

Teachers and Assistant Principal

Target Dates or Schedule

Beginning in September, with weekly activities

Evidence of Completion

Lesson plans

Plan to Monitor Effectiveness of G1.B1.S1

Discussions and assessments based on the science activity.

Person or Persons Responsible

Students, teachers

Target Dates or Schedule

When science activity is completed.

Evidence of Completion

Assignments and assessments completed by students.

G2. Students will achieve 100% usage of the Success Maker math program per the school's strategic plan.

G2.B1 A barrier to using this program is that it lacks compatibility with text to speech software, which means totally blind students will not be using the program. All other students assigned to Success Maker will have access to and use the program.

G2.B1.S1 Students are given specific target times to be spent on Success Maker, which they will be expected to meet. The times and expectations vary for each student.

Action Step 1

Students will be assigned targets to meet when using Success Maker

Person or Persons Responsible

Teachers, Math Specialist, Assistant Principal

Target Dates or Schedule

Monthly

Evidence of Completion

Monthly checks by the assistant principal with reports sent to the principal.

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

The assistant principal is required to check on usage monthly and provide reports to the principal

Person or Persons Responsible

Assistant Principal

Target Dates or Schedule

Monthly

Evidence of Completion

Report send to the principal

Plan to Monitor Effectiveness of G2.B1.S1

Looking at progress via usage of the program

Person or Persons Responsible

Assistant Principal and Classroom teacher

Target Dates or Schedule

As students complete each activity.

Evidence of Completion

Students are given immediate feedback regarding their progress. Teachers and the assistant principal can gather data from the program. The assistant principal submits monthly reports to the principal.

G3. Students will achieve 100% usage of the Achieve 3000 program, per the school's strategic plan.

G3.B1 Assistive technology needs of the students may be a concern. Students who are absent may not have access to the program, which may impede the goal.

G3.B1.S1 Students will be given specific participation targets to achieve monthly. These will vary according to each student.

Action Step 1

Students will be assigned a specific target to meet monthly

Person or Persons Responsible

Teachers, Assistant Principal, Reading Specialist

Target Dates or Schedule

Monthly

Evidence of Completion

Monthly checks by the assistant principal and reported to the principal.

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

Assistant Principal is required to check the program on a monthly basis to ensure student usage

Person or Persons Responsible

Assistant Principal

Target Dates or Schedule

Monthly

Evidence of Completion

Report submitted to the principal monthly.

Plan to Monitor Effectiveness of G3.B1.S1

Looking at progress and usage via the computer program

Person or Persons Responsible

Assistant Principal

Target Dates or Schedule

Monthly

Evidence of Completion

Monthly Reports submitted to the principal

G4. Teachers will have training in the new reading curriculum adopted for 2013/2014.

G4.B1 Working training into school schedule, additional technology coming with the series may be difficult to access for VI students, Braille materials may not arrive in a timely manner.

G4.B1.S1 Working with the reading specialists, schedule training at a convenient time to ensure teachers are using the new texts with fidelity.

Action Step 1

Training for reading text

Person or Persons Responsible

Reading Specialist

Target Dates or Schedule

August and September 2013

Evidence of Completion

Sign In and Participation

Facilitator:

Trainer from Journey's Reading Program

Participants:

Reading Specialist

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

Lesson Plans

Person or Persons Responsible

Assistant Principal

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson Plans are submitted weekly

Plan to Monitor Effectiveness of G4.B1.S1

Assessments, accessibility to materials

Person or Persons Responsible

Assistant Principal, Teachers, Reading Specialist

Target Dates or Schedule

Weekly

Evidence of Completion

lesson plans, on-going progress monitoring

G4.B1.S2 Work with Assistive Technology staff to ensure students with AT needs are accessing the series appropriately.

Action Step 1

Teachers have opportunities to work on the technology aspect of the program, receive training from the publisher as well as work with the assistive technology staff to ensure proper use of the program.

Person or Persons Responsible

Teachers, reading specialist, assistive technology staff

Target Dates or Schedule

Teachers receive training on the technology portion of the program in September and will work with AT as needed in ensuring students are able to use it.

Evidence of Completion

Lesson plans, implementation of program, training sign-in

Plan to Monitor Fidelity of Implementation of G4.B1.S2

When students/teachers are struggling to implement portions of the text series due to assistive technology needs

Person or Persons Responsible

Teacher, assistive technology staff

Target Dates or Schedule

when needed

Evidence of Completion

completed student assignments

Plan to Monitor Effectiveness of G4.B1.S2

Students are using the program/text series with assistive technology they need

Person or Persons Responsible

Teachers, students, assistive technology

Target Dates or Schedule

daily

Evidence of Completion

When students are using materials appropriately without need from assistive technology staff.

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

Title I, Part A

During the 2013-2014 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 programs typically include OPS stipends for curriculum projects, tutors, Braille translation, teachers serving on curriculum teams, Progress Monitoring Analysts who work with the Assistant Principal on monitoring student data, and Student Sign Language Assessment Evaluators; consultants to provide training on the Common Core State standards, Assessment, Reading Conferencing, American Sign Language, Braille instruction, and involving parents in their child's education; and the purchasing of technology to support integration in alignment with the Common Core State Standards.

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

Title I, Part C- Migrant-Blind Elementary does not have migrant students

Title I, Part D-Blind Elementary does not receive these funds

Title II

Title II funds are used for professional development for teachers, administrators, and instructional assistants. These funds also enable teachers and para-professionals to participate in coursework and exams to earn Highly Qualified status.

The supplementary professional development supported by Title II funds is planned in conjunction with other federal and state funding sources. Valuable supplementary (not required) professional development opportunities are funded through the federal NCLB and IDEA grants, and general revenue.

In addition to supporting travel and registration for conferences, the Title I grant programs typically include OPS stipends for curriculum projects, one-on-one mentors, teachers serving as curriculum team facilitators, Progress Monitoring Analysts who work with the Assistant Principal on monitoring student data, and for attending workshops on behavior management and training to enable teachers to involve parents in their child's education.

Title III

The Blind Elementary School ESOL population was too small to merit this funding.

Title X- Homeless

Blind Elementary does not have any homeless students

Supplemental Academic Instruction (SAI)

Supplemental Academic Instruction is provided through tutoring, addressed in other areas of this School Improvement Plan.

Violence Prevention Programs

The school has a staff of police officers, as well as behavior specialists.

The following programs are available campus-wide at FSDB:

Anti-Drug Concepts Taught:

Food and Nutrition Classes

Personal Fitness Classes

Positive Behavior Programs

School Level "RESPECT" Plans (Anti-Bullying)

Second Step Violence Prevention Counseling

Social Skills Counseling

Nutrition Programs

Reported percentage was 82% were Free/Reduced.

Wellness Policy: The Child Nutrition and WIC Reauthorization Act of 2004 mandates that schools participating in the National School Lunch and Breakfast Program develop School Wellness Policies. The FSDB Wellness Committee developed a policy that addresses food service, physical fitness, nutrition education, as well as other food related activities such as vending machines, fund raising efforts, classroom rewards, and celebrations.

The district employs a nutritionist to ensure students are receiving proper diet and information on maintaining a healthy diet.

The district will implement breakfast options for all students

Housing Programs

Blind elementary school does not have this program

Head Start

Blind Elementary school is fed by the FSDB Early Learning center

Adult Education

NA

Career and Technical Education

The school has Director of Career Education and classes are required to add an element of career education into the lessons.

Florida School for the Deaf and the Blind has a campus-wide Career Development Program. The Blind Middle School Program focuses on Career Awareness. New teachers are provided inservice on how to incorporate career awareness into their academic lessons whenever possible. All teachers report their career education activities to the Director of Workforce Development quarterly.

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

G4. Teachers will have training in the new reading curriculum adopted for 2013/2014.

G4.B1 Working training into school schedule, additional technology coming with the series may be difficult to access for VI students, Braille materials may not arrive in a timely manner.

G4.B1.S1 Working with the reading specialists, schedule training at a convenient time to ensure teachers are using the new texts with fidelity.

PD Opportunity 1

Training for reading text

Facilitator

Trainer from Journey's Reading Program

Participants

Reading Specialist

Target Dates or Schedule

August and September 2013

Evidence of Completion

Sign In and Participation