

Florida School for the Deaf & the Blind

Blind Pk 8 School (Fsdb)



2018-19 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)	2017-18 Title I School	2017-18 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Combination School PK-8	Yes	78%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
Special Education	No	42%

School Grades History

Year
Grade

School Board Approval

This plan was approved by the FSDB County School Board on 10/26/2018.

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.

2018-19 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.

Most students who attend the Florida School for the Deaf and the Blind (FSDB) are not local; they come from places throughout the state of Florida. We learn about our students' backgrounds, cultures, language(s), family, home environments, and medical histories during the admissions process, which is quite thorough. During the admissions process, information about a student applicant is gathered, reviewed, and updated. The process also includes psychological testing, academic evaluations, and the collection of social and family information/history. If admitted to the school, the Admissions Team shares the information gathered with the Individual Education Plan (IEP) Team. The connections between these teams is essential to ensure that a student's individual needs are addressed.

Once admitted, the student is assigned an educational program where the student's IEP Team monitors the student's adjustment to the school, including the student's social adaptation and academic progress. The student's IEP Team often includes an Assistant Principal, a teacher who serves as a case manager, a school counselor/ social worker and/or mental health counselor, a psychologist, an educational diagnostician, the student's parent(s), and the student (depending on the student's age). Staff members who work with the student are encouraged to review the student's file with special attention given to social/family history, psychological testing, academic evaluations/ history and medical history. The student's IEP Team meets at least annually. At this meeting, data is reviewed and the student's progress is assessed. Educational/academic goals, social/emotional behavioral goals, special needs determined by FSDB staff, and transition components are discussed and determined.

At a weekly Multi-Tiered Support Systems Meeting (MTSS), staff members learn about students' cultures/background and current needs in the discussions that ensue. It is at this meeting that all professionals working with the student share and examine information about the student and decide on any interventions and/or supports that would assist the student in meeting his/her goals.

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 Teachers are ESOL-Endorsed and an emphasis has been placed on building a bridge or a connection between where a student has been and what they already know to what the student needs to learn. Teachers at FSDB are encouraged to use ESOL Best Teaching Practices and Strategies. Being culturally responsive and building a link between home and school has positively impacted the school's climate and learning environment.

Positive Behavior Support continues to be a strong program at FSDB and is a program supported by the Florida Department of Education and The PBS RtI Project, Problem Solving and Response to Intervention Project and Florida's Multi-Tiered System of Supports Project. PBS is a collaborative, data driven approach to developing effective interventions for behavior. PBS at the Florida School for the Deaf and the Blind emphasizes preventative, teaching and reinforcement-based strategies to achieve meaningful and long-lasting behavior and lifestyle outcomes. Our involvement with PBS continues to demonstrate that this philosophy/approach is continuing to positively impact our behavioral data, school climate and student learning. Throughout the campus one will continue to see posters and signs advertising the FSDB Three Be's: "Be Responsible, Be Cooperative, and Be Respectful."

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.

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

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

PBS begins with the philosophy that positive behavior must be supported consistently and continuously in order for problem behavior to lessen or decrease. The PBS approach establishes school wide behavioral expectations that are infused into all areas of the campus. At FSDB these

expectations are Cooperation, Respect and Responsibility. The approach emphasizes modeling, teaching and reinforcing the appropriate behaviors related to these expectations. PBS establishes a common language and provides support as needed at varying levels of social emotional or behavioral functioning. Although PBS focuses on modeling, teaching and recognizing positive behavior, it is also used to address problem behavior in a more meaningful way. PBS expectations and strategies are utilized in all areas of FSDB- in classrooms, in the dormitories, on buses, at P.E., during recreation, in cafeterias and many other common areas on campus.

The PBS program is individualized (we develop our own school plan), collaborative (everyone on campus participates), data-driven (we establish what we need based on research), and effective (over 50 years of research backs up the PBS process). Modeling, teaching and recognizing positive behavior often and consistently through incentives is key to the PBS philosophy. Each school with coordinating dormitory(s) within FSDB have been having monthly PBS Team meetings where activities supporting modeling, teaching and reinforcing positive behavior are planned and then carried out. Some of these activities include coordinating individual Team PBS Kick-Offs and reinforcement activities, like choosing and announcing the PBS Students of the Week/Month. Behavior Incentive Stores and Random Acts of Positive Behavior Support are also being coordinated. A number of staff are involved in carrying out efforts to provide education, social skills groups and counseling groups for our students to promote the PBS philosophy.

FSDB has found that the PBS Program and Philosophy encourages students to feel safe, respected and nurtured before, during and after school, which positively impacts the learning environment. Additionally, student safety is supported through prevention education on the topic of Bullying/ Harassment Awareness (grade k through Continuing Education) and on Teen Dating Violence and Abuse Awareness (grade 7 through Continuing Education). Staff training on these topics also occurs annually across campus. Students learn about the definition of these topics, how to identify them, as well as the school policy and reporting procedures. The students are also taught strategies to prevent and/or respond to these topics.

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.

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

Cafeteria:

1. BE RESPONSIBLE

-All students will pick up tray and will wait patiently in line.

-Students will sit appropriately in their seats.

-Students must leave their tables free of trays, food and litter & push their chairs into the table after completing their meals.

2. BE COOPERATIVE

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

3. BE RESPECTFUL

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

Bus/Transportation

1. BE RESPONSIBLE

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

2. BE COOPERATIVE

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

3. BE RESPECTFUL

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

Should a student not be successful in meeting the behavioral expectations, the PBS Discipline Flowchart is followed. Each school has their own PBS Discipline Flowchart. Each Department can add their own PBS Discipline Flowchart here. The PBS Discipline Flowchart for each department was already designed, was updated last year and will be updated this year as well.

FSDB strives through the utilization of the Positive Behavior Support Program and Philosophy and the additional, supporting tools that are available to us such as 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, and utilize techniques/strategies taught in Crisis Prevention Intervention (CPI) training. Teachers give learning opportunities in which students can experience success and they provide praise as a student progresses learning different skills.

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, and Teen Dating Violence/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 that are 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, teen dating violence/abuse prevention counseling, mentoring from a peer or a staff member, be a participant in the Check-In/Check-Out Procedure, individual counseling, and/or behavior contract or behavior plan. A student can move back and forth, between the tiers depending on the needs of the student.

Beginning this school year, Youth Mental Health First Aid (YMHFA) classes are being offered to all teachers and eventually all staff members. The classes are being held in two 4 hour sessions. (YMHFA is a training which introduces participants to the unique risk factors and warning signs of mental health problems in adolescents, builds understanding of the importance of early intervention, and teaches individuals how to help an adolescent in crisis or experiencing a mental health challenge.) Classes will be offered each month.

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.

Parent phones calls and letters are made regarding excessive absences. Parents are also contacted via Skylert (messenger system) when a student is absent without a phone call or email. The district has restructured its attendance policy to ensure regular follow-up.

When a student is suspended, they will be referred to the MTSS team to work on best practice interventions. If a student is failing a core class, their is a document used in the BEMS that delineates a variety of possible causes for low performance. Teachers rank order the causes of poor performance and give the document to the assistant principal. The teacher or the assistant principal may refer the student to the MTSS team for intervention assistance. The school also offers a tutoring program, made through teacher referrals. Students scoring Level 1 on FSA Reading and/or math will also participate in intensive reading and math classes.

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	1	3	3	1	2	5	5	7	0	0	0	0	27
One or more suspensions	0	0	0	0	0	1	1	1	3	0	0	0	0	6
Course failure in ELA or Math	0	0	1	0	5	5	3	6	1	0	0	0	0	21
Level 1 on statewide assessment	0	0	0	7	9	5	8	6	6	0	0	0	0	41

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	3	5	5	4	6	5	0	0	0	0	28

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

Attendance is stressed at meetings with students throughout the year and with correspondence and meetings with parents. It is also discussed at IEP meetings and communicated to parents and students when coming through admissions and entering FSDB. It is published in the student handbook. The school policy requires a letter sent home for 5 unexcused absences, 10 unexcused absences, and 15 absences excused and unexcused. Students with 10 unexcused absences may have an IEP called to discuss the matter, and students with 15 absences (excused and unexcused) will have an IEP called to discuss the matter. 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.

Programs are in place to recognize positive behavior and hopefully decrease behaviors which may lead to suspension. Counseling is provided for students who exhibit behaviors where frequency could lead to suspension. There is a multi-tiered discipline structure which uses suspension from school as a last resort unless the infraction is so serious that it deserves immediate suspension.

Students who are failing, or in danger of failing ELA and Math classes are put into intensive reading and math classes to help deter failure in the class room. Tutoring is available to students in individual and small group sessions. Walk-in tutoring is made available to students two nights per week for most of the school year. Teachers invite students to come before or after school to receive additional one on one work.

The school employs MTSS RTI referrals for students indicating early warning signs. All BEMS students 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 resource teachers 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.

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 accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/646041>.

2. Description

A PIP has been uploaded for this school or district - see the link above.

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
Salamunovich, James	Other

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) James Salamunovich, Behavior
- i) Laura Pamer, Mental Health

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

Reading, Math and Behavior Specialists- Facilitate and support data collection activities; assist in data analysis, provide professional development and technical assistance to teachers regarding data driven instructional planning and behavior modification; and support the implementation of Tier1, Tier 2 and Tier 3 intervention plans.

The Social worker assists students and families in need as well as a number of other miscellaneous functions.

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

The educational diagnostician provides intervention.

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. 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 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.

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
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
James Salamunovich	Education Support Employee
Christie Boortz	Education Support Employee
Odaris Ortiz	Parent
Danielle Stanchi	Parent
Kelly Sanders	Parent
Landon Higginbotham	Student
Braeden Barry	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

Student and additional parent participants are pending.

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, Sub-SAC, and the Language Literacy Team.

The team reviews Achieve 3000 data, lexiles, MAPs data, and problem solves using the data provided.

Note: Other members on the team that were not available on the pull down menu: Meagan Lindberg (4th grade teacher), Karen Daniels (5th grade teacher). Michelle Garay (5th grade teacher), Linda Winkel (6-8 Science teacher), and Ms. Edith Stein (6-8 Social Studies teacher).

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, Sub-SAC, and the Language Literacy Team.

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

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

2. Continued Professional Development Opportunities. The school offers a variety of professional

development. Examples include: off/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. BEMS Mentoring Program is currently being reevaluated for maximum benefit for the staff involved.

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 daily 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 MAP testing, 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 and middle school students are referred to tutoring by themselves, their teachers or their parents. They are assigned a tutor based on availability and student need. The student meets with the tutor at least once per week. Elementary students receive tutoring in the following areas: computer/typing, 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 any 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 and 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 Chess Club for students in grades 4-12 will begin in the 2018-2019 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 2017/2018. 80% 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.** 75% of the students in grades 3-8 participating in the Achieve3000 Program will increase their overall lexile by 65 points. 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 2017/2018. 80% of students enrolled will attend school for at least 90% of the allotted school days. 1a

G100764

Targets Supported 1b

Indicator	Annual Target
Attendance Below 90%	80.0

Targeted Barriers to Achieving the Goal 3

- Since FSDDB is largely residential, absent students may miss up to 5 days in a row due to not being able to be transported to school during the middle of the week.

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 8/13/2018 to 5/31/2019

Evidence of Completion

Attendance reports in Skyward

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

G100765

Targets Supported 1b

Indicator	Annual Target
Math Gains District Assessment	70.0

Targeted Barriers to Achieving the Goal 3

- Students may struggle with concepts and possess varying levels of abilities

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

Quarterly, from 8/13/2018 to 5/31/2019

Evidence of Completion

Shared teacher data

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

G100766

Targets Supported 1b

Indicator	Annual Target
ELA Achievement District Assessment	70.0

Targeted Barriers to Achieving the Goal 3

- Students with varying levels of reading may struggle in testing format.

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 8/13/2018 to 5/31/2019

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

G100767

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
- Math concepts are difficult to grasp for visually impaired students

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 8/13/2018 to 5/31/2019

Evidence of Completion

Collected and reviewed RIT scores from MAPS assessment

G5. 75% of the students in grades 3-8 participating in the Achieve3000 Program will increase their overall lexile by 65 points. Teachers will conference and provide feedback to students regarding their comprehension. 1a

G100768

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains District Assessment	65.0

Targeted Barriers to Achieving the Goal 3

- Students may have to type responses, and some students have typing skills in need of improvement.

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 8/13/2018 to 5/31/2019

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

G1. Student attendance will improve from 2017/2018. 80% of students enrolled will attend school for at least 90% of the allotted school days. **1**

 G100764

G1.B1 Since FSDB is largely residential, absent students may miss up to 5 days in a row due to not being able to be transported to school during the middle of the week. **2**

 B271801

G1.B1.S1 Phone call to parent to inquire about absence(s) **4**

 S287774

Strategy Rationale

Verify child's illness or reason for absence

Action Step 1 **5**

The secretary will phone the parent or guardian.

Person Responsible

Vanessa Gonzalez

Schedule

On 5/31/2019

Evidence of Completion

Ms. Gonzalez keeps a phone log.

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

The AP will make monthly checks of the phone log.

Person Responsible

James Della Penna

Schedule

Monthly, from 8/13/2018 to 5/31/2019

Evidence of Completion

The actual phone log, after being checked, will be noted on the AP's calendar.

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

Reminders will be included on AP's calendar to check phone logs.

Person Responsible

James Della Penna

Schedule

Monthly, from 8/13/2018 to 5/31/2019

Evidence of Completion

Physical checks will be verified on AP's calendar.

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

G100765

G2.B1 Students may struggle with concepts and possess varying levels of abilities 2

B271802

G2.B1.S1 Many visually impaired student are unable to grasp math concepts, often depending on whether they were born blind, gradually lost their vision, or abruptly lost their vision. 4

S287775

Strategy Rationale

Since students enter FSDB at different ages and from different schools, their abilities and math concepts vary or are absent.

Action Step 1 5

Students are assigned a regular math class and an intensive math class. (This helps narrow learning gaps.)

Person Responsible

James Della Penna

Schedule

On 5/31/2019

Evidence of Completion

The student's schedule will reflect his/her enrollment in the appropriate math classes.

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

Progress reports, report card grades, and FSA results will reflect students' grasp of the concepts and abilities.

Person Responsible

James Della Penna

Schedule

Quarterly, from 8/13/2018 to 5/31/2019

Evidence of Completion

The actual printed test results and report card grades will show evidence that the placements were effective.

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

Math teachers will demonstrate during observations that differentiation helps students of varying levels of ability.

Person Responsible

James Della Penna

Schedule

Semiannually, from 8/13/2018 to 5/31/2019

Evidence of Completion

Observation reports are generated by the Assistant Principal.

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

G100766

G3.B1 Students with varying levels of reading may struggle in testing format. 2

B271803

G3.B1.S1 Students learning braille, or those using large print, struggle to read testing passages. 4

S287776

Strategy Rationale

Students come to FSDDB from schools where there was the absence of sufficiently trained personnel, or the person assigned to help the students actually did the students' work.

Action Step 1 5

Students will have push-in or pull-out services and intensive reading to improve their reading.

Person Responsible

James Della Penna

Schedule

Daily, from 8/13/2018 to 5/31/2019

Evidence of Completion

Observations will be conducted regularly to verify services are being delivered.

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

Walkthrough and formal observations will occur regularly.

Person Responsible

James Della Penna

Schedule

Biweekly, from 8/13/2018 to 5/31/2019

Evidence of Completion

Walkthrough checklists and narrative observation notes will verify teachers' implementation.

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

Teacher meetings to discuss observations and strategy implementation will occur as necessary.

Person Responsible

James Della Penna

Schedule

Weekly, from 8/13/2018 to 5/31/2019

Evidence of Completion

The observation documents will delineate what was observed by the Assistant Principal.

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

G100767

G4.B1 Portions of math are visual in nature 2

B271804

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

S287777

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 8/13/2018 to 5/31/2019

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 8/13/2018 to 5/31/2019

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 8/13/2018 to 5/31/2019

Evidence of Completion

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

G4.B1.S2 Students will participate in additional intensive math classes to help master curriculum content by targeting specific deficits in skills and understanding. 4

 S287778

Strategy Rationale

More time in intensive math classes will boost learning deficits.

Action Step 1 5

Additional time and practice in intensive math should ensure growth at the students' current levels.

Person Responsible

James Della Penna

Schedule

Weekly, from 8/13/2018 to 5/31/2019

Evidence of Completion

Lesson plans are checked weekly.

Plan to Monitor Fidelity of Implementation of G4.B1.S2 6

Observations of teachers, and support from the Math Specialist, will help monitor the fidelity.

Person Responsible

James Della Penna

Schedule

Quarterly, from 8/13/2018 to 5/31/2019

Evidence of Completion

Observation checklists and other formal observations shared with teachers will provide evidence.

Plan to Monitor Effectiveness of Implementation of G4.B1.S2 7

The Math Specialist will provide support.

Person Responsible

James Della Penna

Schedule

Quarterly, from 8/13/2018 to 5/31/2019

Evidence of Completion

Dates of offered support will appear on the Assistant Principal's calendar.

G4.B1.S3 Locate alternative instruments that measure students' math growth. 4

S287779

Strategy Rationale

Current MFAS instrument is not adequate.

Action Step 1 5

Students will practice and be exposed to tactile methods.

Person Responsible

James Della Penna

Schedule

Weekly, from 8/13/2018 to 5/31/2019

Evidence of Completion

The Assistant Principal will see evidence in lesson plans.

Plan to Monitor Fidelity of Implementation of G4.B1.S3 6

Frequent walkthrough observations will be conducted.

Person Responsible

James Della Penna

Schedule

Weekly, from 8/13/2018 to 5/31/2019

Evidence of Completion

The actual walkthrough checklist with comments will provide evidence.

Plan to Monitor Effectiveness of Implementation of G4.B1.S3 7

Lesson plans will be checked.

Person Responsible

James Della Penna

Schedule

Weekly, from 8/13/2018 to 5/31/2019

Evidence of Completion

The lesson plans will provide evidence as well as student products.

G4.B2 Math concepts are difficult to grasp for visually impaired students 2

 B271805

G4.B2.S1 Tactile graphic lessons 4

 S287780

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 8/13/2018 to 5/31/2019

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

On 5/31/2019

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

On 5/31/2019

Evidence of Completion

Lesson Plans

G4.B2.S2 Graphs are explained auditorily for some students **4**

 S287781

Strategy Rationale

Some students need more tactile support

Action Step 1 **5**

Students will receive tactile reading instruction using graphs.

Person Responsible

Kathy Michaelson

Schedule

Biweekly, from 8/13/2018 to 5/31/2019

Evidence of Completion

Lesson plans will delineate the instruction.

Plan to Monitor Fidelity of Implementation of G4.B2.S2 **6**

Lesson Plans will be collected and checked regularly.

Person Responsible

James Della Penna

Schedule

Weekly, from 8/13/2018 to 5/31/2019

Evidence of Completion

Student products will be examined.

Plan to Monitor Effectiveness of Implementation of G4.B2.S2 7

Students are provided sample graphs to practice analyzing data; students are taught to create tactile graphs.

Person Responsible

Kathy Michaelson

Schedule

Monthly, from 8/13/2018 to 5/31/2019

Evidence of Completion

Student products as well as improved grades will serve as indicators.

G5. 75% of the students in grades 3-8 participating in the Achieve3000 Program will increase their overall lexile by 65 points. Teachers will conference and provide feedback to students regarding their comprehension.

1

G100768

G5.B1 Students may have to type responses, and some students have typing skills in need of improvement. 2

B271806

G5.B1.S1 Students have technology classes throughout the school year. 4

S287782

Strategy Rationale

Students will build capacity and confidence with technology if they are able to practice all during the school year.

Action Step 1 5

Technology classes and assistance are offered throughout the school year.

Person Responsible

James Della Penna

Schedule

Weekly, from 8/13/2018 to 5/31/2019

Evidence of Completion

Lesson plans are collected and checked weekly.

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

There will be regular observations and grades will be assigned to students.

Person Responsible

James Della Penna

Schedule

Monthly, from 8/13/2018 to 5/31/2019

Evidence of Completion

Lesson plans are collected weekly and grades are monitored.

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

Walkthrough and formal observations will be conducted.

Person Responsible

James Della Penna

Schedule

Quarterly, from 8/13/2018 to 5/31/2019

Evidence of Completion

Observation notes and checklists will be shared with the teacher(s).

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	G1.B1.S1.A1	The secretary will phone the parent or guardian.	\$0.00
2	G2.B1.S1.A1	Students are assigned a regular math class and an intensive math class. (This helps narrow learning gaps.)	\$0.00
3	G3.B1.S1.A1	Students will have push-in or pull-out services and intensive reading to improve their reading.	\$0.00
4	G4.B1.S1.A1	Daily Intensive Math lessons	\$0.00
5	G4.B1.S2.A1	Additional time and practice in intensive math should ensure growth at the students' current levels.	\$0.00
6	G4.B1.S3.A1	Students will practice and be exposed to tactile methods.	\$0.00
7	G4.B2.S1.A1	Tactile Graphics Lessons	\$0.00
8	G4.B2.S2.A1	Students will receive tactile reading instruction using graphs.	\$0.00
9	G5.B1.S1.A1	Technology classes and assistance are offered throughout the school year.	\$0.00
Total:			\$0.00

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2019					
G1.MA1 M426781	Student attendance over time	Della Penna, James	8/13/2018	Attendance reports in Skyward	5/31/2019 quarterly
G2.MA1 M426784	Student work samples, assessment data, and report card grades.	Della Penna, James	8/13/2018	Shared teacher data	5/31/2019 quarterly
G3.MA1 M426787	Monthly Lexile data, MAPs data, report card grades	Della Penna, James	8/13/2018	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.	5/31/2019 monthly
G4.MA1 M426798	MAP data is collected and reviewed 3 times during the school year.	Della Penna, James	8/13/2018	Collected and reviewed RIT scores from MAPS assessment	5/31/2019 triannually
G5.MA1 M426801	Monthly checking of students' Lexile progress.	Della Penna, James	8/13/2018	Teacher submits scores for inspection monthly.	5/31/2019 monthly
G1.B1.S1.MA1 M426779	Reminders will be included on AP's calendar to check phone logs.	Della Penna, James	8/13/2018	Physical checks will be verified on AP's calendar.	5/31/2019 monthly
G1.B1.S1.MA1 M426780	The AP will make monthly checks of the phone log.	Della Penna, James	8/13/2018	The actual phone log, after being checked, will be noted on the AP's calendar.	5/31/2019 monthly
G1.B1.S1.A1 A390317	The secretary will phone the parent or guardian.	Gonzalez, Vanessa	8/13/2018	Ms. Gonzalez keeps a phone log.	5/31/2019 one-time
G2.B1.S1.MA1 M426782	Math teachers will demonstrate during observations that differentiation helps students of varying...	Della Penna, James	8/13/2018	Observation reports are generated by the Assistant Principal.	5/31/2019 semiannually
G2.B1.S1.MA1 M426783	Progress reports, report card grades, and FSA results will reflect students' grasp of the concepts...	Della Penna, James	8/13/2018	The actual printed test results and report card grades will show evidence that the placements were effective.	5/31/2019 quarterly
G2.B1.S1.A1 A390318	Students are assigned a regular math class and an intensive math class. (This helps narrow learning...	Della Penna, James	8/13/2018	The student's schedule will reflect his/her enrollment in the appropriate math classes.	5/31/2019 one-time
G3.B1.S1.MA1 M426785	Teacher meetings to discuss observations and strategy implementation will occur as necessary.	Della Penna, James	8/13/2018	The observation documents will delineate what was observed by the Assistant Principal.	5/31/2019 weekly
G3.B1.S1.MA1 M426786	Walkthrough and formal observations will occur regularly.	Della Penna, James	8/13/2018	Walkthrough checklists and narrative observation notes will verify teachers' implementation.	5/31/2019 biweekly
G3.B1.S1.A1 A390319	Students will have push-in or pull-out services and intensive reading to improve their reading.	Della Penna, James	8/13/2018	Observations will be conducted regularly to verify services are being delivered.	5/31/2019 daily
G4.B1.S1.MA1 M426788	MAPS assessment RIT scores will increase over the course of the school year.	Della Penna, James	8/13/2018	Teachers submit lesson plans weekly, and MAPS progress is monitored during the school year.	5/31/2019 triannually
G4.B1.S1.MA1 M426789	Teachers Maintain Progress in Their Gradebook	Della Penna, James	8/13/2018	Teachers post student progress in their gradebooks	5/31/2019 weekly
G4.B1.S1.A1 A390320	Daily Intensive Math lessons	Della Penna, James	8/13/2018	Student Products	5/31/2019 daily
G4.B2.S1.MA1 M426794	Lessons Planned with the Braille Specialist	Michaelson, Kathy	8/13/2018	Lesson Plans	5/31/2019 one-time
G4.B2.S1.MA1 M426795	Teachers will consult with Braille specialists for lesson times	Della Penna, James	8/13/2018	Teachers schedule with specialist and put it in the lesson plans	5/31/2019 one-time
G4.B2.S1.A1 A390323	Tactile Graphics Lessons	Della Penna, James	8/13/2018	Lesson Plans	5/31/2019 monthly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G5.B1.S1.MA1 M426799	Walkthrough and formal observations will be conducted.	Della Penna, James	8/13/2018	Observation notes and checklists will be shared with the teacher(s).	5/31/2019 quarterly
G5.B1.S1.MA1 M426800	There will be regular observations and grades will be assigned to students.	Della Penna, James	8/13/2018	Lesson plans are collected weekly and grades are monitored.	5/31/2019 monthly
G5.B1.S1.A1 A390325	Technology classes and assistance are offered throughout the school year.	Della Penna, James	8/13/2018	Lesson plans are collected and checked weekly.	5/31/2019 weekly
G4.B1.S2.MA1 M426790	The Math Specialist will provide support.	Della Penna, James	8/13/2018	Dates of offered support will appear on the Assistant Principal's calendar.	5/31/2019 quarterly
G4.B1.S2.MA1 M426791	Observations of teachers, and support from the Math Specialist, will help monitor the fidelity.	Della Penna, James	8/13/2018	Observation checklists and other formal observations shared with teachers will provide evidence.	5/31/2019 quarterly
G4.B1.S2.A1 A390321	Additional time and practice in intensive math should ensure growth at the students' current levels.	Della Penna, James	8/13/2018	Lesson plans are checked weekly.	5/31/2019 weekly
G4.B2.S2.MA1 M426796	Students are provided sample graphs to practice analyzing data; students are taught to create...	Michaelson, Kathy	8/13/2018	Student products as well as improved grades will serve as indicators.	5/31/2019 monthly
G4.B2.S2.MA1 M426797	Lesson Plans will be collected and checked regularly.	Della Penna, James	8/13/2018	Student products will be examined.	5/31/2019 weekly
G4.B2.S2.A1 A390324	Students will receive tactile reading instruction using graphs.	Michaelson, Kathy	8/13/2018	Lesson plans will delineate the instruction.	5/31/2019 biweekly
G4.B1.S3.MA1 M426792	Lesson plans will be checked.	Della Penna, James	8/13/2018	The lesson plans will provide evidence as well as student products.	5/31/2019 weekly
G4.B1.S3.MA1 M426793	Frequent walkthrough observations will be conducted.	Della Penna, James	8/13/2018	The actual walkthrough checklist with comments will provide evidence.	5/31/2019 weekly
G4.B1.S3.A1 A390322	Students will practice and be exposed to tactile methods.	Della Penna, James	8/13/2018	The Assistant Principal will see evidence in lesson plans.	5/31/2019 weekly