



## Deaf Middle School (FsdB)

207 SAN MARCO AVE, St Augustine, FL 32084

[ no web address on file ]

### School Demographics

**School Type**

Middle

**Title I**

Yes

**Free/Reduced Price Lunch**

%

**Alternative/ESE Center**

Yes

**Charter School**

No

**Minority**

%

### School Grades History

**Year**

**Grade**

### School Board Approval

This plan is pending approval by the FSDb County School Board.

### SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or 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 Florida Department of Education's school improvement planning web application located at <https://www.floridaCIMS.org>.

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## Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

### Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

### Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

### Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (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 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 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 three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
  - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
  - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
  - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
  - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

### 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 three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

### 2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	2	<a href="#">Wayne Green</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

##### 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.

##### Provide the school's vision statement

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

#### School Environment

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

The majority of our students at Florida School for the Deaf and the Blind come from all over the state of Florida and most reside at the school. We also have a strong ESOL Program at the school as well. We, at the school, believe that it is imperative to learn about our students' backgrounds, culture, language and family/home environments. Initially, staff members learn about students with regards to these topics through the intake process. The intake process for each and every student is quite comprehensive. Information gathered/reviewed/updated at the intake process include a social/family history, psychological testing, academic evaluations/history and medical history. The Intake Team communicates information gathered at the Intake with the student's Individual Education Plan Team. We have found the connections between these two Teams to be very important in order to meet the student's individual needs as the student first joins the school.

After the student's successful intake into the FSDB, he/she is assigned an educational program where the student's IEP Team monitors the student's adjustment to the school, 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 parents and the student (depending on their 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 and data is reviewed, progress is reviewed, educational and sometimes social/emotional behavioral goals and transition components are discussed and determined.

Every three years decisions are made regarding the student's triennial. Often additional psychological and educational testing may be requested. As part of the triennial the student's social/family history and medical history is updated. The triennial allows for FSDB staff to learn about any changes in the student's life that may impact his/her learning and social adaptation to the school.

Another way that FSDB staff learns about students' cultures/background and current needs is to take time to discuss the student occasionally at the weekly Multi-Tiered Support Systems Meeting. This is a time allowing all professionals working with the student to share information about the student as well as to look at/decide on any interventions and/or supports that would assist the student in meeting



his/her goals.

Additionally the assistant principal, teachers and school counselor/ social worker and/or mental health counselor, a psychologist, an educational diagnostician communicate with the student themselves often on a daily basis. These same staff members welcome and invite parents to be in touch through phone or in-person conferences and through attending quarterly Parent Engagement Workshops or classes in such things as Behavior Management, Sign Language and Braille or through the On-Line 52-Weeks of Parent Involvement. FSDB encourages school staff and parents to work together to make decisions about their child's educational path.

### **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 at FSDB:

- Teaches students appropriate social skills
- Teaches students when to use these skills
- Teaches expected behavior, procedure, or routine in all settings
- Teaches skills in context; that is, making use of "teachable moments"
- Consistently rewards appropriate skills

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.

Deaf Middle School coordinates with the staff from the boys' and girls dorms within FSDB by 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, reinforcement activities such as awarding of tickets or Dragon Dollars followed by Auctions and PBS Students of the 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. A number of resources are used for this endeavor including Strong Start, Strong Kids, Strong Teens curriculum, Second Step Violence Prevention Curriculum, Talking about Touching Curriculum, Flirting Not Hurting Curriculum, and other resources supporting positive social skills and good character development.

Another tool in our kit to promote the school and boarding area's Positive Behavior Support Program has been incorporating the Love and Logic philosophy into our environments. We are finding it

important to build relationships and positive rapport with students. Being empathic, setting limits, giving choices and neutralizing anger are all a part of the Love and Logic philosophy. Boarding staff have all been trained in this approach and staff in the academic departments have been offered training in Love and Logic.

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 should such an event occur. The students are also taught strategies to prevent and/or respond to these topics.

**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.

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.

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

Positive Behavior Support Program and Philosophy utilizes times of behavioral errors as modeling/teaching/learning opportunities.

Staff have been trained to enter discipline incidents into Skyward. Discipline will be addressed first in

the classroom by the teacher and then move on to the Assistant Principal (and Principal as necessary.) This allows for all Positive Behavior Support Teams (including the Leadership Team) as well as the Behavioral Occurrence Report Team to review data inputted, identify trends and patterns & address trends/patterns with appropriate interventions.

Staff have ongoing training on how to correctly enter behavioral data into Skyward. There is also annual training on the Policy, Procedures, Prevention, Consequences related to Bullying and Harassment, Abuse, Sexual Misconduct, Teen Dating Violence and Abuse. Staff also follows 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.

**Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services**

FSDb strives through the utilization of the Positive Behavior Support Program and Philosophy and the additional, supporting tools that we use such as Second Step Violence Prevention Curriculum, Love & Logic, prevention education on topics such as Bullying/Harassment and Teen Dating Violence/Abuse to ensure that the social-emotional needs of all students are being met.

Each school and classroom emphasizes being cooperative, respectful and responsible to self, peers/staff and community members. Through PBS students are provided the safety and predictability that they need. Staff have learned to be predictable in their interactions with their students in positive ways, be aware when a student(s) is/are becoming overwhelmed, utilize techniques/strategies taught in Crisis Prevention Intervention training, and give learning opportunities where students can experience success, give praise as a student progresses in his/her learning different skills.

Through Multi-Tiered Support System Meetings students who are having behavioral and/or academic challenges can be identified. Sometimes a student may have behavioral or academic needs beyond those that can be addressed through Tier One Positive Behavior Support Program and Philosophy. These students may require Tier Two Interventions or Tier Three Individual Interventions.

A student who moves on the continuum from Tier One to Tier Two or Three may be provided with such interventions as group counseling, transition and transition adjustment counseling, bullying behavior prevention counseling, recipient of bullying behavior counseling, mentoring from a peer or a staff member, be a participant in the Check-In/Check-Out Procedure, individual counseling, behavior contract or behavior plan. A student can move back and forth, between the tiers depending on the needs of the student.

**Early Warning Systems**

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

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

Skyward, our school database management, allows us to monitor attendance as well as suspensions, failing grades in any course, not just ELA or math. Teachers and support staff would make referrals to MTSS Team where the issues are discussed and plans made to support the students' needs.

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

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

Indicator	Grade Level			Total
	6	7	8	
Attendance below 90 percent	3	0	2	5
One or more suspensions	1	2	0	3
Course failure in ELA or Math	0	0	1	1
Level 1 on statewide assessment	18	15	29	62

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

Indicator	Grade Level			Total
	6	7	8	
Students exhibiting two or more indicators	4	2	3	9

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

The MTSS Team reviews the referrals from the teachers and support staff. Interventions are then formulated and carried out by individuals on the team that are assigned.

### Family and Community Involvement

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

**Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress**

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

**Will the school use its PIP to satisfy this question?**

Yes

#### **PIP Link**

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/180754>.

#### **Description**

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

**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 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. The Communications and Public Relations department at FSDB interacts extensively with specialized educational groups and community stakeholders to ensure awareness about FSDB as a statewide leader in the education of Pre-K and K-12 students who are deaf/hard of hearing or blind/visually impaired. A constant stream of information on student achievements, community training programs, and campus events are shared through the school website, which also has a central events calendar and social media accounts. Open houses, performing arts events, athletic games, graduation ceremonies, and more are live streamed beyond the boundaries of the school campus for greater community

engagement. Through these efforts, FSDB is able to procure additional resources to further showcase the achievements of students.

## Effective Leadership

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

### School Leadership Team

#### Membership

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

Name	Title
Price, Martin	Assistant Principal
Miller, Marilyn	Other
Harwell, Robin	Other
Morgan, Teresa	Other
Semenuk, Kerry	Other
Stoddard, Dee	Attendance/Social Work
Tait, Sarah	Other
Lombardo, Ted	Psychologist

#### Duties

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

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.

***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***

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.

Title I, Part A

During the 2014-2015 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 8th 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.

**School Advisory Council (SAC)**

**Membership**

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

Name	Stakeholder Group
Martin Price	Principal
Sue Clark	Education Support Employee
Kathy Pyle	Education Support Employee
Ivy Berry	Parent
	Student

**Duties**

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

*Evaluation of last year's school improvement plan*

The SAC and sub-SAC committee members review the results of last year's School Improvement Plan and are encouraged to provide feedback and recommendations on how to improve on specific targets.

*Development of this school improvement plan*

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

*Preparation of the school's annual budget and plan*

n/a The Florida School for the Deaf and the Blind does not receive SAC funds.

**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.

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

Yes

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

**Literacy Leadership Team (LLT)**

**Membership**

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Pyle, Kathy	Instructional Coach
Behr, Jessica	Teacher, K-12
Fellows, Tiri	Teacher, K-12
Newton, Karen	Teacher, K-12
Ocasio, Kristin	Teacher, K-12
Thackston, Christina	Teacher, K-12
Williams, Maria	Teacher, K-12
Price, Martin	Principal
Traetto, Cally	Teacher, K-12

**Duties**

**Describe how the LLT promotes literacy within the school**

- 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) Strengthen the 100 Book Challenge program in other content areas with emphasis on reading conferencing.
- 4) Incorporate Florida Standard literacy standards into all content areas

**Public and Collaborative Teaching**

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



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

All teachers participate in grade-level weekly team meetings where they do a lot of collaborative planning and instruction for the days, weeks, and months ahead.

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

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

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

We do not have any first year teachers this year.

## **Ambitious Instruction and Learning**

### **Instructional Programs and Strategies**

#### **Instructional Programs**

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

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 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.

#### **Instructional Strategies**

**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**

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.

**Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:**

**Strategy:** Extended School Day

**Minutes added to school year:** 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 Rationale**

Students often need assistance with their homework and it is good to have certified teachers around to work with them.

**Strategy Purpose(s)**

- Instruction in core academic subjects

**Person(s) responsible for monitoring implementation of the strategy**

Price, Martin, [pricem@fsdb.k12.fl.us](mailto:pricem@fsdb.k12.fl.us)

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

Student scores on assessments and progress monitoring reports

**Student Transition and Readiness**

**PreK-12 Transition**

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

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

Every year, Deaf Middle School gives the incoming 5th graders a tour of the school as well as the opportunity to meet the teachers and the support staff. The Assistant Principal gives an overview of the program and the students get to ask all kinds of questions.

Also every year, Deaf High School staff hosts a freshman orientation prior to the end of the school

year so that the students can familiarize themselves with the ins and outs of the operations of Deaf High School.

### College and Career Readiness

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

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

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

***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***

## 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.** Teachers will become well-versed in the new standards, the Florida Standards, by unpacking the curriculum and familiarizing themselves with the extensive resources that came with the new textbooks as well as the online software through frequent use.
- G2.** To increase the effectiveness of the reading program here in Deaf Middle School using the 100 Book Challenge program and their materials by reinforcing the components of the program which has a strong emphasis on the Independent Reading Leveling Assessment (IRLA)
- G3.** To increase mathematics achievement levels, Mathematics Formative Assessment System (MFAS) will be used as an intervention tool on a weekly basis in mathematics classrooms.
- G4.** To improve student writing skills by the time they take the Florida Standards Writing Test at all grade levels which focuses on text-based writing skills.

## Strategic Goals Detail

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

**G1.** Teachers will become well-versed in the new standards, the Florida Standards, by unpacking the curriculum and familiarizing themselves with the extensive resources that came with the new textbooks as well as the online software through frequent use. 1a

G038972

**Targets Supported** 1b

Indicator	Annual Target
AMO Reading - All Students	37.0
AMO Reading - African American	36.0
AMO Reading - ED	37.0
AMO Reading - Hispanic	37.0
AMO Reading - SWD	39.0
AMO Reading - White	39.0
ELA/Reading Gains	60.0
ELA/Reading Lowest 25% Gains	70.0

**Resources Available to Support the Goal** 2

- Tangibles: Reading Specialist, National Geographic INSIDE program and materials including extensive online software applications, availability of Resource Teacher to assist with the implementation of the new program, and student laptops at all grade levels. Intangibles: Positive and supportive attitudes of certified reading teachers and a strong Literacy Leadership Team (LLT) that meets biweekly.

**Targeted Barriers to Achieving the Goal** 3

- Because 100% of our students have hearing impairments and over 50% have secondary identifications, many do not have solid foundation of reading skills. Strategies need to be taught and students need to use them on a consistent basis when reading new materials.

**Plan to Monitor Progress Toward G1.** 8

Data from both progress monitoring tasks and the statewide assessment results will be discussed periodically.

**Person Responsible**

Kathy Pyle

**Schedule**

Quarterly, from 9/8/2014 to 5/29/2015

**Evidence of Completion**

Data analyses will be documented in the minutes of LLT.

**G2.** To increase the effectiveness of the reading program here in Deaf Middle School using the 100 Book Challenge program and their materials by reinforcing the components of the program which has a strong emphasis on the Independent Reading Leveling Assessment (IRLA) **1a**

G038959

**Targets Supported** **1b**

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	90.0

**Resources Available to Support the Goal** **2**

- 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.

**Targeted Barriers to Achieving the Goal** **3**

- Students in the lowest 25% have a difficult time completing their independent reading assignments outside of their reading courses.

**Plan to Monitor Progress Toward G2.** **8**

Increase in reading levels among students, assessment results that show growth and increase in Scholastic Reading Counts! (SRC) points earned by students in the lowest 25%

**Person Responsible**

Kathy Pyle

**Schedule**

Every 2 Months, from 9/8/2014 to 5/29/2015

**Evidence of Completion**

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

**G3.** To increase mathematics achievement levels, Mathematics Formative Assessment System (MFAS) will be used as an intervention tool on a weekly basis in mathematics classrooms. 1a

G038960

**Targets Supported** 1b

Indicator	Annual Target
AMO Math - All Students	39.0
AMO Math - African American	39.0
AMO Math - Hispanic	37.0
AMO Math - ED	39.0
AMO Math - SWD	41.0
AMO Math - White	41.0

**Resources Available to Support the Goal** 2

- MFAS is a tool to provide intervention for all struggling students as well as other students who may have gaps in their mathematics knowledge

**Targeted Barriers to Achieving the Goal** 3

- 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 G3.** 8

Monitor student and teacher usage

**Person Responsible**

Sue Clark

**Schedule**

On 5/29/2015

**Evidence of Completion**

Monthly progress reports

**G4.** To improve student writing skills by the time they take the Florida Standards Writing Test at all grade levels which focuses on text-based writing skills. 1a

G038962

**Targets Supported** 1b

Indicator	Annual Target
	30.0

**Resources Available to Support the Goal** 2

- Tangibles: Reading Specialist, National Geographic INSIDE writing textbooks and support materials. Intangibles: Language Arts Teachers trained in 6+1 Trait writing last year.

**Targeted Barriers to Achieving the Goal** 3

- 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 G4.** 8

Full year data analysis of improvements in writing using data from progress monitoring and FSA Writing.

**Person Responsible**

Martin Price

**Schedule**

On 6/12/2015

**Evidence of Completion**

Worksheets completed on data analysis



## 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.** Teachers will become well-versed in the new standards, the Florida Standards, by unpacking the curriculum and familiarizing themselves with the extensive resources that came with the new textbooks as well as the online software through frequent use. **1**

 G038972

**G1.B1** Because 100% of our students have hearing impairments and over 50% have secondary identifications, many do not have solid foundation of reading skills. Strategies need to be taught and students need to use them on a consistent basis when reading new materials. **2**

 B093758

**G1.B1.S1** The Literacy Leadership Team (LLT) will unpack the curriculum and become very familiar with the new Florida Standards and at the same time incorporate reading skills and strategies for students to use. **4**

 S117656

### Strategy Rationale

Teachers often need time and resources to adapt the curriculum materials to meet the needs of their students and their accommodations.

### Action Step 1 **5**

The LLT Team will meet biweekly to accomplish the goal of becoming versed in the new standards and the curriculum.

#### Person Responsible

Kathy Pyle

#### Schedule

Biweekly, from 9/8/2014 to 5/29/2015

#### Evidence of Completion

MInutes of the LLT Team meetings

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

Assistant Principal will attend the LLT meetings and ensure that the minutes of the meetings are kept.

**Person Responsible**

Martin Price

**Schedule**

Biweekly, from 9/8/2014 to 5/29/2015

***Evidence of Completion***

Minutes that show progress as well as accomplishments.

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

Assistant Principal will review lesson plans to ensure that the fidelity of the program is being met adequately.

**Person Responsible**

Martin Price

**Schedule**

Biweekly, from 9/6/2014 to 9/6/2014

***Evidence of Completion***

Lesson plans will be collected on a weekly basis.

**G2.** To increase the effectiveness of the reading program here in Deaf Middle School using the 100 Book Challenge program and their materials by reinforcing the components of the program which has a strong emphasis on the Independent Reading Leveling Assessment (IRLA) **1**

G038959

**G2.B1** Students in the lowest 25% have a difficult time completing their independent reading assignments outside of their reading courses. **2**

B093732

**G2.B1.S1** The LLT team will look at last year's data and develop a strategic plan for increasing the effectiveness of the program among the lowest 25% of the students. **4**

S104782

### Strategy Rationale

While the program last year has been a success overall, students in the lowest 25% continue to have needs that are not met adequately.

### Action Step 1 **5**

The LLT will analyze the data after they collect all the data from various sources to ascertain weak points that need to be improved upon.

#### Person Responsible

Martin Price

#### Schedule

Monthly, from 9/8/2014 to 5/29/2015

#### Evidence of Completion

Documented on the minutes of LLT

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

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

#### Person Responsible

Kathy Pyle

#### Schedule

Monthly, from 9/8/2014 to 5/29/2015

#### Evidence of Completion

articles and handouts

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

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

**Person Responsible**

Martin Price

**Schedule**

Every 6 Weeks, from 9/6/2014 to 5/29/2015


**Evidence of Completion**

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


**G3.** To increase mathematics achievement levels, Mathematics Formative Assessment System (MFAS) will be used as an intervention tool on a weekly basis in mathematics classrooms. 1

 G038960

**G3.B1** Students often have gaps in their mathematics concepts due to a variety of learning environments and the nature of their disability. 2

 B093733

**G3.B1.S1** Gaps and weak areas will be targeted through students' progress on the MFAS. Data from this program will be used to drive instruction. 4

 S104783

**Strategy Rationale**

MFAS has the opportunity to change the culture of mathematics teaching and thereby have a positive impact on student learning based on the research results.

**Action Step 1 5**

Teachers will be given training on using MFAS as well as using the data to drive instruction.

**Person Responsible**

Sue Clark

**Schedule**

On 8/22/2014

**Evidence of Completion**

sign in sheet.

**Action Step 2** 5

Students will be assigned a task once a week.

**Person Responsible**

Sue Clark

**Schedule**

Weekly, from 9/6/2014 to 5/29/2015

**Evidence of Completion**

Documented in gradebook.

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

The cumulative performance reports will be reviewed monthly

**Person Responsible**

Sue Clark

**Schedule**

Monthly, from 9/1/2014 to 5/29/2015

**Evidence of Completion**

Monthly printouts to determine whether the targets have been met.

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

Review Data on individual progress using gradebook reports to determine gains.

**Person Responsible**

Martin Price

**Schedule**

Monthly, from 9/1/2014 to 5/29/2015

**Evidence of Completion**

Individual student reports in Gradebook

**G4.** To improve student writing skills by the time they take the Florida Standards Writing Test at all grade levels which focuses on text-based writing skills. 1

G038962

**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. 2

B093738

**G4.B2.S1** The reading specialist will give a workshop on making effective use of new progress monitoring tools for writing using the new curriculum materials. 4

S104785

### Strategy Rationale

Because of the change in standards (from Next Generation Sunshine State Standards to Florida Standards), students will need to learn skills that will enable them to provide evidence from given texts when writing essays.

### Action Step 1 5

The school will research and select appropriate assessments for progress monitoring purposes as well to drive instruction.

#### Person Responsible

Kathy Pyle

#### Schedule

On 9/8/2014

#### Evidence of Completion

Paperwork submitted to Director of Curriculum and Staff Development

### Action Step 2 5

Upon selection of appropriate assessments, the reading specialist will provide, on an ongoing basis, training for the language arts teachers on making effective use of progress monitoring tools by analyzing data to drive their instructional practices.

#### Person Responsible

Kathy Pyle

#### Schedule

Quarterly, from 9/8/2014 to 5/1/2015

#### Evidence of Completion

Sign in sheets, lesson plans that incorporate data used to determine what needs to be taught.

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

Evidence in lesson plans and worksheets produced as a result of data from progress monitoring.

**Person Responsible**

Martin Price

**Schedule**

Every 6 Weeks, from 9/29/2014 to 5/29/2015

**Evidence of Completion**

Written samples kept in student folders or portfolios

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

Review data collected from progress monitoring in writing.

**Person Responsible**

Martin Price

**Schedule**

Semiannually, from 9/29/2014 to 5/29/2015

**Evidence of Completion**

Minutes of LLT meetings where the data analysis would be presented and discussed.

**Appendix 1: Implementation Timeline**

*Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B1.S1.A1	The LLT will analyze the data after they collect all the data from various sources to ascertain weak points that need to be improved upon.	Price, Martin	9/8/2014	Documented on the minutes of LLT	5/29/2015 monthly
G3.B1.S1.A1	Teachers will be given training on using MFAS as well as using the data to drive instruction.	Clark, Sue	8/22/2014	sign in sheet.	8/22/2014 one-time
G4.B2.S1.A1	The school will research and select appropriate assessments for progress monitoring purposes as well to drive instruction.	Pyle, Kathy	7/28/2014	Paperwork submitted to Director of Curriculum and Staff Development	9/8/2014 one-time
G1.B1.S1.A1	The LLT Team will meet biweekly to accomplish the goal of becoming versed in the new standards and the curriculum.	Pyle, Kathy	9/8/2014	Minutes of the LLT Team meetings	5/29/2015 biweekly

**FSDB - 0012 - Deaf Middle School (FsdB) - 2014-15 SIP**  
*Deaf Middle School (FsdB)*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G4.B2.S1.A2	Upon selection of appropriate assessments, the reading specialist will provide, on an ongoing basis, training for the language arts teachers on making effective use of progress monitoring tools by analyzing data to drive their instructional practices.	Pyle, Kathy	9/8/2014	Sign in sheets, lesson plans that incorporate data used to determine what needs to be taught.	5/1/2015 quarterly
G3.B1.S1.A2	Students will be assigned a task once a week.	Clark, Sue	9/6/2014	Documented in gradebook.	5/29/2015 weekly
G1.MA1	Data from both progress monitoring tasks and the statewide assessment results will be discussed periodically.	Pyle, Kathy	9/8/2014	Data analyses will be documented in the minutes of LLT.	5/29/2015 quarterly
G1.B1.S1.MA1	Assistant Principal will review lesson plans to ensure that the fidelity of the program is being met adequately.	Price, Martin	9/6/2014	Lesson plans will be collected on a weekly basis.	9/6/2014 biweekly
G1.B1.S1.MA1	Assistant Principal will attend the LLT meetings and ensure that the minutes of the meetings are kept.	Price, Martin	9/8/2014	Minutes that show progress as well as accomplishments.	5/29/2015 biweekly
G2.MA1	Increase in reading levels among students, assessment results that show growth and increase in Scholastic Reading Counts! (SRC) points earned by students in the lowest 25%	Pyle, Kathy	9/8/2014	Running records of students in IRLA, results from various assessment instruments, and computer printed results of SRC reports	5/29/2015 every-2-months
G2.B1.S1.MA1	Visits to classrooms to observe teachers doing reading conferences as well as modeling by Reading Specialist and Assistant Principal on effective reading conferencing	Price, Martin	9/6/2014	Reading logs with lines marked with highlighters that indicate when conferencing has happened	5/29/2015 every-6-weeks
G2.B1.S1.MA1	Effective and research-based reading conferences tips and ideas to be incorporated in the discussions	Pyle, Kathy	9/8/2014	articles and handouts	5/29/2015 monthly
G3.MA1	Monitor student and teacher usage	Clark, Sue	9/1/2014	Monthly progress reports	5/29/2015 one-time
G3.B1.S1.MA1	Review Data on individual progress using gradebook reports to determine gains.	Price, Martin	9/1/2014	Individual student reports in Gradebook	5/29/2015 monthly
G3.B1.S1.MA1	The cumulative performance reports will be reviewed monthly	Clark, Sue	9/1/2014	Monthly printouts to determine whether the targets have been met.	5/29/2015 monthly
G4.MA1	Full year data analysis of improvements in writing using data from progress monitoring and FSA Writing.	Price, Martin	5/1/2015	Worksheets completed on data analysis	6/12/2015 one-time
G4.B2.S1.MA1	Review data collected from progress monitoring in writing.	Price, Martin	9/29/2014	Minutes of LLT meetings where the data analysis would be presented and discussed.	5/29/2015 semiannually
G4.B2.S1.MA1	Evidence in lesson plans and worksheets produced as a result of data from progress monitoring.	Price, Martin	9/29/2014	Written samples kept in student folders or portfolios	5/29/2015 every-6-weeks

## Appendix 2: Professional Development and Technical Assistance Outlines

*Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.*



## Professional Development Opportunities

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

**G3.** To increase mathematics achievement levels, Mathematics Formative Assessment System (MFAS) will be used as an intervention tool on a weekly basis in mathematics classrooms.

**G3.B1** Students often have gaps in their mathematics concepts due to a variety of learning environments and the nature of their disability.

**G3.B1.S1** Gaps and weak areas will be targeted through students' progress on the MFAS. Data from this program will be used to drive instruction.

### PD Opportunity 1

Teachers will be given training on using MFAS as well as using the data to drive instruction.

#### Facilitator

Sue Clark, Math Specialist

#### Participants

Math Teachers, Donna O'Neill and Scott Trejbal

#### Schedule

On 8/22/2014

**G4.** To improve student writing skills by the time they take the Florida Standards Writing Test at all grade levels which focuses on text-based writing skills.

**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 making effective use of new progress monitoring tools for writing using the new curriculum materials.

### **PD Opportunity 1**

Upon selection of appropriate assessments, the reading specialist will provide, on an ongoing basis, training for the language arts teachers on making effective use of progress monitoring tools by analyzing data to drive their instructional practices.

#### **Facilitator**

Kathy Pyle, Reading specialist

#### **Participants**

Language Arts Teachers

#### **Schedule**

Quarterly, from 9/8/2014 to 5/1/2015

## Technical Assistance Items

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

**G2.** To increase the effectiveness of the reading program here in Deaf Middle School using the 100 Book Challenge program and their materials by reinforcing the components of the program which has a strong emphasis on the Independent Reading Leveling Assessment (IRLA)

**G2.B1** Students in the lowest 25% have a difficult time completing their independent reading assignments outside of their reading courses.

**G2.B1.S1** The LLT team will look at last year's data and develop a strategic plan for increasing the effectiveness of the program among the lowest 25% of the students.

### PD Opportunity 1

The LLT will analyze the data after they collect all the data from various sources to ascertain weak points that need to be improved upon.

#### Facilitator

Reading Specialist

#### Participants

LLT members

#### Schedule

Monthly, from 9/8/2014 to 5/29/2015