

FLORIDA DEPARTMENT OF EDUCATION



DRAFT School Improvement Plan (SIP) Form SIP-1

Proposed for 2012-2013

2012-2013 School Improvement Plan (SIP)-Deaf Elementary School

2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: SCHOOL INFORMATION

School Name: Deaf Elementary School	District Name: Florida School for the Deaf and the Blind
Principal: Rebecca Hilding Wilson	Superintendent: Jeanne Glidden Prickett
SAC Chair: Scott Trejbal	Date of School Board Approval: 28 September 2012

Student Achievement Data:

The following links will open in a separate browser window.

[School Grades Trend Data](#) (Use this data to complete Sections 1-4 of the reading and mathematics goals and Sections 1 and 2 of the writing and science goals.)

[Florida Comprehensive Assessment Test \(FCAT\)/Statewide Assessment Trend Data](#) (Use this data to inform the problem-solving process when writing goals.)

[High School Feedback Report](#)

[K-12 Comprehensive Research Based Reading Plan](#)

Highly Effective Administrators

List your school's highly effective administrators and briefly describe their certification(s), number of years at the current school, number of years as an administrator, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT/Statewide Assessment performance (Percentage data for Achievement Levels, Learning Gains, Lowest 25%), and Ambitious but Achievable Annual Measurable Objective (AMO) progress.

Position	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Principal	Rebecca Hilding Wilson	Degrees: M.S. – Deaf Education B.A. – Elementary Education Certifications: Educational Leadership (All Levels); Hearing Impaired (Grades K-12);	3	23	Percentage of Deaf Elementary School students showing an increase in FCAT Math Developmental Scale Scores: 2011-2012: 68% 2010-2011: 100% 2009-2010: 56% Percentage of Deaf Elementary School students showing an increase in FCAT Reading Developmental Scale Scores 2011:2012: 91%

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		Exceptional Student Education (Grades K-12); Elementary Education (Grades K-6)			2010-2011: 63% 2009-2010: 80%
Assistant Principal	Heidi Jordan	Degrees: M.Ed - Educational Leadership M.A. – Early Childhood Deaf Education B.A. – Deaf Education and Elementary Education Certifications: Educational Leadership (All Levels); Elementary Education (Grades 1-6); Hearing Impaired (Grades K-12); ESOL Endorsement	18	3	Percentage of Deaf Elementary School students showing an increase in FCAT Math Developmental Scale Scores: 2011-2012: 68% 2010-2011: 100% 2009-2010: 56% Percentage of Deaf Elementary School students showing an increase in FCAT Reading Developmental Scale Scores 2011:2012: 91% 2010-2011: 63% 2009-2010: 80%

Highly Effective Instructional Coaches

List your school's highly effective instructional coaches and briefly describe their certification(s), number of years at the current school, number of years as an instructional coach, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT/Statewide Assessment performance (Percentage data for Achievement Levels, Learning Gains, Lowest 25%), and AMO progress. Instructional coaches described in this section are only those who are fully released or part-time teachers in reading, mathematics, or science and work only at the school site.

Subject Area	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Math	Sue Clark	<u>Degrees</u> B.A. – Deaf and Elementary Education M.Ed. – Secondary Education	27	6	Percentage of Deaf Elementary School students showing an increase in FCAT Math Developmental Scale Scores: 2011-2012: 68% 2010-2011: 100% 2009-2010: 56%

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		<u>Certifications</u> Mathematics (Grades 5-9); Elementary Education (Grades 1-6); Hearing Impaired (Grades K-12); ESOL Endorsement; National Board Certified			
Reading	Judy Williams	<u>Degrees</u> B.A. – Elementary Education and Exceptional Child M.A. – Hearing Impaired Education <u>Certifications</u> Elementary Education (Grades K – 6); Hearing Impaired (Grades K – 12); ESOL Endorsement; Reading Endorsement	8	2	Percentage of Deaf Elementary School students showing an increase in FCAT Reading Developmental Scale Scores 2011-2012: 91% 2010-2011: 63% 2009-2010: 80%

Highly Effective Teachers

Describe the school-based strategies that will be used to recruit and retain high quality, highly effective teachers to the school.

Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1. Teachers have the opportunity to participate in the decision-making process via curriculum teams.	Director of Curriculum and Staff Development	Ongoing	
2. Teachers are encouraged to attend state and national conferences.	Assistant Principal	Ongoing; based on budget availability.	
3. Teachers are provided resources and support when attending or presenting at conferences.	Director of Curriculum and Staff Development	Ongoing; based on budget availability.	
4. Tuition waivers are available for staff participating in additional coursework at state colleges and at a local private college.	Director of Human Resources	Ongoing; based on legislative language.	

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5. The salary schedule provides the opportunity for a pay increase when additional degrees are earned.	President	Ongoing; based on budget availability.	
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Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and/or who are NOT highly effective.

*When using percentages, include the number of teachers the percentage represents (e.g., 70% [35]).

Number of staff and paraprofessional that are teaching out-of-field and/or who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
<p>Number of instructional staff (teachers) who are NOT highly qualified and teaching out of field: 0% (0)</p> <p>Number of instructional staff (teachers) who are NOT highly effective: 47% (7)</p> <p>FSDB's paraprofessionals are evaluated according to Rule 6D-16.002, Florida Administrative Code, which does not include an highly effective rating.</p>	<p>Ongoing support is provided in grade level meetings as well as individual consultations with the Assistant Principal, Reading Specialist, Math Specialist, Behavioral Specialist, Social Worker, School Psychologist, Educational Diagnostician and/or Counselor.</p> <p>Professional Learning Communities are required for all Deaf Elementary School teachers and support the faculty in developing competencies in order to become highly effective.</p> <p>Professional Development opportunities are made available for Deaf Elementary School teachers in areas in need of improvement and/or areas specific to their professional learning needs. These opportunities include on-campus and off-campus workshops and conferences, webinars, and resource materials provided by Specialists or administrators at the Florida School for the Deaf and the Blind.</p>

Staff Demographics

Please complete the following demographic information about the instructional staff in the school.

*When using percentages, include the number of teachers the percentage represents (e.g., 70% (35)).

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Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
15	20% (3)	0% (0)	47%(7)	33% (5)	53% (8)	53% (8)	13% (2)	33% (5)	87% (13)

Teacher Mentoring Program

Please describe the school's teacher mentoring program by including the names of mentors, the name(s) of mentees, rationale for the pairing, and the planned mentoring activities.

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Marla Hilliard	Deaf Elementary School teaching faculty	Based on their recently developed Individual Professional Development Plans, teachers overwhelmingly felt the need for guidance and assistance integrating technology use into the classroom. Marla will serve as a school-wide Technology Mentor to assist her colleagues in finding new and innovative ways to use technology for individual instruction, small group work, whole group instruction, and paired work. This will allow teachers to better meet the individual needs of students and to provide for Differentiated Instruction. This program was implemented in the 2011-2012 school year and was highly successful. Teaching faculty have requested that this type of mentoring continue.	<p>Monthly meetings to discuss how to best integrate technology into the classroom.</p> <p>Individual and small group assistance with technology needs.</p> <p>Quarterly meetings to showcase software that is available to Deaf Elementary School staff and students.</p>
Theresa Colbert	Rachelle Settambrino	Rachelle is a new teacher to Deaf Elementary School – This partnership will allow her to receive the guidance and support from a teacher familiar with school policies and procedures, strategies for instructing students, and implementation of Positive Behavior Support. She will benefit	<p>Monthly meetings to discuss school procedures and policies, ongoing support provided on an as-needed basis, twice yearly mentor observation of mentee in order to provide feedback.</p> <p>Monthly meeting minutes and notes</p>

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		from being mentored by a veteran teacher with 30 years of experience at FSDB.	from observations will be submitted to the Assistant Principal.
America Croft-Ullah	Yvonne Samuels and Alessandra Marchetta	Yvonne and Alessandra are both first year teachers, recently hired to teach in the Deaf Elementary School. This partnership will allow them to receive the guidance and support from a teacher familiar with school policies and procedures, strategies for instructing students, and implementation of Positive Behavior Support. Additionally, America is familiar with the students that Yvonne and Alessandra will be teaching, so this will allow for a more effective mentorship.	Monthly meetings to discuss school procedures and policies, ongoing support provided on an as-needed basis, twice yearly mentor observation of mentee in order to provide feedback. Monthly meeting minutes and notes from observations will be submitted to the Assistant Principal.
Lauren Rivera	Randi Mitchell	Randi is a first year teacher, recently hired to teach in the Deaf Elementary School. She completed her internship with Lauren, and this partnership will build on that mentor-like relationship. Lauren will be able to provide guidance and support in terms of instructional and behavioral strategies as well as school policies and procedures.	Monthly meetings to discuss school procedures and policies, ongoing support provided on an as-needed basis, twice yearly mentor observation of mentee in order to provide feedback. Monthly meeting minutes and notes from observations will be submitted to the Assistant Principal.

Additional Requirements

Coordination and Integration-Title I Schools Only

Please describe how federal, state, and local services and programs will be coordinated and integrated in the school. Include other Title programs, Migrant and Homeless, Supplemental Academic Instruction funds, as well as violence prevention programs, nutrition programs, housing programs, Head Start, adult education, career and technical education, and/or job training, as applicable.

Title I, Part A

During the 2012 - 2013 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".

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The Florida School for the Deaf and the Blind receives federal funding through NCLB Entitlements Title I part A, Supplemental Educational Services (SES), and 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 and SES Coordinator 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. Typical grant programs include OPS labor for specific tasks to benefit students academically or to make curriculum accessible; for example the Title I Data Coaches will gather data and assist in the analysis of FCAT and other progress assessments, and the Braille Transcriptionist will transcribe curriculum into either Literary Braille or Nemeth Code (mathematical Braille) depending upon student need. The Director of Curriculum and Staff Development conducts staff surveys each spring to determine staff development needs/wants, and uses the information gathered from the surveys to develop a roster of after school classes or Saturday trainings. 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 Coordinator conducts the Title I Parent Advisory Team meetings; during these meetings she continually receives input from parents on their needs/wants regarding parent capacity-building activities.

Title I, Part C- Migrant

The Deaf Elementary School has no migrant students.

Title I, Part D

The Deaf Elementary School does not receive these funds.

Title II

Title II funds are used for staff development:

- Funds for teachers and administrators to attend trainings and workshops.
- Funds for Para-Professionals to participate in coursework and exams to earn Highly Qualified status.

Title III

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

Title X- Homeless

The Deaf Elementary School does not have any homeless students.

Supplemental Academic Instruction (SAI)

Two of the four campus Title I schools will participate in the Supplemental Educational Services (SES) tutoring program during 2012 - 2013, deaf elementary school and blind middle school. The campus SES Coordinator will coordinate all aspects of the SES program, in consultation with the deaf elementary and blind middle Principals and Assistant Principals and the Title I Coordinator. Her tasks will include mailing the SES Enrollment Package to eligible families, recording the enrollment data, interfacing with the SES Agencies, acquainting the tutors with the FSDB campus, and so on. She will also monitor compliance with all SES contract stipulations, such as the required monthly student progress reporting and Student Learning Plan completion.

There is also 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 status, OR who attend a Title I school that does not have "School In Need of Improvement" status~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 student's instructor occurs, and so on. The Campus Tutoring Coordinator may consult with the SES Coordinator or the Title I Coordinator occasionally if the need arises.

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Violence Prevention Programs

The following programs are available campus-wide at FSDB:

Anti-Drug Concepts Taught:

- Food and Nutrition Classes
- Personal Fitness Classes

Character Counts

Positive Behavior Support Program

Red Ribbon Drug, Alcohol and Tobacco Awareness/Prevention

School Level “RESPECT” Plans (Anti-Bullying)

Second Step Violence Prevention Counseling

Social Skills Counseling

Talking About Touching

Drug Abuse Resistance Education Program

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, fund-raising efforts, classroom rewards and celebrations.

Housing Programs

The Deaf Elementary School does not offer housing programs.

Head Start

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

Adult Education

The Deaf Elementary School does not offer Adult Education classes. We offer supplemental parent classes for sign language, addressed in another area of this School Improvement Plan.

Career and Technical Education

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

Deaf Elementary School students also have access to the “Kids Town” playground which showcases typical businesses in a community. Students role-play workers in those businesses via recess time and specific classroom activities. They also learn about road safety by taking a course to get a driver’s license in order to use Kids Town, and being issued traffic tickets when they break traffic rules.

Job Training

FSDB had career development business partners working with K-12 classes in the following ways:

- Work Internship Supervisor;
- Speaking to classes about their career;
- Offering tours of their businesses;

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- Making an in-kind or financial donation to one of the career/technical education programs; or
- Being a business advisor to one of the career/technical education programs.

On campus, we also offer job shadowing and coaching for our High School students who express interest in working on various parts of the campus.

Other

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

School-Based MTSS/RtI Team

Identify the school-based MTSS Leadership Team.

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

Reading Specialist, Math Specialist, Educational Diagnostician: Facilitate and support data collection activities; assist in data analysis; provide professional development and technical assistance to teachers regarding data-driven instructional planning and behavior modification; and support the implementation of Tier 1, Tier 2, and Tier 3 intervention plans

Social Worker, Counselor, Behavior Specialist, Psychologist: Facilitate and support data collection activities; assist in data analysis; provide professional development and technical assistance to teachers regarding data-driven instructional planning and behavior modification; support the implementation of Tier 1, Tier 2, and Tier 3 intervention plans; communicate and support families with implementation of strategies

Describe how the school-based MTSS Leadership Team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate MTSS efforts?

The school-based MTSS Leadership Team meets weekly to review individual student data, identify professional development and resources, and determine appropriate interventions for individual students. Additionally, the school-based MTSS Leadership Team is available on an ongoing basis to offer instructional support and process implementation as classroom teachers become aware of students in need of intervention. The Team works with other school teams, such as the Deep Florida Reading Initiative (Deep FRI) Lead Team, to organize and coordinate MTSS priorities.

Describe the role of the school-based MTSS Leadership Team in the development and implementation of the school improvement plan. Describe how the RtI Problem-solving process is used in developing and implementing the SIP?

Several members of the school-based MTSS Leadership Team also serve on a School Advisory Council (SAC) Sub-Committee. The SAC Sub-Committee is charged with aiding in the development and implementation of the School Improvement Plan (SIP) and facilitating communication among stakeholders regarding the progress made toward achievement of SIP goals. The problem solving model used by the SAC Sub-Committee is the IDEAL model (Bransford and Stein 1984), which involves identifying the problem to be solved, defining the problem, exploring solutions, applying a solution, and looking at the impact of the applied solution. This coordinates with the MTSS/RtI problem solving model. Finally, all members of the school community are asked to complete a yearly survey in order to provide input into areas of need for the development of the School Improvement Plan.

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MTSS Implementation

Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior. Through the use of a school-wide data management system, student assessment data is recorded and readily available for analysis by instructional staff. The following assessments are utilized in Deaf Elementary School:

Assessment Period: All students participate and the assessment is given on grade level, two times per year.

- Reading Comprehension – ThinkGate
- Fluency – DIBELS
- Writing – Deaf Elementary Writing Rubric
- Vocabulary – 1200 High Frequency Word List
- Math – ThinkGate
- Science – ThinkGate

Ongoing Progress Monitoring: For students who do not meet the on grade level benchmarks on previous assessments. Ongoing Progress Monitoring assessments are tested off grade level, twice per year.

- Reading Comprehension and Fluency – Scott Foresman or Reading A-Z
- Vocabulary – 1200 High Frequency Word List
- Writing – Deaf Elementary Writing Rubric

Teachers will progress monitor students in phonics/phonemic awareness and/or word analysis based on their reading comprehension results after the assessment period. When progress monitoring, teachers may use the running records from the fluency testing to analyze student errors.

Additionally, teachers maintain a record of interventions for Tier 2 students. Teachers also maintain anecdotal records that are shared with the MTSS Leadership team when issues arise and an exploration of needed interventions is required.

Once students demonstrate a need for Tier 3 intervention, a multi-disciplinary team convenes to review data and generate recommendations. Meeting minutes are documented.

Describe the plan to train staff on MTSS.

Each Deaf Elementary School teacher received a copy of the book [RtI with Differentiated Instruction, Grades K-5; A Classroom Teacher's Guide](#), by Jodi O'Meara. There were opportunities to discuss the strategies in this book provided during staff meetings. Additionally, instructional staff received an overview of the MTSS process and have attended follow-up trainings during after-school staff meetings and collaboration with the Director of Curriculum and Staff Development. Ongoing training will be provided by the Assistant Principal during the 2012-2013 school year.

Describe plan to support MTSS.

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Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team
Identify the school-based Literacy Leadership Team (LLT). The school based Literacy Leadership Team (LLT) is comprised of four individuals. These include the Assistant Principal (Heidi Jordan), Reading Specialist (Judy Williams), one classroom teacher (Jessica Kaspar) and a resource teacher (Carey Roberts). These individuals comprise the Deep FRI Lead Team
Describe how the school-based LLT functions (e.g., meeting processes and roles/functions). The school-based LLT meets quarterly to identify areas of need, analyze data, and discuss needed interventions. The Team is charged with supporting teachers in improving literacy instruction by providing resources, leading discussions, preparing for Differentiated Instruction, planning for teacher-to-teacher observations, and follow-up discourse sharing teacher peer observations.
What will be the major initiatives of the LLT this year? The LLT this year will focus on monitoring implementation of the Deep FRI process, ensuring all teachers are trained in FRI, and providing on-going support and professional development activities throughout the year. The goal of this team is to provide a strong foundation for increased student achievement, and priorities focus on developing a positive testing culture, maintaining time on task for students, and identifying needs for interventions.

Public School Choice

- **Supplemental Educational Services (SES) Notification**

Upload a copy of the SES Notification to Parents in the designated upload link on the "Upload" page.

**Elementary Title I Schools Only: Pre-School Transition*

Describe plans for assisting preschool children in transition from early childhood programs to local elementary school programs as applicable.

The Florida School for the Deaf and the Blind includes the Early Learning Center (ELC) for children who are deaf/hard of hearing or blind/visually-impaired ages 3-5. The Early Learning Center offers a Montessori program that provides developmentally appropriate programming to all enrolled students. Students in the ELC work toward mastery of Florida's Common Core State Standards.

Transition from Community Programs to the ELC:

The FSDB Parent Infant Program partners with Early Steps and the Division of Blind Services to ensure that all families of transitioning 3-year-olds in the northeast FL region are provided with information about FSDB's ELC before and during transition from their community programs and agencies to public school programs.

Transition from the ELC to FSDB Elementary School Kindergarten:

In order to strengthen the link between children, their families and the school, FSDB will provide various transition to Kindergarten activities based on the understanding that family involvement is an integral part of transition and families are a critical partner in providing continuity as children move between programs.

Family-School Connections

- Preschool students and their families are invited to the Elementary Schools in May to attend an introduction to kindergarten program. This provides an opportunity for

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families to meet the Elementary School staff, tour the elementary school, and spend some time with the current Kindergarten students and teachers in their classroom. The Kindergarten teachers will share information about classroom expectations, curriculum, routines and requirements and families will have the opportunity to ask questions about the transition from PreK to Kindergarten with the Elementary School and ELC staff to build their comfort during the transition process.

- Home literacy activities will be sent home with each transitioning kindergarten student that families can work on during the summer – to include a book list of stories to share, activity ideas, etc.
- During the first week of Kindergarten, the teacher will make either a face-to-face or phone contact with the family of each student.
- Families will be encouraged to participate in classroom and school-wide events and will be kept up-to-date with school happenings through the school and class website and parent newsletter.
- Parent Orientation will occur on Registration Day – the day prior to the start of school – when the families and children will have the opportunity to meet the teacher and see the classroom.

Child School Connections

- The transitioning ELC students will visit the Kindergarten in the spring and spend part of their day participating in the kindergarten schedule – reading a story, playing on the playground, eating lunch, etc.
- The Kindergarten and support staff will visit the ELC to share a snack, pictures, etc. and talk about going to kindergarten.
- ELC families are invited to participate in social activities, topic specific meetings, sign language classes, and class celebrations throughout the year in order to build comfort and relationships between the school and the families.
- The Director of the ELC will meet with the Assistant Principal of the Deaf Elementary School each summer in order to share information about each child’s academic and social abilities, recommended class placement, and family information.

PART II: EXPECTED IMPROVEMENTS

Reading Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Reading Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1a. FCAT 2.0: Students scoring at Achievement Level 3 in reading.			1a. The Deaf Elementary School is 100% ESE and 63% of the students have two or more ESE identifications. Many of	1a. The school will administer Elements (ThinkGate) assessment to monitor student progress, two times per year.	1a. Assistant Principal	1a. Review Elements data reports to ensure teachers are assessing students according to the created schedule.	1a. Printed Elements data reports.
Reading Goal #1a:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

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<p>In grades 3-5, 10% of students will achieve proficiency in reading, as measured by scoring at Achievement Level 3 on the 2012 FCAT.</p>	<p>7% (3)</p>	<p>10% (5)</p>				<p>these identifications are language impairments, hindering academic progress in language dependent activities such as reading.</p>	
<p>In grades 3-5, 4% of students will achieve above proficiency in reading, as measured by scoring at Achievement Level 4 or 5 on the 2012 FCAT.</p>	<p>4% (2)</p>	<p>4% (2)</p>					
<p>In grades 3-5, 90% of students will make learning gains in reading.</p>	<p>63% (14)</p>	<p>77% (17)</p>					
<p>In grades 3-5, 90% of students in the lowest 25% will make learning gains in reading. (note: All Level 1 and Level 2 students are included in this goal).</p>	<p>63% (14)</p>	<p>77% (17)</p>					
				<p>Ia.2. Teachers will use Elements assessment data to drive instruction. They will discuss assessment data in bi-weekly grade level meetings.</p>	<p>Ia.2. Grade level teacher/Assistant Principal</p>	<p>Ia.2. Lesson plans will be submitted weekly to the Assistant Principal and will be reviewed before and during classroom walk-throughs. Minutes from bi-weekly grade level meetings will be submitted to the Assistant Principal and reviewed for data discussions.</p>	<p>Ia.2. Lesson plans, Classroom Walk-through checklists, minutes from bi-weekly grade level meetings.</p>
				<p>Ia.3. Teachers will use supplemental instructional materials (i.e. Achieve 3000, SuccessMaker, Breakthrough to Literacy, News2You, One More Story) to supplement the Core Curricular materials and provide Differentiated Instruction and individualized programming for students.</p>	<p>Ia.3. Assistant Principal</p>	<p>Ia.3. Lesson plans will be submitted weekly to the Assistant Principal and will be reviewed before and during Classroom Walk-throughs.</p>	<p>Ia.3. Lesson plans, Classroom Walk-through checklists</p>
<p>1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.</p>							

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Reading Goal #1b: The Deaf Elementary School does not have enough students in this sub-category to report on. We have fewer students than the accepted cell size for reporting purposes.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Florida Alternate Assessment: Students scoring at or above Level 7 in reading.							
Reading Goal #2b: The Deaf Elementary School does not have enough students in this sub-category to report on. We have fewer students than the accepted cell size for reporting purposes.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3a. FCAT 2.0: Percentage of students making Learning Gains in reading.							
Reading Goal #3a: This information is included in the above goals (Reading Goal #1a).	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

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3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading.						
Reading Goal #3b:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>				
The Deaf Elementary School does not have enough students in this sub-category to report on. We have fewer students than the accepted cell size for reporting purposes.						
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
4a. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading.						
Reading Goal #4a:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>				
Note: For AYP purposes, 100% of the Deaf Elementary School students are included in the subgroup Students with Disabilities . Other subgroup data may not be applicable because there are not enough students in Deaf Elementary School to meet the minimum subgroup size of at least 15 students. These subgroups are reflected	63% (14)	77% (17)	1a. The Deaf Elementary School is 100% ESE and 63% of the students have two or more ESE identifications. Many of these identifications are language impairments, hindering academic progress in language dependent activities such as reading.	4a.1. The school will administer Elements (ThinkGate) assessment to monitor student progress, two times per year.	4a.1. Assistant Principal	4a.1. Review Elements data reports to ensure teachers are assessing students according to the created schedule.
						4a.1. Printed Elements data reports.

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on the AYP report as N/A.			4a.2 Teachers will use Elements assessment data to drive instruction. They will discuss assessment data in bi-weekly grade level meetings.	4a.2. Assistant Principal	4a.2. Lesson plans will be submitted weekly to Assistant Principal and will be reviewed before and during classroom walk-throughs. Minutes from bi-weekly grade level meetings will be submitted to the Assistant Principal and reviewed for data discussions.	4a.2. Lesson Plans, Classroom walk-through checklists, Minutes from bi-weekly grade level meetings.		
			4a.3. Teachers will use supplemental instructional materials (i.e. Achieve 3000, SuccessMaker) to supplement the Core Curricular materials and provide Differentiated Instruction and individualized programming for students.	4a.3. Assistant Principal	4a.3. Lesson plans will be submitted weekly to the Assistant Principal and will be reviewed before and during classroom walk-throughs.	4a.3. Lesson Plans, Classroom walk-through checklists		
4b. Florida Alternate Assessment: Percentage of students in Lowest 25% making learning gains in reading.								
Reading Goal #4b:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*						
The Deaf Elementary School does not have enough students in this sub-category to report on. We have fewer students than the accepted cell size for reporting purposes.								
Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target			2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their	Baseline data 2010-2011 17% (8)		7% (3)	17%	27%	37%	47%	54%

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achievement gap by 50%.							
Reading Goal #5A: <i>Students will close the achievement gap through intensive focus on missing skills.</i>							
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.							
Reading Goal #5B:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
Note: For AYP purposes, 100% of the Deaf Elementary School students are included in the subgroup Students with Disabilities . Other subgroup data may not be applicable because there are not enough students in Deaf Elementary School to meet the minimum subgroup size of at least 15 students. These subgroups are reflected on the AYP report as N/A.							
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
5C. English Language Learners (ELL) not making satisfactory progress in reading.							
Reading Goal #5C:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

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<p>Note: For AYP purposes, 100% of the Deaf Elementary School students are included in the subgroup Students with Disabilities. Other subgroup data may not be applicable because there are not enough students in Deaf Elementary School to meet the minimum subgroup size of at least 15 students. These subgroups are reflected on the AYP report as N/A.</p>										
<p>Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:</p>	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool					
<p>5D. Students with Disabilities (SWD) not making satisfactory progress in reading.</p>										
<p>Reading Goal #5D:</p> <p>Deaf Elementary School is 100% SWD, therefore this information is presented in the above goals.</p>	<table border="1"> <tr> <td>2012 Current Level of Performance</td> <td>2013 Expected Level of Performance:*</td> </tr> <tr> <td></td> <td></td> </tr> </table>	2012 Current Level of Performance	2013 Expected Level of Performance:*							
2012 Current Level of Performance	2013 Expected Level of Performance:*									
<p>Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:</p>	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool					
<p>5E. Economically Disadvantaged students not making satisfactory progress in reading.</p>										

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Reading Goal #5E: Note: For AYP purposes, 100% of the Deaf Elementary School students are included in the subgroup Students with Disabilities . Other subgroup data may not be applicable because there are not enough students in Deaf Elementary School to meet the minimum subgroup size of at least 15 students. These subgroups are reflected on the AYP report as N/A.	2012 Current Level of Performance e.*	2013 Expected Level of Performance:*					

Reading Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Building School Community	K-5, all subjects	Assistant Principal	All Deaf Elementary School teachers, grades K – 5	Meeting six times per year during the months of: September, October, January, February, March, April	Participants will read a book and complete follow-up activities and discussion during faculty meetings. The resource for this PLC will be <u>In Our School: Building Community in Elementary Schools</u> , by Karen Casto and Jennifer Audley, published by The Responsive Classroom.	Assistant Principal
Common Core State Standards	K-5, all subjects	Assistant Principal, Reading Specialist,	All Deaf Elementary School teachers, grades K – 5	Monthly meetings beginning in September and ending in May	Participants will focus on Math Practices, Writing Instruction, Academic vocabulary, Print-Rich Environments, and multi-grade	Assistant Principal

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		Math Specialist			level collaboration	

Reading Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
All activities/materials are district funded.			

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

CELLA Goals		Problem-Solving Process to Increase Language Acquisition				
Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring proficient in Listening/Speaking.						
CELLA Goal #1: The Deaf Elementary School does not have enough students in this category for reporting purposes.	2012 Current Percent of Students Proficient in Listening/Speaking: <i>Enter numerical data for current level of performance in this box.</i>					
2. Students scoring proficient in Reading.						
CELLA Goal #2:	2012 Current Percent of Students Proficient in Reading :					

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The Deaf Elementary School does not have enough students in this category for reporting purposes						
Students write in English at grade level in a manner similar to non-ELL students.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
3. Students scoring proficient in Writing.	2.1.	2.1.	2.1.	2.1.	2.1.	
<u>CELLA Goal #3:</u>	<u>2012 Current Percent of Students Proficient in Writing :</u>					
The Deaf Elementary School does not have enough students in this category for reporting purposes.						

CELLA Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount

End of CELLA Goals

Elementary School Mathematics Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Elementary Mathematics Goals	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1a. FCAT 2.0: Students scoring at Achievement Level 3 in mathematics.	1a. The Deaf Elementary School is 100% ESE	1a. The school will administer Elements (ThinkGate) assessment to monitor	1a. Assistant Principal	1a. Review Elements data reports to ensure teachers are assessing students	1a. Printed Elements data reports.

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Mathematics Goal #1a: In grades 3-5, 24% of students will score at Achievement Level 3 in mathematics.	2012 Current Level of Performance:* 20% (9)	2013 Expected Level of Performance:* 24% (11)		student progress, two times per year, and 63% of the students have two or more ESE identifications. Many of these identifications are language impairments, hindering academic progress in language dependent activities such as mathematics, especially word problems that require reading.		according to the created schedule.	
			1a.2. 1a.3.	1a.2. Teachers will use Elements assessment data to drive instruction. They will discuss assessment data in bi-weekly grade level meetings.	1a.2. Assistant Principal	1a.2. Lesson plans will be submitted weekly to the Assistant Principal and will be reviewed before and during Classroom Walk-throughs. Minutes from bi-weekly grade level meetings will be submitted to the Assistant Principal and reviewed for data discussions.	1a.2. Lesson plans, Classroom Walk-through checklists, minutes from bi-weekly grade level meetings.
			1a.3. Teachers will use supplemental instructional materials (i.e. Achieve 3000, SuccessMaker) to supplement the Core Curricular materials and provide Differentiated Instruction and individualized programming for students.	1a.3. Assistant Principal	1a.3. Lesson plans will be submitted weekly to the Assistant Principal and will be reviewed before and during Classroom Walk-throughs.	1a.3. Lesson plans, Classroom Walk-through check lists.	
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.							
Mathematics Goal #1b: The Deaf Elementary School does not have enough students in this sub-category to report on. We have fewer than the accepted cell size for reporting purposes.	2012 Current Level of Performance:* <i>Enter numerical data for current level of performance in this box.</i>	2013 Expected Level of Performance:* <i>Enter numerical data for expected level of performance in this box.</i>					
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool

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2a. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in mathematics.			2a.1. The Deaf Elementary School is 100% ESE and 63% of the students have two or more ESE identifications. Many of these identifications are language impairments, hindering academic progress in language dependent activities such as mathematics, especially word problems that require reading.	2a.1. The school will administer Elements (ThinkGate) assessment to monitor student progress, two times per year.	2a.1. Assistant Principal	2a.1. Review Elements data reports to ensure teachers are assessing students according to the created schedule.	2a.1. Printed Elements data reports.
Mathematics Goal #2a:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
In grades 3-5, 8% of students will score at Achievement Level 4 or 5 in mathematics.	0% (0)	8% (4)					
			2a.2.	2a.2. Teachers will use Elements assessment data to drive instruction. They will discuss assessment data in bi-weekly grade level meetings.	2a.2. Assistant Principal	2a.2. Lesson plans will be submitted weekly to Assistant Principal and will be reviewed before and during classroom walk-throughs. Minutes from bi-weekly grade level meetings will be submitted to the Assistant Principal and reviewed for data discussions.	2a.2. Lesson Plans, Classroom walk-through checklists, Minutes from bi-weekly grade level meetings.
			2a.3	2a.3 Teachers will use supplemental instructional materials (i.e. Achieve 3000, SuccessMaker) to supplement the Core Curricular materials and provide Differentiated Instruction and individualized programming for students.	2a.3 Assistant Principal	2a.3 Lesson plans will be submitted weekly to the Assistant Principal and will be reviewed before and during classroom walk-throughs.	2a.3 Lesson Plans, Classroom walk-through checklists
2b. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.							

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<u>Mathematics Goal #2b:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
The Deaf Elementary School does not have enough students in this sub-category to report on. We have fewer than the accepted cell size for reporting purposes.							
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3a. FCAT 2.0: Percentage of students making Learning Gains in mathematics.			3a.1. The Deaf Elementary School is 100% ESE and 63% of the students have two or more ESE identifications. Many of these identifications are language impairments, hindering academic progress in language dependent activities such as mathematics, especially word problems that require reading.	3a.1. The school will administer Elements (ThinkGate) assessment to monitor student progress, two times per year.	3a.1. Assistant Principal	3a.1. Review Elements data reports to ensure teachers are assessing students according to the created schedule.	3a.1. Printed Elements data reports.
<u>Mathematics Goal #3a:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
In grades 3-5, 55% of students will make learning gains in mathematics.	36%. (8)	45% (10)					
				3a.2. Teachers will use Elements assessment data to drive instruction. They will discuss assessment data in bi-weekly grade level meetings.	3a.2. Assistant Principal	3a.2. Lesson plans will be submitted weekly to Assistant Principal and will be reviewed before and during classroom walk-throughs. Minutes from bi-weekly grade level meetings will be submitted to the Assistant Principal and reviewed for data discussions.	3a.2. Lesson Plans, Classroom walk-through checklists, Minutes from bi-weekly grade level meetings.
				3a.3. Teachers will use supplemental	3a.3. Assistant Principal	3a.3. Lesson plans will be submitted weekly	3a.3. Lesson Plans, Classroom walk-

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			instructional materials (i.e. Achieve 3000, SuccessMaker) to supplement the Core Curricular materials and provide Differentiated Instruction and individualized programming for students.		to the Assistant Principal and will be reviewed before and during classroom walk-throughs.	through checklists
3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics.						
<u>Mathematics Goal #3b:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>				
The Deaf Elementary School does not have enough students in this sub-category to report on. We have fewer than the accepted cell size for reporting purposes.	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
4a. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics.	4a.1.	4a.1.	4a.1.	4a.1.	4a.1.	
<u>Mathematics Goal #4a:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>	The Deaf Elementary School is 100% ESE and 63% of the students have two or more ESE identifications. Many of these identifications are language impairments, hindering academic progress in language dependent activities such as mathematics, especially word problems that require reading.	The school will administer Elements (ThinkGate) assessment to monitor student progress, two times per year.	Assistant Principal	Review Elements data reports to ensure teachers are assessing students according to the created schedule.
Note: For AYP purposes, 100% of the Deaf Elementary School students are included in the subgroup Students with Disabilities . Other subgroup data may not be applicable because there are not enough students in Deaf Elementary School to meet the minimum	20% (9)	24% (11)				Printed Elements data reports.

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Subgroup size of at least 15 students. These subgroups are reflected on the AYP report as N/A.							
			4a.2 Teachers will use Elements assessment data to drive instruction. They will discuss assessment data in bi-weekly grade level meetings.	4a.2. Assistant Principal	4a.2. Lesson plans will be submitted weekly to Assistant Principal and will be reviewed before and during classroom walk-throughs. Minutes from bi-weekly grade level meetings will be submitted to the Assistant Principal and reviewed for data discussions.	4a.2. Lesson Plans, Classroom walk-through checklists, Minutes from bi-weekly grade level meetings.	
			4a.3. Teachers will use supplemental instructional materials (i.e. Achieve 3000, SuccessMaker) to supplement the Core Curricular materials and provide Differentiated Instruction and individualized programming for students.	4a.3. Assistant Principal	4a.3. Lesson plans will be submitted weekly to the Assistant Principal and will be reviewed before and during classroom walk-throughs.	4a.3. Lesson Plans, Classroom walk-through checklists	
4b. Florida Alternate Assessment: Percentage of students in Lowest 25% making learning gains in mathematics.							
<u>Mathematics Goal #4b:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
The Deaf Elementary School does not have enough students in this sub-category to report on. We have fewer than the accepted cell size for reporting purposes.							
Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target			2011-2012	2012-2013	2013-2014	2014-2015	2015-2016 2016-2017

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<p>5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.</p>	<p>Baseline data 2010-2011 17% (8)</p>		<p>24%</p>	<p>31%</p>	<p>38%</p>	<p>45%</p>	<p>52%</p>	<p>59%</p>
<p><u>Mathematics Goal #5A:</u> <i>Students will close the achievement gap through intensive focus on missing skills.</i></p>								
<p>Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:</p>			<p>Anticipated Barrier</p>	<p>Strategy</p>	<p>Person or Position Responsible for Monitoring</p>	<p>Process Used to Determine Effectiveness of Strategy</p>	<p>Evaluation Tool</p>	
<p>5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics.</p>								
<p><u>Mathematics Goal #5B:</u> Note: For AYP purposes, 100% of the Deaf Elementary School students are included in the subgroup Students with Disabilities. Other subgroup data may not be applicable because there are not enough students in Deaf Elementary School to meet the minimum subgroup size of at least 15 students. These subgroups are reflected on the AYP report as N/A.</p>	<p>2012 Current Level of Performance:*</p>	<p>2013 Expected Level of Performance:*</p>						

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Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5C. English Language Learners (ELL) not making satisfactory progress in mathematics.							
<u>Mathematics Goal</u> #5C:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
Note: For AYP purposes, 100% of the Deaf Elementary School students are included in the subgroup Students with Disabilities . Other subgroup data may not be applicable because there are not enough students in Deaf Elementary School to meet the minimum subgroup size of at least 15 students. These subgroups are reflected on the AYP report as N/A.							
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.							
<u>Mathematics Goal</u> #5D:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
Deaf Elementary School is 100% SWD, therefore this information is presented in the above goals.							
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5E. Economically Disadvantaged students not making satisfactory progress in mathematics.							

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Mathematics Goal #5E:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
Note: For AYP purposes, 100% of the Deaf Elementary School students are included in the subgroup Students with Disabilities . Other subgroup data may not be applicable because there are not enough students in Deaf Elementary School to meet the minimum subgroup size of at least 15 students. These subgroups are reflected on the AYP report as N/A.							

End of Elementary School Mathematics Goals

Mathematics Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Building School Community	K-5, all subjects	Assistant Principal	All Deaf Elementary School teachers, grades K – 5	Meeting six times per year during the months of: September, October, January, February, March, April	Participants will read a book and complete follow-up activities and discussion during faculty meetings. The resource for this PLC will be <u>In Our School: Building Community in Elementary Schools</u> , by Karen Casto and Jennifer Audley, published by The Responsive Classroom.	Assistant Principal
Common Core State Standards	K-5, all subjects	Assistant Principal, Reading	All Deaf Elementary School teachers, grades K – 5	Monthly meetings beginning in September and ending in May	Participants will focus on Math Practices, Writing Instruction, Academic vocabulary, Print-Rich	Assistant Principal

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		Specialist, Math Specialist			Environments, and multi-grade level collaboration	

Mathematics Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
All activities/materials are district funded.			

End of Mathematics Goals

Elementary and Middle School Science Goals

* When using percentages, include the number of students the percentage represents next to the percentage (e.g. 70% (35)).

Elementary and Middle Science Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1a. FCAT 2.0: Students scoring at Achievement Level 3 in science.			1a. The Deaf Elementary School is 100% ESE and 63% of the students have two or more ESE identifications. Many of these identifications are language impairments, hindering academic progress in language dependent activities such as science, especially problems that require reading.	1a. The school will administer Elements (ThinkGate) assessments two times per year, to monitor student progress.	1a. Assistant Principal	1a. Review Elements data reports to ensure teachers are assessing students according to the created schedule.	1a. Printed Elements data reports
Science Goal #1a:	<u>2012 Current Level of Performance:</u> *	<u>2013 Expected Level of Performance:</u> *					
In grade 5, 13% of students will achieve Level 3 on the 2013 FCAT Science test.	6% (1)	13% (2)					
			1a. Teachers will use Elements assessment data to drive instruction.	1a. Assistant Principal	1a. Lesson plans will be submitted weekly to the Assistant Principal and will be reviewed before and	1a. Lesson plans, Classroom Walk-through checklists	

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					during classroom walk-throughs.		
			1a. Teachers will incorporate the science inquiry method into science instruction.	1a. Assistant Principal	1a. Lesson plans will be submitted weekly to the Assistant Principal and will be reviewed before and during classroom walk-throughs	1a. Lesson plans, Classroom Walk-through checklists	
1b. Florida Alternate Assessment: Students scoring at Level 4, 5, and 6 in science.							
Science Goal #1b:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
The Deaf Elementary School does not have enough students in this sub-category to report on. We have fewer than the accepted cell size for reporting purposes.							
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
2a. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in science.			2a. The Deaf Elementary School is 100% ESE and 63% of the students have two or more ESE identifications. Many of these identifications are language impairments, hindering academic progress in language dependent activities such as science, especially problems that require reading.	2a. The school will administer Elements (ThinkGate) assessments two times per year, to monitor student progress.	2a. Assistant Principal	2a. Review Elements data reports to ensure teachers are assessing students according to the created schedule.	2a. Printed Elements data reports
Science Goal #2a:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
In grade 5, 6% of students will score Achievement Level 4 or 5 on the 2013 FCAT science test.	0% (0)	6% (1)					
			2a. Teachers will use Elements assessment data to drive instruction.	2a. Assistant Principal	2a. Lesson plans will be submitted weekly to the Assistant Principal and will be reviewed before and during classroom walk-throughs	2a. Lesson plans, Classroom Walk-through checklists	

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			2a Teachers will incorporate the science inquiry method into science instruction.	2a Assistant Principal	2a Lesson plans will be submitted weekly to the Assistant Principal and will be reviewed before and during classroom walk-throughs	2a Lesson plans, Classroom Walk-through checklists
2b. Florida Alternate Assessment: Students scoring at or above Level 7 in science.						
<u>Science Goal #2b:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>				
The Deaf Elementary School does not have enough students in this sub-category to report on. We have fewer than the accepted cell size for reporting purposes.						

End of Elementary and Middle School Science Goals

Science Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Building School Community	K-5, all subjects	Assistant Principal	All Deaf Elementary School teachers, grades K – 5	Meeting six times per year during the months of: September, October, January, February, March, April	Participants will read a book and complete follow-up activities and discussion during faculty meetings. The resource for this PLC will be <u>In Our School: Building Community in Elementary Schools</u> , by Karen Casto and Jennifer Audley, published by The Responsive Classroom.	Assistant Principal

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Common Core State Standards	K-5, all subjects	Assistant Principal, Reading Specialist, Math Specialist	All Deaf Elementary School teachers, grades K – 5	Monthly meetings beginning in September and ending in May	Participants will focus on Math Practices, Writing Instruction, Academic vocabulary, Print-Rich Environments, and multi-grade level collaboration	Assistant Principal

Science Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
All activities/materials are district funded.			

End of Science Goals

Writing Goals

* When using percentages, include the number of students the percentage represents next to the percentage (e.g. 70% (35)).

Writing Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1a. FCAT: Students scoring at Achievement Level 3.0 and higher in writing.			1a. The Deaf Elementary School is 100% ESE and 63% of the students have two or more ESE identifications. Many of these identifications are language impairments, hindering academic progress in language dependent activities such as writing.	1a. The school will utilize a standard rubric to monitor student progress in writing four times per year.	1a. Assistant Principal	1a. Review writing rubric score reports to ensure that teachers are assessing students according to the created schedule.	1a. Online and printed writing rubric reports.
Writing Goal #1a: In grade 4, 13% of students will score Achievement Level 3 or higher on the FCAT writing assessment.	2012 Current Level of Performance:* 6% (1)	2013 Expected Level of Performance:* 13% (2)		1a. Teachers will use information from the analysis of student writing samples, using the rubric, to drive instruction.	1a. Assistant Principal	1a. Lesson plans will be submitted weekly to the Assistant Principal and will be reviewed before and during classroom walk-throughs.	1a. Lesson plans, Classroom Walk-through checklists
				1a.	1a.	1a.	1a.

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			Teachers will provide multiple opportunities for students to publish written work, enhancing writing instruction and motivation.	Assistant Principal	Lesson plans will be submitted weekly to the Assistant Principal and will be reviewed before and during classroom walk-throughs.	Lesson plans, Classroom Walk-through checklists.
1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing.						
Writing Goal #1b: The Deaf Elementary School does not have enough students in this sub-category to report on. We have fewer than the accepted cell size for reporting purposes.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				

Writing Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g., Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Building School Community	K-5, all subjects	Assistant Principal	All Deaf Elementary School teachers, grades K – 5	Meeting six times per year during the months of: September, October, January, February, March, April	Participants will read a book and complete follow-up activities and discussion during faculty meetings. The resource for this PLC will be <u>In Our School: Building Community in Elementary Schools</u> , by Karen Casto and Jennifer Audley, published by The Responsive Classroom.	Assistant Principal
Common Core State Standards	K-5, all subjects	Assistant Principal, Reading	All Deaf Elementary School teachers, grades K – 5	Monthly meetings beginning in September and ending in May	Participants will focus on Math Practices, Writing Instruction, Academic vocabulary, Print-Rich	Assistant Principal

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		Specialist, Math Specialist			Environments, and multi-grade level collaboration	

Writing Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
All activities/materials are district funded.			

End of Writing Goals

Attendance Goal(s)

* When using percentages, include the number of students the percentage represents next to the percentage (e.g. 70% (35)).

Attendance Goal(s)		Problem-solving Process to Increase Attendance				
Based on the analysis of attendance data, and reference to “Guiding Questions”, identify and define areas in need of improvement:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Attendance		1. Due to our boarding program, many students who miss one day of school due to illness, doctor appointments, missing the bus, etc. end up missing an entire week of school because they live in an area that is, geographically, too far from school for the parent to provide transportation.	1. Send reminders to parents about school vacations and encourage families to schedule doctor visits, etc. during these times.	1. Assistant Principal	1. Analysis of attendance rates at the end of the 2012-2013 school year.	1. Records of daily attendance.
Attendance Goal #1:	<u>2012 Current Attendance Rate:*</u>	<u>2013 Expected Attendance Rate:*</u>				
During the 2012-2013 school year, the Deaf Elementary School will maintain an attendance rate of at least 98%	95% (68)	98% (70)				
	<u>2012 Current Number of Students with Excessive Absences (10 or more)</u>	<u>2013 Expected Number of Students with Excessive Absences (10 or more)</u>				
	21	12				

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	2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)					
	4	3					
				1. Include information about the importance of school attendance in at least one monthly edition of the parent newsletter, <i>It's Elementary!</i> during the 2012-2013 school year.	1. Assistant Principal	1. Analysis of attendance rates at the end of the 2012-2013 school year.	1. Records of daily attendance.
				1. Include information about the importance of school attendance on the Assistant Principal's website.	1. Assistant Principal	1. Analysis of attendance rates at the end of the 2012-2013 school year.	1. Records of daily attendance.

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Building School Community	K-5, all subjects	Assistant Principal	All Deaf Elementary School teachers, grades K – 5	Meeting six times per year during the months of: September, October, January, February, March, April	Participants will read a book and complete follow-up activities and discussion during faculty meetings. The resource for this PLC will be <u>In Our School: Building Community in Elementary Schools</u> , by Karen Casto and Jennifer Audley,	Assistant Principal

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					published by The Responsive Classroom.	
Common Core State Standards	K-5, all subjects	Assistant Principal, Reading Specialist, Math Specialist	All Deaf Elementary School teachers, grades K-5	Monthly meetings beginning in September and ending in May	Participants will focus on Math Practices, Writing Instruction, Academic vocabulary, Print-Rich Environments, and multi-grade level collaboration	Assistant Principal

Attendance Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
All activities/materials are district funded.			

End of Attendance Goals

Suspension Goal(s)

* When using percentages, include the number of students the percentage represents next to the percentage (e.g. 70% (35)).

Suspension Goal(s)			Problem-solving Process to Decrease Suspension				
Based on the analysis of suspension data, and reference to “Guiding Questions”, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Suspension			1.1. Because the Deaf Elementary School incorporates a boarding program as well as a day school program, student behavior in the boarding program can lead to suspension from the boarding program. This impacts the school program as students often live, geographically, in	1.1. The Deaf Elementary School will continue to incorporate Positive Behavior Support campus-wide, including the academic and boarding programs, as well as cafeterias, buses, the Health Care Center, etc.	1.1. Positive Behavior Support Team, to include academic and boarding department representatives as well as classroom teachers, support staff, and district personnel.	1.1. Analysis of suspension rates (in-school and out-of-school) at the end of the 2012-2013 school year.	1.1. Suspension records from the 2012-2013 school year.
Suspension Goal #1:	2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions					
During the 2012-2013 school year, there will be a decrease of in-school and out-of-school suspensions.	10	8					
	2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School					

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	6	4					
	2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions					
	2	1					
	2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School					an area that does not allow for daily transportation to the school during boarding program suspensions.
	2	1					
				1. Hold two school-wide assemblies for the Positive Behavior Support program to remind students of school-wide expectations.	1. Positive Behavior Support Team, to include academic and boarding department representatives as well as classroom teachers, support staff, and district personnel.	1. Analysis of suspension rates (in-school and out-of-school) at the end of the 2012-2013 school year.	1. Suspension records from the 2012-2013 school year.
				1. Incorporate student-created skits demonstrating the meaning and purpose of Positive Behavior Support into quarterly Honor Roll Assemblies.	1. Positive Behavior Support Team, to include academic and boarding department representatives as well as classroom teachers, support staff, and district personnel.	1. Analysis of suspension rates (in-school and out-of-school) at the end of the 2012-2013 school year.	1. Analysis of suspension rates (in-school and out-of-school) at the end of the 2012-2013 school year.

Suspension Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Positive Behavior Support	K-5, all subjects	PBS Team	All Elementary Teachers and Support Staff, Grades K-5 (school wide)	August 2012 refresher training, ongoing monitoring throughout the school year.	Staff participation in training and implementation of PBS strategies.	PBS Team
Building School Community	K-5, all subjects	Assistant Principal	All Deaf Elementary School teachers, grades K	Meeting six times per year during the months of:	Participants will read a book and complete	Assistant Principal

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			5	September, October, January, February, March, April	follow-up activities and discussion during faculty meetings. The resource for this PLC will be <u>In Our School: Building Community in Elementary Schools</u> , by Karen Casto and Jennifer Audley, published by The Responsive Classroom.	

Suspension Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
All activities/materials are district funded.			

End of Suspension Goals

Parent Involvement Goal(s)

Upload Option-For schools completing the Parental Involvement Policy/Plan (PIP) please include a copy for this section.

Online Template- For schools completing the PIP a link will be provided that will direct you to this plan.

* When using percentages, include the number of students the percentage represents next to the percentage (e.g. 70% (35)).

Parent Involvement Goal(s)	Problem-solving Process to Parent Involvement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<p>1. Parent Involvement</p> <p><u>Parent Involvement Goal #1:</u> *Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</p>	<p>1. Due to the boarding aspect of our school, many families that live in a place that, geographically, does not allow for efficient travel to campus, which can limit parental participation in assemblies or</p>	<p>1. Quarterly Honor Roll Assemblies will be calendared for the entire year during the first month of school. This information will be made available on teacher websites, the Assistant Principal website, and school newsletters.</p>	<p>1. Assistant Principal</p>	<p>1. Teacher websites and school newsletters will be reviewed to ensure they include Honor Roll assembly information.</p>	<p>1. Sign in sheets from Honor Roll assemblies</p>

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During the 2012-2013 school year, parental participation in quarterly Honor Roll assemblies will increase to 50%.	2012 Current level of Parent Involvement:*	2013 Expected level of Parent Involvement:*	school and classroom events.				
	33% (average of 22 families per assembly)	50% (average of 35 families per assembly)					
				1. Teachers will provide information on their website about classroom events, posting videos and photographs of these events.	1. Assistant Principal	1. Teacher websites will be reviewed to ensure they include information and photographs of classroom events.	1. Weekly website check sheet.

Parent Involvement Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Building School Community	K-5, all subjects	Assistant Principal	All Deaf Elementary School teachers, grades K – 5	Meeting six times per year during the months of: September, October, January, February, March, April	Participants will read a book and complete follow-up activities and discussion during faculty meetings. The resource for this PLC will be <u>In Our School: Building Community in Elementary Schools</u> , by Karen Casto and Jennifer Audley, published by The Responsive Classroom.	Assistant Principal

Parent Involvement Budget

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount

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All materials/activities are district funded.

End of Parent Involvement Goal(s)

Science, Technology, Engineering, and Mathematics (STEM) Goal(s)

* When using percentages, include the number of students the percentage represents next to the percentage (e.g. 70% (35)).

STEM Goal(s)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<p>STEM Goal #1: Students in Deaf Elementary School have limited exposure to STEM concepts through the general curriculum. Exposure to these concepts at an early age is critical for students to develop an awareness of science, technology, engineering, and mathematics concepts evident in their environment.</p>	<p>1. The Deaf Elementary School is 100% ESE and 63% of the students have two or more ESE identifications. Many of these identifications are language impairments, hindering academic progress in language dependent activities such as science, technology, engineering, and mathematics.</p>	<p>1. Host a Science Club that meets bi-weekly after school to provide students with experiences in inquiry based learning and exposure to concepts of science, technology, engineering, and math.</p>	<p>1. Science Club Sponsor and Assistant Principal</p>	<p>1. Comparison of pre- and post- skills assessment.</p>	<p>1. Attendance records from Science Club meetings, pre- and post-skills assessment reports.</p>

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	1.2.	1.2.	1.2.	1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.

STEM Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Building School Community	K-5, all subjects	Assistant Principal	All Deaf Elementary School teachers, grades K – 5	Meeting six times per year during the months of: September, October, January, February, March, April	Participants will read a book and complete follow-up activities and discussion during faculty meetings. The resource for this PLC will be <u>In Our School: Building Community in Elementary Schools</u> , by Karen Casto and Jennifer Audley, published by The Responsive Classroom.	Assistant Principal

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STEM Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
All materials/activities are district funded.			

End of STEM Goal(s)

Final Budget (Insert rows as needed)

Please provide the total budget from each section.	
Reading Budget	Total:
Mathematics Budget	Total:
Science Budget	Total:
Writing Budget	Total:
Attendance Budget	Total:
Suspension Budget	Total:
Dropout Prevention Budget	Total:

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	Total:
Parent Involvement Budget	
	Total:
Additional Goals	
	Total:
All materials and activities are district funded.	Grand Total:

Differentiated Accountability

School-level Differentiated Accountability (DA) Compliance

Please choose the school’s DA Status. (To activate the checkbox: 1. double click the desired box; 2.when the menu pops up, select “checked” under “Default Value” header; 3. Select “OK”, this will place an “x” in the box.)

School Differentiated Accountability Status		
<input type="checkbox"/>	Priority	<input type="checkbox"/>
	Focus	<input type="checkbox"/>
		Prevent

- *Upload a copy of the Differentiated Accountability Checklist in the designated upload link on the “Upload” page*

School Advisory Council (SAC)

SAC Membership Compliance

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students (for middle and high school only), parents, and other business and community members who are representative of the ethnic, racial, and economic community served by the school. Please verify the statement above by selecting “Yes” or “No” below.

Yes No

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If No, describe the measures being taken to comply with SAC requirements.
Describe the activities of the SAC for the upcoming school year.
The Deaf Elementary School Sub-SAC will meet quarterly to discuss assessment data and other school related issues.

Describe the projected use of SAC funds.	Amount
FSDB does not receive SAC funds.	