

## 2013-2014 SCHOOL IMPROVEMENT PLAN

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Deaf Middle School (Fsdb)  
207 SAN MARCO AVE  
St Augustine, FL 32084  
904-827-2500

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### School Demographics

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

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### School Grades History

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### SIP Authority and Template

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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.

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## Purpose and Outline of the SIP

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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

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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

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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

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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

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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

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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**

Deaf Middle School (FsdB)

**Principal**

Rebecca Hilding

**School Advisory Council chair**

Scott Trejbal

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

Name	Title
Martin Price	Assistant Principal
Kathy Pyle	Reading Specialist
Sue Clark	Math Specialist
Cally Traetto	Teacher
Robin Harwell	Educational Diagnostician

**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**

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. The Deaf Middle School sub-SAC includes the Assistant Principal, Reading and Math Specialists, one of the Academic teachers, and a few parents.

**Involvement of the SAC in the development of the SIP**

The SAC and sub-SAC committee members provide feedback on various parts of this SIP

**Activities of the SAC for the upcoming school year**

Review data generated from various assessments  
 Provide feedback/suggestions/comments on any school processes and/or procedures  
 Meets quarterly

**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 SAC 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:**

**Rebecca Hilding**

Principal

Years as Administrator: 24

Years at Current School: 4

**Credentials**

Degrees  
 M.S. – Deaf Education;  
 B.A. – Elementary Education  
 Certifications  
 Educational Leadership (All Levels);  
 Hearing Impaired (Grades K-12);  
 Exceptional Student Education (Grades K-12); Elementary  
 Education (Grades K-6)

**Performance Record**

Percent of Deaf Middle School Students Showing an Increase in  
 FCAT Reading Developmental Scale Scores  
 2012-2013: 67%  
 2011-2012: 73%  
 2010-2011: 62%  
 2009-2010: 70%  
 Percent of Deaf Middle School Students Showing an Increase in  
 FCAT Math Developmental Scale Scores  
 2012-2013: 65%  
 2011-2012: 79%  
 2010-2011: 82%  
 2009-2010: 93%

**Martin Price**

Asst Principal	Years as Administrator: 8	Years at Current School: 19
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**Credentials**

Degrees  
 Ed. S – Special Education  
 M.S. – Deaf Education;  
 B.A. – Mathematics and Political Science  
 A.S. – Computational Mathematics

Certifications  
 Educational Leadership (All Levels);  
 Hearing Impaired (Grades K-12);  
 Mathematics (Grades 6-12)

**Performance Record**

Percent of Deaf Middle School Students Showing an Increase in FCAT Reading Developmental Scale Scores  
 2012-2013: 67%  
 2011-2012: 73%  
 2010-2011: 62%

Percent of Deaf Middle School Students Showing an Increase in FCAT Math Developmental Scale Scores  
 2012-2013: 65%  
 2011-2012: 79%  
 2010-2011: 82%

**Instructional Coaches**

**# of instructional coaches**

2

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Instructional Coach Information:**

<b>Kathy Pyle</b>		
Full-time / School-based	Years as Coach: 9	Years at Current School: 26
<b>Areas</b>	Reading/Literacy	
<b>Credentials</b>	Degrees B.A. – Interdisciplinary Social Science; M. Ed. – Deaf Education Certifications Elementary Education (Grades 1-6); Hearing Impaired (Grades K-12); Reading Endorsement; ESOL Endorsement; National Board Certified	
<b>Performance Record</b>	Percent of Deaf Middle School Students Showing an Increase in FCAT Reading Developmental Scale Scores 2012-2013: 67% 2011-2012: 73% 2010-2011: 62% 2009-2010: 70% 2008-2009: 79% 2007-2008: 70% 2006-2007: 70% 2005-2006: 81% 2004-2005: 77%	



<b>Sue Clark</b>		
<b>Full-time / District-based</b>	<b>Years as Coach: 8</b>	<b>Years at Current School: 30</b>
<b>Areas</b>	Mathematics	
<b>Credentials</b>	Degrees B.A. – Deaf and Elementary Education; M. Ed. – Secondary Education Certifications Mathematics (Grades 5-9); Elementary Education (Grades 1-6); Hearing Impaired (Grades K-12); ESOL Endorsement; National Board Certified	
<b>Performance Record</b>	7 Percent of Deaf Middle School Students Showing an Increase in FCAT Mathematics Developmental Scale Scores 2012-2013: 65% 2011-2012: 79% 2010-2011: 82% 2009-2010: 93% 2008-2009: 72% 2007-2008: 71% 2006-2007: 72% 2005-2006: 72%	

**Classroom Teachers**

<b># of classroom teachers</b>	15
<b># receiving effective rating or higher</b>	15, 100%
<b># Highly Qualified Teachers</b>	100%
<b># certified in-field</b>	15, 100%
<b># ESOL endorsed</b>	14, 93%
<b># reading endorsed</b>	7, 47%
<b># with advanced degrees</b>	9, 60%
<b># National Board Certified</b>	2, 13%
<b># first-year teachers</b>	0, 0%

**# with 1-5 years of experience**

3, 20%

**# with 6-14 years of experience**

7, 47%

**# with 15 or more years of experience**

5, 33%

**Education Paraprofessionals**

**# of paraprofessionals**

3

**# Highly Qualified**

3, 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**

Description of Strategy/Person Responsible

1. Teachers have the opportunity to participate in the decision-making process via curriculum teams. Director of Curriculum and Staff Development
2. Teachers are encouraged to attend state and national conferences. Assistant Principal
3. Teachers are provided resources and support when attending or presenting at conferences. Director of Curriculum and Staff Development
4. Tuition waivers are available for staff participating in additional coursework at state colleges and at a local private college. Director of Human Resources

**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**

We do not have any first year teachers this year.

**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**

Any time students are not performing well, academically and/or behaviorally, their names are brought up in weekly MTSS meetings to discuss possible causes as well as to develop intervention strategies. There is always a follow up on each student from the week before to ensure that implementation strategies are working and if it is not, there are further discussions on how to fine tune it. There is a strong relationship between the work of the MTSS Leadership Team and the School Improvement Plan as it seeks to achieve student achievement in all areas.

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

Team leader: Martin Price, Assistant Principal. He leads the MTSS Team by providing directions and sets up a systemic process where names referred to team are discussed in terms of their academic and/or behavioral difficulties along with appropriate interventions. Team members include: Dee Stoddard, Social Worker; Robin Harwell, Educational Diagnostician; Ted Lombardo, Psychologist; Marilyn Miller, Behavior Specialist; Kerry Semenuk, Assistant Director of Student Life; Teresa Morgan, Girls Boarding Program Supervisor; Sarah Tait, Boys Boarding Program Supervisor; and Rebecca Hilding, Principal. Other staff who are often invited to MTSS meetings: Teachers, Health Care Center personnel, and others. Each of the team members provide insights as well as their expertise related to their positions. They also bring to the team information regarding the students being referred as well as a list of possible interventions that are considered in terms of their effectiveness and values.

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

Skyward, an online electronic tool, with its attendant software tailored specifically for MTSS/RTI, will be used extensively this year.

### **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**

Data from classroom teachers, various assessments including district and state test results, midterm progress reports and report cards along with minor and major behavior reports with its attendant intervention strategies are brought to the Team for discussions.

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

Training on the use of Skyward for all school personnel will occur at the beginning of the school year. The software program has features that enable the staff to communicate with the parents on different problem solving interventions and applications and at the same time be recorded so that there is no redundancy.

## **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:** 5,000

Students will have homework assistance twice a week after school as well as teacher or parent referred tutoring in areas of academic needs

**Strategy Purpose(s)**

- Instruction in core academic subjects

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

Student scores on assessments and progress monitoring reports

**Who is responsible for monitoring implementation of this strategy?**

Tutors and Tutoring Coordinator

**Literacy Leadership Team (LLT)**

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

<b>Name</b>	<b>Title</b>
Martin Price	Assistant Principal
Kathy Pyle	Reading Specialist
Corey Mahon	Reading and Language Arts Teacher
Kristin Ocasio	Reading and Language Arts Teacher
Karen Newton	Reading and Language Arts Teacher
Cally Traetto	Reading and Language Arts Teacher
Jessica Dalton	Reading Teacher
Maria Williams	Reading Teacher

**How the school-based LLT functions**

The LLT will meet monthly to discuss current literacy issues/needs/opportunities in Deaf Middle School. The Assistant Principal will facilitate the meetings with the assistance of the Reading Specialist based on a shared, predetermined agenda via their monthly meetings; one of the Teachers will serve as note-taker; the other teachers will represent their grade level teams in sharing concerns and opportunities for positive change.

**Major initiatives of the LLT**

- 1) Continue to help the department celebrate literacy via Reading Counts, 100 Book Challenge, Author Visits, Florida Literacy Week, and Poetry Walk.
- 2) Strengthen the IRLA tool through effective use in all grade levels
- 3) Incorporate 100 Book Challenge program in other content areas with emphasis on reading conferencing.
- 4) Incorporate CCS literacy standards in all content areas

**Every Teacher Contributes to Reading Instruction**

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

Content Area Teachers will be trained on close reading strategies by the Reading Specialist at the beginning of the year along with tracking procedures.

Lesson plans will contain names of students who are assigned to reading conferences with the teacher on a weekly basis.

Content area team meetings will have the reading specialist review strategies for reading with their students in their lesson plans. The assistant principal will review the lesson plans on a weekly basis.

## 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	22%	5%	No	30%
American Indian				
Asian				
Black/African American	20%	0%	No	28%
Hispanic	22%	6%	No	30%
White	23%	8%	No	31%
English language learners				
Students with disabilities	23%	5%	No	31%
Economically disadvantaged	22%	5%	No	30%

#### 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>	5%
Students scoring at or above Achievement Level 4		<i>[data excluded for privacy reasons]</i>	2%

#### 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>	100%

#### Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	45	67%	80%
Students in lowest 25% making learning gains (FCAT 2.0)	42	53%	70%

**Comprehensive English Language Learning Assessment (CELLA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	[data excluded for privacy reasons]		
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	[data excluded for privacy reasons]		
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	[data excluded for privacy reasons]		

**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]		10%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	[data excluded for privacy reasons]		100%

**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	24%	8%	No	32%
American Indian				
Asian				
Black/African American	23%	0%	No	31%
Hispanic	22%	6%	No	30%
White	26%	10%	No	33%
English language learners				
Students with disabilities	26%	8%	No	33%
Economically disadvantaged	24%	8%	No	32%

**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]		10%
Students scoring at or above Achievement Level 4	[data excluded for privacy reasons]		8%

**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	44	65%	80%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	38	51%	75%

**Area 4: Science**

**Middle 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]		6%
Students scoring at or above Achievement Level 4	[data excluded for privacy reasons]		3%

**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)	82		100
Participation in STEM-related experiences provided for students	82	100%	100%

**Area 6: Career and Technical Education (CTE)**

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	85	100%	100%
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses	0		
Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses		0%	0%
Students taking CTE industry certification exams	0	0%	0%
Passing rate (%) for students who take CTE industry certification exams		0%	0%
<b>CTE program concentrators</b>			
CTE teachers holding appropriate industry certifications	1	16%	16%

**Area 8: Early Warning Systems**

**Middle School Indicators**

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	0	0%	0%
Students who fail a mathematics course	1	1%	0%
Students who fail an English Language Arts course	0	0%	0%
Students who fail two or more courses in any subject	1	1%	0%
Students who receive two or more behavior referrals	26	31%	20%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	4	5%	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**

On the annual climate survey for parents regarding FSDb, we will maintain a score of 98% on the overall parent satisfaction of their child attending school.

**Specific Parental Involvement Targets**

Target	2013 Actual #	2013 Actual %	2014 Target %
Maintain a score of 98% or better for overall parent satisfaction	49	98%	98%

**Area 10: Additional Targets**

**Additional targets for the school**

**Specific Additional Targets**

Target	2013 Actual #	2013 Actual %	2014 Target %
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## Goals Summary

- G1.** To increase the amount and effectiveness of the reading program here in Deaf Middle School using the 100 Book Challenge program and materials.
- G2.** To increase mathematics achievement levels, SuccessMaker will be used as an intervention tool on a weekly basis in mathematics classrooms.
- G3.** To improve math scores on the FCAT Mathematics assessment at all grade levels
- G4.** To improve student writing skills by the time they take the FCAT Writing Test in 8th grade.
- G5.** To improve reading scores on various assessment tools, TeenBiz3000 online computer software program will be utilized extensively along with its data analysis tools to monitor student progress.

## Goals Detail

**G1.** To increase the amount and effectiveness of the reading program here in Deaf Middle School using the 100 Book Challenge program and materials.

### **Targets Supported**

- All Areas
- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration, High School, High School AMO's, High School FAA, High School FAA, High School Postsecondary Readiness)
- Algebra 1 EOC
- Geometry EOC
- Social Studies
- U.S. History EOC
- Civics EOC
- Science
- Science - Elementary School
- Science - Middle School
- Science - High School
- Science - Biology 1 EOC
- STEM
- STEM - All Levels
- STEM - High School
- CTE
- Parental Involvement
- EWS
- EWS - Elementary School
- EWS - Middle School
- EWS - High School
- EWS - Graduation
- Additional Targets

### **Resources Available to Support the Goal**

- Tangibles: Reading Specialist, 100 Book Challenge program and materials, Leveled book baskets, Reward systems in place (wristbands and dog tags), Program handbooks Intangibles: school wide goal of # lines read, positive and supportive attitudes of reading teachers, results of many meetings of Literacy Leadership Team along with trainings from Dr. Emily Brown on the Action 100 program in previous year

**Targeted Barriers to Achieving the Goal**

- Students have a difficult time completing their independent reading assignments outside of their reading courses.

**Plan to Monitor Progress Toward the Goal**

Increase in reading levels among students, assessment results that show growth and increase in Scholastic Reading Counts! (SRC) points earned by students

**Person or Persons Responsible**

Reading Specialist and Assistant Principal

**Target Dates or Schedule:**

Ongoing

**Evidence of Completion:**

Running records of students in IRLA, results from various assessment instruments, and computer printed results of SRC reports

**G2.** To increase mathematics achievement levels, SuccessMaker will be used as an intervention tool on a weekly basis in mathematics classrooms.

**Targets Supported**

- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration, High School, High School AMO's, High School FAA, High School FAA, High School Postsecondary Readiness)
- Algebra 1 EOC
- Geometry EOC

**Resources Available to Support the Goal**

- SuccessMaker is an online tool to provide intervention for struggling students.

**Targeted Barriers to Achieving the Goal**

- Students often have gaps in their mathematics concepts due to a variety of learning environments and the nature of their disability.

**Plan to Monitor Progress Toward the Goal**

Monitor student and teacher usage

**Person or Persons Responsible**

Assistant Principal

**Target Dates or Schedule:**

Monthly

**Evidence of Completion:**

Monthly progress reports

**G3. To improve math scores on the FCAT Mathematics assessment at all grade levels****Targets Supported**

- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration, High School, High School AMO's, High School FAA, High School FAA, High School Postsecondary Readiness)
- Algebra 1 EOC
- Geometry EOC

**Resources Available to Support the Goal**

- Math Specialist and Common Core State Standards

**Targeted Barriers to Achieving the Goal**

- Minimal understanding of the Common Core State Standards in terms of mathematical progression of concepts

**Plan to Monitor Progress Toward the Goal**

Review of data from Successmaker and FCAT

**Person or Persons Responsible**

Math Specialist and Assistant Principal

**Target Dates or Schedule:**

Monthly

**Evidence of Completion:**

Data analysis

**G4. To improve student writing skills by the time they take the FCAT Writing Test in 8th grade.****Targets Supported**

- Writing

**Resources Available to Support the Goal**

- Tangibles: Reading Specialist, 6+1 Trait Writing Model of Instruction and Assessment information and materials, Writing in the Common Core standards, and Intangibles:

**Targeted Barriers to Achieving the Goal**

- Because of student's hearing impairments, they do not have enough experience in making word choices and much less recognizing sentence fluency when writing sentences, paragraphs and/or essays. The biggest barrier is understanding conventions that are used in writing.

**Plan to Monitor Progress Toward the Goal**

Review FCAT Writing data and determine areas of improvement over the previous year's FCAT Writing results

**Person or Persons Responsible**

Assistant Principal

**Target Dates or Schedule:**

After FCAT Writing results come back

**Evidence of Completion:**

Worksheets completed on data analysis

**G5.** To improve reading scores on various assessment tools, TeenBiz3000 online computer software program will be utilized extensively along with its data analysis tools to monitor student progress.

**Targets Supported**

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)

**Resources Available to Support the Goal**

- Tangibles: Reading Specialists, TeenBiz3000 Computer Software Program, Data Analyst, access to computers, both in school and in the dorms, and highly qualified reading teachers. Intangibles: program used well in the past, increasing evidence of support for the program, consistent expectations for number of activities completed monthly.

**Targeted Barriers to Achieving the Goal**

- Intensive training needed for teachers to make good use of data garnered from the software program

**Plan to Monitor Progress Toward the Goal**

Level Set scores

**Person or Persons Responsible**

Assistant Principal

**Target Dates or Schedule:**

Mid and end of year

**Evidence of Completion:**

Level Set reports

## Action Plan for Improvement

### Problem Solving Key

**G** = Goal

**B** = Barrier

**S** = Strategy

**G1.** To increase the amount and effectiveness of the reading program here in Deaf Middle School using the 100 Book Challenge program and materials.

**G1.B1** Students have a difficult time completing their independent reading assignments outside of their reading courses.

**G1.B1.S1** Reading Specialist will do a workshop on reading conferences with all teachers.

#### **Action Step 1**

Identify time and place for Reading Specialist to do workshop on reading conferences with all of the teachers

#### **Person or Persons Responsible**

Assistant Principal and Director of Curriculum and Staff Development

#### **Target Dates or Schedule**

During pre-planning week if possible

#### **Evidence of Completion**

Documented on training schedule

#### **Facilitator:**

Reading Specialist

#### **Participants:**

All classroom teachers

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

Effective and research-based reading conferences tips and ideas to be incorporated in the workshop

#### **Person or Persons Responsible**

Reading Specialist

#### **Target Dates or Schedule**

ongoing

#### **Evidence of Completion**

Workshop handouts



### **Plan to Monitor Effectiveness of G1.B1.S1**

Visits to classrooms to observe teachers doing reading conferences as well as modeling by Reading Specialist and Assistant Principal on effective reading conferencing

#### **Person or Persons Responsible**

Reading Specialist and Assistant Principals

#### **Target Dates or Schedule**

Ongoing

#### **Evidence of Completion**

Reading logs with lines marked with highlighters that indicate when conferencing has happened

**G2.** To increase mathematics achievement levels, SuccessMaker will be used as an intervention tool on a weekly basis in mathematics classrooms.

**G2.B1** Students often have gaps in their mathematics concepts due to a variety of learning environments and the nature of their disability.

**G2.B1.S1** Gaps and weak areas will be targeted through students' progress on the SuccessMaker, an online computer software program that is research-based and tied to Common Core and Next Generation Sunshine State Standards.

#### **Action Step 1**

Students will use SuccessMaker for at least 45 minutes per week.

#### **Person or Persons Responsible**

Math Classroom Teachers

#### **Target Dates or Schedule**

3 times per week

#### **Evidence of Completion**

Monthly AP monitoring logs

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

The cumulative performance reports will be reviewed monthly

**Person or Persons Responsible**

Assistant Principal, Math Specialist and Progress Monitoring Analyst

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Monthly printouts to determine whether the targets have been met.

### **Plan to Monitor Effectiveness of G2.B1.S1**

Review Data on individual progress using cumulative performance reports to determine gains.

**Person or Persons Responsible**

Assistant Principal and Math Specialist

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Individual student reports

**G3.** To improve math scores on the FCAT Mathematics assessment at all grade levels

**G3.B1** Minimal understanding of the Common Core State Standards in terms of mathematical progression of concepts

**G3.B1.S1** Workshop geared towards the study of vertical progressions of the CCSS to understand mathematical progression of concepts connected to various grade levels.

**Action Step 1**

Setting up dates and times for various topics related to the strategy

**Person or Persons Responsible**

Math Specialist and Assistant Principal

**Target Dates or Schedule**

asap

**Evidence of Completion**

Schedule of workshops

**Facilitator:**

Math Specialist

**Participants:**

Mathematics Teachers

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

Review of agenda, minutes and handouts related to the strategy along with the discussions on the topics

**Person or Persons Responsible**

Director of Curriculum and Staff Development

**Target Dates or Schedule**

After each workshop session on various topics

**Evidence of Completion**

Minutes

### Plan to Monitor Effectiveness of G3.B1.S1

review of lesson plans, assessments and worksheets

#### Person or Persons Responsible

Assistant Principal

#### Target Dates or Schedule

weekly

#### Evidence of Completion

Checklist

**G4.** To improve student writing skills by the time they take the FCAT Writing Test in 8th grade.

**G4.B2** Because of student's hearing impairments, they do not have enough experience in making word choices and much less recognizing sentence fluency when writing sentences, paragraphs and/or essays. The biggest barrier is understanding conventions that are used in writing.

**G4.B2.S1** The reading specialist will give a workshop on writing in the Common Core using Ruth Culham's 6+1 Traits of Writing.

#### Action Step 1

Explore available resource and materials on writing in the Common Core and develop a workshop plan.

#### Person or Persons Responsible

Reading Specialist

#### Target Dates or Schedule

Fall of 2013

#### Evidence of Completion

Paperwork submitted to Director of Curriculum and Staff Development

#### Facilitator:

Reading Specialist

#### Participants:

Language Arts Teachers

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

Evidence in lesson plans, worksheets and assessment results.

#### **Person or Persons Responsible**

Assistant Principal

#### **Target Dates or Schedule**

After workshop training

#### **Evidence of Completion**

Written samples kept in student folders or portfolios

### **Plan to Monitor Effectiveness of G4.B2.S1**

Review data in school based server and writing samples.

#### **Person or Persons Responsible**

Literacy Leadership Team

#### **Target Dates or Schedule**

Monthly meeting in Spring of 2014

#### **Evidence of Completion**

Minutes of LLT meetings.

**G5.** To improve reading scores on various assessment tools, TeenBiz3000 online computer software program will be utilized extensively along with its data analysis tools to monitor student progress.

**G5.B1** Intensive training needed for teachers to make good use of data garnered from the software program

**G5.B1.S1** Professional Development workshop on use of data in TeenBiz3000 in correlation to Common Core Standards.

**Action Step 1**

Intensive training on using data from TeenBiz3000

**Person or Persons Responsible**

Reading Specialist

**Target Dates or Schedule**

ASAP

**Evidence of Completion**

Sign in Sheets.

**Facilitator:**

Department of Curriculum and Staff Development

**Participants:**

Reading Specialist, Reading Teachers and Assistant Principal

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

A brief summary of student progression on Common Core Standards / Teen Biz program.

**Person or Persons Responsible**

Reading Teachers

**Target Dates or Schedule**

End of Year

**Evidence of Completion**

Printed report from Teen Biz program.

## Plan to Monitor Effectiveness of G5.B1.S1

Discussion of data and student progress

### **Person or Persons Responsible**

Literacy Leadership Team

### **Target Dates or Schedule**

Monthly

### **Evidence of Completion**

Meeting minutes

## 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

Deaf Middle School has no migrant students.

#### Title I, Part D

Deaf Middle School 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

Deaf Middle School ESOL population was too small to merit this funding.

#### Title VI, Part B

Deaf Middle School does not qualify for this funding

#### Title X, Homeless

Our Program Coordinator of Homeless Students, Dr. Silke Parl Douglas, handles the compliance of policies



and procedures for taking care of our students who are classified as homeless.

#### Supplemental Academic Instruction (SAI)

There is a small amount of funds written into the Title I part A grant itself for tutoring for Title I students who do not have Free or Reduced Price lunch stats, or who attend a Title I school that does not have "School In Need of Improvement" stats- deaf middle school and blind elementary school. The Campus Tutoring Coordinator will coordinate all aspects of tutoring for these students, such as ensuring that they are placed with tutors according to their schedules, appropriate lessons are developed for the sessions, progress reporting to parents and the students' teachers occurs, and so on. The Campus Tutoring Coordinator may consult with the SES Coordinator or the Title I Coordinator occasionally if the need arises.

#### Violence Prevention Programs

The following programs are available campus wide at FSDB: Character Counts, Positive Behavior Support (PBS) Programs, DARE, Second Step Violence Prevention Counseling, and Social Skills Counseling.

#### Nutrition Programs

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, fundraising efforts, classroom rewards, and celebrations.

#### Housing Programs

Deaf Middle School does not offer housing programs.

#### Head Start

We do not offer a Head Start program because of the Early Learning Center housed on our campus which is a feeder school for Deaf Elementary School. The Deaf Elementary School, in turn, becomes our feeder school.

#### Adult Education

Deaf Middle school does not offer Adult Education classes. We offer supplementary parent classes for sign language.

#### Career and Technical Education

FSDB has a campus wide Career Development Program. The Deaf Middle School focuses on Career Awareness. All teachers report their career education activities to the Director of Workforce Development quarterly. All of the 7th graders take a semester long Career Education course.

#### Job Training

In the 7th grade, all students take a semester long career education course which includes a few job training opportunities such as making meals in the cafeteria under supervision, working with young deaf elementary school students as well as the recycling program. Both Deaf and Blind High Schools at FSDB offer a lot of job training opportunities.

## 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.*

**G1.** To increase the amount and effectiveness of the reading program here in Deaf Middle School using the 100 Book Challenge program and materials.

**G1.B1** Students have a difficult time completing their independent reading assignments outside of their reading courses.

**G1.B1.S1** Reading Specialist will do a workshop on reading conferences with all teachers.

### PD Opportunity 1

Identify time and place for Reading Specialist to do workshop on reading conferences with all of the teachers

#### Facilitator

Reading Specialist

#### Participants

All classroom teachers

#### Target Dates or Schedule

During pre-planning week if possible

#### Evidence of Completion

Documented on training schedule

**G3.** To improve math scores on the FCAT Mathematics assessment at all grade levels

**G3.B1** Minimal understanding of the Common Core State Standards in terms of mathematical progression of concepts

**G3.B1.S1** Workshop geared towards the study of vertical progressions of the CCSS to understand mathematical progression of concepts connected to various grade levels.

**PD Opportunity 1**

Setting up dates and times for various topics related to the strategy

**Facilitator**

Math Specialist

**Participants**

Mathematics Teachers

**Target Dates or Schedule**

asap

**Evidence of Completion**

Schedule of workshops

**G4.** To improve student writing skills by the time they take the FCAT Writing Test in 8th grade.

**G4.B2** Because of student's hearing impairments, they do not have enough experience in making word choices and much less recognizing sentence fluency when writing sentences, paragraphs and/or essays. The biggest barrier is understanding conventions that are used in writing.

**G4.B2.S1** The reading specialist will give a workshop on writing in the Common Core using Ruth Culham's 6+1 Traits of Writing.

**PD Opportunity 1**

Explore available resource and materials on writing in the Common Core and develop a workshop plan.

**Facilitator**

Reading Specialist

**Participants**

Language Arts Teachers

**Target Dates or Schedule**

Fall of 2013

**Evidence of Completion**

Paperwork submitted to Director of Curriculum and Staff Development

**G5.** To improve reading scores on various assessment tools, TeenBiz3000 online computer software program will be utilized extensively along with its data analysis tools to monitor student progress.

**G5.B1** Intensive training needed for teachers to make good use of data garnered from the software program

**G5.B1.S1** Professional Development workshop on use of data in TeenBiz3000 in correlation to Common Core Standards.

**PD Opportunity 1**

Intensive training on using data from TeenBiz3000

**Facilitator**

Department of Curriculum and Staff Development

**Participants**

Reading Specialist, Reading Teachers and Assistant Principal

**Target Dates or Schedule**

ASAP

**Evidence of Completion**

Sign in Sheets.