

FLORIDA DEPARTMENT OF EDUCATION



DEAF MIDDLE SCHOOL Florida School for the Deaf and the Blind

DRAFT School Improvement Plan (SIP) Form SIP-1

Proposed for 2012-2013

2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: SCHOOL INFORMATION

School Name: Deaf Middle	District Name: Florida School for the Deaf and the Blind
Principal: Rebecca Hilding Wilson	Superintendent: Jeannie 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	<u>Degrees</u> M.S. – Deaf Education; B.A. – Elementary Education <u>Certifications</u> Educational Leadership (All Levels); Hearing Impaired (Grades K-12);	3	23	Percent of Deaf Middle School Students Showing an Increase in FCAT Reading Developmental Scale Scores 2011-2012: 73% 2010-2011: 62% 2009-2010: 70% Percent of Deaf Middle School Students Showing an Increase in FCAT Math Developmental Scale Scores 2011-2012: 79% 2010-2011: 82%

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		Exceptional Student Education (Grades K-12); Elementary Education (Grades K-6)			2009-2010: 93%
Assistant Principal	Martin Price	<u>Degrees</u> Ed. S – Special Education M.S. – Deaf Education; B.A. – Mathematics and Political Science A.S. – Computational Mathematics <u>Certifications</u> Educational Leadership (All Levels); Hearing Impaired (Grades K-12); Mathematics (Grades 6-12)	18	7	Percent of Deaf Middle School Students Showing an Increase in FCAT Reading Developmental Scale Scores 2011-2012: 73% 2010-2011: 62% Percent of Deaf Middle School Students Showing an Increase in FCAT Math Developmental Scale Scores 2011-2012: 79% 2010-2011: 82%

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)
Reading	Kathy Pyle	<u>Degrees</u> B.A. – Interdisciplinary Social Science; M. Ed. – Deaf Education <u>Certifications</u> Elementary Education (Grades 1-6); Hearing Impaired (Grades	25	8	Percent of Deaf Middle School Students Showing an Increase in FCAT Reading Developmental Scale Scores 2011-2012: 73% 2010-2011: 62% 2009-2010: 70% 2008-2009: 79% 2007-2008: 70% 2006-2007: 70% 2005-2006: 81%

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		K-12); Reading Endorsement; ESOL Endorsement; National Board Certified			2004-2005: 77%
Mathematics	Susan Clark	<u>Degrees</u> B.A. – Deaf and Elementary Education; M. Ed. – Secondary Education <u>Certifications</u> Mathematics (Grades 5-9); Elementary Education (Grades 1-6); Hearing Impaired (Grades K-12); ESOL Endorsement; National Board Certified	28	7	Percent of Deaf Middle School Students Showing an Increase in FCAT Mathematics Developmental Scale Scores 2011-2012: 79% 2010-2011: 82% 2009-2010: 93% 2008-2009: 72% 2007-2008: 71% 2006-2007: 72% 2005-2006: 72%

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.	

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]).

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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
Number of instructional staff (teachers) who are NOT highly qualified and teaching out of field: 0% (0) Number of instructional staff (teachers) who are NOT highly effective : 22% (3) FSDB's paraprofessionals are evaluated according to Rule 6D-16.002, Florida Administrative Code, which does not include an highly effective rating.	1) The teachers will take specific workshops and trainings in the areas on their evaluation in which they are not considered highly effective. 2) Follow up conferences each quarter with each teacher to review areas of improvement.

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)).

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
14	0% (0)	33% (5)	29% (4)	33% (5)	57% (8)	78% (11)	40% (6)	13% (2)	100% (14)

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
Terri Samson	New Language Arts Teacher	Terri has been a long time Language Arts Teacher and is very familiar not only with the NGSSS for LA but with the Deaf Middle School policies and procedures. Both Terri and the new teacher will be part	One on one conferences to go over the following activities: 1) Lesson/unit planning 2) Policies/Procedures 3) Technology resources

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		of the 8 th grade team along with four other teachers.	4) Becoming an effective team member
Kristin Ocasio	Corey Mahon	Both Kristin and Corey came (separate years) from Deaf Elementary and have their own skills and talents that would complement one another in their roles as both intensive reading and language arts teachers in 6 th grade.	1) Lesson/unit planning 2) Policies/Procedures 3) Technology resources 4) Becoming an effective team member

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.

<p>Title I, Part A The Director of Curriculum and Staff Development meets with campus principals, assistant principals the Director of Technology, Title I Coordinator, Parent Liaison Office, and other administrators in order to carefully and thoughtfully plan the federal grant programs so that student needs are addressed. Thus, there is significant coordination of the NCLB Entitlement grants: Title I part A, SES/CWT, Title II part A, IDEA part B, and IDEA preschool grants.</p> <p>The Title I Core Administrative Team, Title I Parent Advisory Team, as well as FSDB's District Leadership Team meet various times in the spring of 2012 to analyze staff and student data in order to plan for the 2012-2013 grant program. The Title I Assistant Coordinator ensured that the parents, administrators, and had the opportunity to provide programmatic suggestions and feedback to the proposed grant plan. Information regarding student and program outcomes are disseminated at the Title I Core Administrative Team meeting and the Title I Parent Advisory Team meeting quarterly in order to ensure consistent monitoring of the grant.</p>
<p>Title I, Part C- Migrant Deaf Middle does not have migrant students</p>
<p>Title I, Part D The Deaf Middle School does not receive these funds.</p>
<p>Title II Professional Development activities at FSDB are coordinated through the office of Curriculum and Professional Development. The Director of Curriculum and Professional Development meets with academic administrators, curriculum staff, technology staff, and teacher leaders prior to the writing of next year's grant applications to ensure there is coordination of expenditures of all funding sources to meet the professional development needs of all schools.</p> <p>FSDB professional development supported by Title II is planned in conjunction with other funding sources (Title I, and IDEA, and various school funding) with curriculum staff in order to coordinate expenditures in all projects to meet the needs of teachers, instructional assistants, and administrators. This is accomplished via bi-weekly curriculum meetings, monthly curriculum-technology meetings, monthly academic leadership meeting, and staff input.</p>

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<p>Title III Deaf Middle School ESOL population was too small to merit this funding.</p>
<p>Title X- Homeless Deaf Middle School does not have any homeless students</p>
<p>Supplemental Academic Instruction (SAI) Deaf Middle School will participate in the Supplemental Educational Services (SES) tutoring program this year. The campus SES Coordinator will coordinate all aspects of the SES program, in consultation with the Principal, Assistant Principal, 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.</p> <p>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. 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.</p>
<p>Violence Prevention Programs The following programs are available campus wide at FSDB: Character Counts Positive Behavior Support (PBS) Programs Red Ribbon Drug, Alcohol and Tobacco Awareness/Prevention DARE School Level "RESPECT" Plans (Anti-Bullying) Second Step Violence Prevention Counseling Social Skills Counseling</p>
<p>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.</p>
<p>Housing Programs- Deaf middle school does not offer this program</p>
<p>Head Start- We do not offer a Head Start program because of the Early Learning Center housed on our campus, which serves a feeder school for Deaf Elementary School. The Deaf Elementary School, in turn, becomes our feeder school.</p>

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Adult Education-

The Deaf Middle 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

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

Florida School for the Deaf and the Blind has a campus-wide Career Development Program. The Deaf Middle School Program focuses on Career Awareness. All teachers report their career education activities to the Director of Workforce Development quarterly. All of the 8th graders take a semester long Career Education course. All teachers are required to add an element of career education into their lesson plans.

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

School-Based MTSS/RtI Team

Identify the school-based MTSS Leadership Team.

Team leader: Martin Price, Assistant Principal. 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 Wilson, Principal. Other staff who are often invited to MTSS meetings: Teachers, Health Care Center personnel, and others.

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?

Because the members of the team come from other departments, e.g. Boarding Program and Related Services; there is greater coordination of efforts and follow-ups in the weekly meeting of the MTSS Leadership Team.

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?

Any time a student is not performing well, academically and/or behaviorally, his name is brought up in this weekly meeting 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.

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

Describe the plan to train staff on MTSS.

Professional literature and best practices will be disseminated to the Team for discussion on increasing the effectiveness of the MTSS approach.

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Describe plan to support MTSS.

Minutes are reviewed by departments that have a vested interest in our students and provide feedback and suggestions to the Team for improvement.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

Identify the school-based Literacy Leadership Team (LLT).

Martin Price (Assistant Principal), Kathy Pyle (Reading Specialist), Robin Harwell (Educational Diagnostician), Kristin Ocasio and Corey Mahon (6th Grade Teachers), Karen Polakiewicz and Cally Traetto (7th Grade Teachers), Jessica Dalton and Maria Williams (8th Grade Teachers),

Describe how the school-based LLT functions (e.g., meeting processes and roles/functions).

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

What will be the major initiatives of the LLT this year?

- 1) continue to help the department celebrate literacy via Reading Counts, 100 Book Challenge, Author Visits, Florida Literacy Week, and Poetry Walk.
- 2) Strengthen the IRLA tool through effective use in all grade levels
- 3) Incorporate 100 Book Challenge program in other content areas by coming up with specific guidelines for effective reading for the content area teachers
- 4) Incorporate CCS literacy standards in all content areas

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.

***Grades 6-12 Only** Sec. 1003.413 (b) F.S

For schools with Grades 6-12, describe the plan to ensure that teaching reading strategies is the responsibility of every teacher.

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

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

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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
Ia. FCAT 2.0: Students scoring at Achievement Level 3 in reading.			Ia.1. The Deaf Middle School is 100% ESE, and 76% of the students have two or more ESE identifications. Many of these additional ESE identifications are language impairments, hindering academic progress in language dependent activities, such as reading.	Ia.1. Greater participation in celebration of literacy programs and activities: SES and Title 1 Tutoring Programs, Scholastic Reading Counts (SRC), 100 Book Challenge, Author Visits, Florida Literacy Week and Poetry Walk.	Ia.1. Reading Specialist and Assistant Principal	Ia.1. At least a half-year gain on the 2013 FCAT performance in Reading.	Ia.1. Analysis of 2013 FCAT Reading results
Reading Goal #1a: <i>9% of students tested in Deaf Middle School will score at Achievement Level 3.</i>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	2% (2)	9% (7)					
			Ia.2. Little or not enough information on students' areas of strengths and weaknesses in many aspects of reading that could assist their current and future teachers in targeting specific skills for improvement	Ia.2. Full implementation of American Reading Company's Independent Reading Level Assessment (IRLA) in all grade levels.	Ia.2. Reading Specialist and Assistant Principal	Ia.2. Complete documentation of each student's skills using IRLA	Ia.2. Review of student IRLA portfolios and check for incomplete records.
		Ia.3. Students are not realizing the important of reading well in content areas.	Ia.3. Expand the 100 Book Challenge Program in the content areas by coming up with guidelines or best practices for effective reading in content areas particularly the 1 on 1 conferencing	Ia.3. Reading Specialist and Assistant Principal	Ia.3. IRLA documentation and teacher discussions during content team meetings.	Ia.3. Analysis of student IRLA records especially in areas of growth	
Ib. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.			Ib.1.	Ib.1.	Ib.1.	Ib.1.	Ib.1.

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Reading Goal #1b: Less than 15 Students taking FAA in school therefore exempt from completing section	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>					
			1b.2.	1b.2.	1b.2.	1b.2.	1b.2.
			1b.3.	1b.3.	1b.3.	1b.3.	1b.3.
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 reading.			2a.1. Too few students achieving Level 3 or above on the FCAT	2a.1. Strategies in the previous section will be implemented.	2a.1. Reading Specialist and Assistant Principal	2a.1. An increase in number of Level 3 students on FCAT Reading section	2a.1. 2013 FCAT Reading section results
Reading Goal #2a: 5% of students tested in Deaf Middle School will score at Achievement Levels 4 and 5 in Reading.	2012 Current Level of Performance:* 1% (1)	2013 Expected Level of Performance:* 5%(4)					
			2a.2.	2a.2.	2a.2.	2a.2.	2a.2.
			2a.3.	2a.3.	2a.3.	2a.3.	2a.3.
2b. Florida Alternate Assessment: Students scoring at or above Level 7 in reading.			2b.1.	2b.1.	2b.1.	2b.1.	2b.1.

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Reading Goal #2b: Less than 15 Students taking FAA in school therefore exempt from completing section	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>					
			2b.2.	2b.2.	2b.2.	2b.2.	2b.2.
			2b.3	2b.3	2b.3	2b.3	2b.3
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.			3a.1. Again, the Deaf Middle School is 100% ESE, and 76% of the students have two or more ESE identifications. Many of these additional ESE identifications are language impairments, hindering academic progress in language dependent activities, such as reading.	3a.1. “Lesson Study” professional development process where a small group of teachers collaboratively plans, teaches, observes, revises, and reports results on a single class lesson.	3a.1. Director of Curriculum and Staff Development, Reading Specialist and Assistant Principal	3a.1. Portfolios by teachers that include the following items: explanations on how they will implement the strategies learned in their current teaching practice, reports on the successes of strategies and evidences that support their findings.	3a.1. Review of Teacher portfolios
Reading Goal #3a: 74% of students tested in Deaf Middle School will make learning gains in reading.	2012 Current Level of Performance:* 53%(40)	2013 Expected Level of Performance:* 74%(56)					
			3a.2. Weaknesses in use of data to drive instruction of students	3a.2. “Using Data to Drive Instruction” professional development that uses	3a.2. Director of Curriculum and Staff Development, Reading	3a.2. Analysis reports of data that answers the following questions: “What the teachers want to know, How do they know when the students	3a.2. Review of analyses to determine if data has driven the instructional methods.

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			Deming's "Plan, Do, Study, Act" cycle in order to improve upon what is being taught and what students have learned.	Specialist and Assistant Principal	know it, what do they do if students don't know it and what to do if they already know it"	
		3a.3. Knowledge of research-based instructional practices that guide teachers in using new technology and whole class methods while personalizing the instruction for each student.	3a.3. Professional development on Universal Design for Learning (UDL) for all teachers and instructional assistants	3a.3. Director of Curriculum and Staff Development, Reading Specialist and Assistant Principal	3a.3. Data gleaned from Classroom Walk Through (CWT), observations and anecdotal remarks from students	3a.3. Observation tools, CWTs, and feedback from students
3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading.		3b.1.	3b.1.	3b.1.	3b.1.	3b.1.
Reading Goal #3b:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>				
Less than 15 Students taking FAA in school therefore exempt from completing section	<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>				
			3b.2.	3b.2.	3b.2.	3b.2.
			3b.3.	3b.3.	3b.3.	3b.3.
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.		4a.1.	4a.1.	4a.1.	4a.1.	4a.1.
Reading Goal #4a:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>				

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74% of students tested in Deaf Middle School will make learning gains in reading. NOTE: All Level 1 and 2 students are included in this category. Anticipated barriers and strategies can be found in the previous section.	53% (40)	74% (56)						
			4a.2.	4a.2.	4a.2.	4a.2.	4a.2.	4a.2.
			4a.3.	4a.3.	4a.3.	4a.3.	4a.3.	4a.3.
4b. Florida Alternate Assessment: Percentage of students in Lowest 25% making learning gains in reading.			4b.1.	4b.1.	4b.1.	4b.1.	4b.1.	4b.1.
Reading Goal #4b: Less than 15 Students taking FAA in school therefore exempt from completing section	2012 Current Level of Performance:*	2013 Expected Level of Performance:*						
	Enter numerical data for current level of performance in this box.	Enter numerical data for expected level of performance in this box.						
			4b.2.	4b.2.	4b.2.	4b.2.	4b.2.	4b.2.
			4b.3.	4b.3.	4b.3.	4b.3.	4b.3.	4b.3.
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 achievement gap	Baseline data 2010-2011 5%	3%	12.8%	22.6%	32.4%	42.2%	52%	

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by 50%.							
Reading Goal #5A: <i>By 2016-2017, 52% of the students tested will be proficient in reading.</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.		5B.1. White: Black: Hispanic: Asian: American Indian:	5B.1.	5B.1.	5B.1.	5B.1.	
Reading Goal #5B: <i>The information, data, and etc would be the same as those in other sections of this SIP.</i>	2012 Current Level of Performance:* Enter numerical data for current level of performance in this box. White: Black: Hispanic: Asian: American Indian:	2013 Expected Level of Performance:* Enter numerical data for expected level of performance in this box. White: Black: Hispanic: Asian: American Indian:					
		5B.2.	5B.2.	5B.2.	5B.2.	5B.2.	
		5B.3.	5B.3.	5B.3.	5B.3.	5B.3.	
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.		5C.1.	5C.1.	5C.1.	5C.1.	5C.1.	
Reading Goal #5C: Less than 15 ELL	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

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Students in school therefore exempt from completing section	Enter numerical data for current level of performance in this box.	Enter numerical data for expected level of performance in this box.					
			5C.2.	5C.2.	5C.2.	5C.2.	5C.2.
			5C.3.	5C.3.	5C.3.	5C.3.	5C.3.
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 reading.	5D.1.	5D.1.	5D.1.	5D.1.	5D.1.	5D.1.	
Reading Goal #5D: <i>All Middle School students tested are Students with Disabilities (SWD) so the information, data, and etc would be the same as those in other sections of this SIP.</i>	2012 Current Level of Performance: Enter numerical data for current level of performance in this box.	2013 Expected Level of Performance: Enter numerical data for expected level of performance in this box.					
			5D.2.	5D.2.	5D.2.	5D.2.	5D.2.
			5D.3.	5D.3.	5D.3.	5D.3.	5D.3.
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 reading.	5E.1.	5E.1.	5E.1.	5E.1.	5E.1.	5E.1.	
Reading Goal #5E: <i>Most of the Deaf Middle</i>	2012 Current Level of Performance: Enter numerical data for current level of performance in this box.	2013 Expected Level of Performance: Enter numerical data for expected level of performance in this box.					

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School students are in the ED category so the information, data, and etc would be the same as those in other sections of this SIP.	e:*					
	Enter numerical data for current level of performance in this box.	Enter numerical data for expected level of performance in this box.				
			5E.2.	5E.2	5E.2.	5E.2.
			5E.3	5E.3	5E.3	5E.3

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
"Lesson Study"	6-8 th Grade Reading and Language Arts courses	Trainer to be obtained by the Director of Curriculum and Staff Development	6-8 th Grade Reading and Language Arts Teachers	Saturday half-day training and at least 2 cycles	Participants to explain in writing how they will implement 2 strategies they learned in current teaching practice. They will also report on their implementation and evaluation method of the success of these 2 strategies.	Director of Curriculum and Staff Development and Assistant Principal
"Using Data to Drive Instruction"	6-8 th Grade Reading and Language Arts courses	Trainer to be obtained by the Director of Curriculum and Staff Development	6-8 th Grade Reading and Language Arts Teachers	Saturday half-day training and a follow up with the Assistant Principal.	Participants to explain in writing how they will implement 2 strategies they learned in current teaching practice. They will also report on their implementation and evaluation method of the success of these 2 strategies.	Director of Curriculum and Staff Development and Assistant Principal
Universal Design for Learning (UDL)	6-8 th Grade Reading and Language Arts courses	Trainer to be obtained by the Director of Curriculum and Staff Development	6-8 th Grade Reading and Language Arts Teachers	Saturday half-day training and a follow up with the Assistant Principal.	Participants to explain in writing how they will implement 2 strategies they learned in current teaching practice. They will also report on their implementation and evaluation method of the success of these 2 strategies.	Director of Curriculum and Staff Development and Assistant Principal

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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
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total:

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

CELLA Goals	Problem-Solving Process to Increase Language Acquisition				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.					
1. Students scoring proficient in Listening/Speaking.	1.1.	1.1.	1.1.	1.1.	1.1.

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CELLA Goal #1: Less than 15 ELL students in school therefore exempt from completing section	2012 Current Percent of Students Proficient in Listening/Speaking:					
	Enter numerical data for current level of performance in this box.					
		1.2.	1.2.	1.2.	1.2.	1.2.
		1.3.	1.3.	1.3.	1.3.	1.3.
Students read in English at grade level text 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	
2. Students scoring proficient in Reading.		2.1.	2.1.	2.1.	2.1.	2.1.
CELLA Goal #2: Enter narrative for the goal in this box.	2012 Current Percent of Students Proficient in Reading :					
	Enter numerical data for current level of performance in this box.					
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3.	2.3.	2.3.	2.3.	2.3.
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.
CELLA Goal #3:	2012 Current Percent of Students Proficient in Writing :					

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Enter narrative for the goal in this box.	Enter numerical data for current level of performance in this box.					
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3	2.3	2.3	2.3	2.3

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
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total:

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End of CELLA Goals

Middle School Mathematics Goals

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

Middle School 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
1a. FCAT 2.0: Students scoring at Achievement Level 3 in mathematics.			1a.1. The Deaf Middle School is 100% ESE, and 76% of the students have two or more ESE identifications. Many of these additional ESE identifications are language impairments, hindering academic progress in language dependent activities, such as mathematics	1a.1. Professional development on Math Practices in the Common Core. Research shows that mathematically proficient students make sense of problems, reason abstractly, construct viable arguments, model with mathematics, use appropriate tools, attend to precision, look for and make use of structure, and look for and express regularity in repeated reasoning.	1a.1. Director of Curriculum and Staff Development, Math Specialist, and Assistant Principal.	1.a.1 Participants to explain in writing how they will implement 2 strategies they learned in current teaching practice. They will also report on their implementation and evaluation method of the success of these 2 strategies.	1.a.1 Director of Curriculum and Staff Development and Assistant Principal
Mathematics Goal #1a:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<i>11% of students tested in Deaf Middle School will score at Achievement Level 3.</i>	5% (5)	11% (9)					
			1a.2.	1a.2.	1a.2.	1a.2.	1a.2.
			1a.3.	1a.3.	1a.3.	1a.3.	1a.3.
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.			1b.1.	1b.1.	1b.1.	1b.1.	1b.1.
Mathematics Goal #1b:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					

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Less than 15 Students taking FAA in school therefore exempt from completing section	<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>					
			1b.2.	1b.2.	1b.2.	1b.2.	1b.2.
			1b.3.	1b.3.	1b.3.	1b.3.	1b.3.
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
2a. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in mathematics.			2a.1. Too often the proficient students do not learn the material or concepts that they need in order to maintain their proficiency in the long term.	2a.1. "Using Data to Drive Instruction" professional development that uses Deming's "Plan, Do, Study, Act" cycle in order to improve upon what is being taught and what students have learned.	2a.1. Director of Curriculum and Staff Development, Reading Specialist and Assistant Principal	2a.1. Analysis reports of data that answers the following questions: "What the teachers want to know, How do they know when the students know it, what do they do if students don't know it and what to do if they already know it" and its correlation with FCAT results.	2a.1. Review of analysis to determine if data has instructional method results from 2013 FCAT
<u>Mathematics Goal #2a:</u> <i>5% of students in Deaf Middle School will score at or above Achievement Levels 4 and 5 in mathematics.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	3% (3)	5% (4)					
			2a.2.	2a.2.	2a.2.	2a.2.	2a.2.
			2a.3	2a.3	2a.3	2a.3	2a.3

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2b. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.			2b.1.	2b.1.	2b.1.	2b.1.	2b.1.
Mathematics Goal #2b: Less than 15 Students taking FAA in school therefore exempt from completing section	<u>2012 Current Level of Performance:*</u> Enter numerical data for current level of performance in this box.	<u>2013 Expected Level of Performance:*</u> Enter numerical data for expected level of performance in this box.					
			2b.2.	2b.2.	2b.2.	2b.2.	2b.2.
			2b.3	2b.3	2b.3	2b.3	2b.3
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
3a. FCAT 2.0: Percentage of students making Learning Gains in mathematics.			3a.1. Knowledge of research-based instructional practices that guide teachers in using new technology and whole class methods while personalizing the instruction for each student.	3a.1. Professional development on Universal Design for Learning (UDL) for all teachers and instructional assistants	3a.1. Director of Curriculum and Staff Development, Reading Specialist and Assistant Principal	3a.1. Data gleaned from Classroom Walk Through (CWT), observations and anecdotal remarks from students	3a.1. Observation to feedback from students
Mathematics Goal #3a: 60% of students in grades 6 through 8 will make Learning Gains in math.	<u>2012 Current Level of Performance:*</u> 53% (40)	<u>2013 Expected Level of Performance:*</u> 60% (45)					
			3a.2.	3a.2.	3a.2.	3a.2.	3a.2.
			3a.3.	3a.3.	3a.3.	3a.3.	3a.3.
3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics.			3b.1.	3b.1.	3b.1.	3b.1.	3b.1.
Mathematics Goal #3b:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					

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Less than 15 Students taking FAA in school therefore exempt from completing section	<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>					
			3b.2.	3b.2.	3b.2.	3b.2.	3b.2.
			3b.3.	3b.3.	3b.3.	3b.3.	3b.3.
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
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.
Mathematics Goal #4a: <i>60% of students tested in Deaf Middle School will make learning gains in mathematics.</i> NOTE: All Level 1 and 2 students are included in this category.	<u>2012 Current Level of Performance:*</u> 53% (40)	<u>2013 Expected Level of Performance:*</u> 60% (45)					
			4a.2.	4a.2.	4a.2.	4a.2.	4a.2.
			4a.3.	4a.3.	4a.3.	4a.3.	4a.3.
4b. Florida Alternate Assessment: Percentage of students in Lowest 25% making learning gains in mathematics.			4b.1.	4b.1.	4b.1.	4b.1.	4b.1.

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Mathematics Goal #4b: Less than 15 Students taking FAA in school therefore exempt from completing section	2012 Current Level of Performance:* Enter numerical data for current level of performance in this box.	2013 Expected Level of Performance:* Enter numerical data for expected level of performance in this box.				
			4b.2.	4b.2.	4b.2.	4b.2.
			4b.3	4b.3.	4b.3.	4b.3.
Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target		2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Baseline data 2010-2011 14%	6%	15.4%	24.8%	34.2%	43.6%
Mathematics Goal #5A: By 2016-2017, 53% of the students tested will be proficient in mathematics						53%
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
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics.		5B.1. White: Black: Hispanic: Asian: American Indian:	5B.1.	5B.1.	5B.1.	5B.1.
Mathematics Goal #5B:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				

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<p>The information, data, and etc would be the same as those in other sections of this SIP.</p>	<p>Enter numerical data for current level of performance in this box.</p> <p>White: Black: Hispanic: Asian: American Indian:</p>	<p>Enter numerical data for expected level of performance in this box.</p> <p>White: Black: Hispanic: Asian: American Indian:</p>					
			5B.2.	5B.2.	5B.2.	5B.2.	5B.2.
			5B.3.	5B.3.	5B.3.	5B.3.	5B.3.
<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
<p>5C. English Language Learners (ELL) not making satisfactory progress in mathematics.</p>			5C.1.	5C.1.	5C.1.	5C.1.	5C.1.
<p><u>Mathematics Goal #5C:</u> The number of ELL in Deaf Middle School is less than 15 therefore this section will not be applicable.</p>	<p>2012 Current Level of Performance:*</p>	<p>2013 Expected Level of Performance:*</p>					
	<p>Enter numerical data for current level of performance in this box.</p>	<p>Enter numerical data for expected level of performance in this box.</p>					
			5C.2.	5C.2.	5C.2.	5C.2.	5C.2.
		5C.3.	5C.3.	5C.3.	5C.3.	5C.3.	
<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
<p>5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.</p>			5D.1.	5D.1.	5D.1.	5D.1.	5D.1.
<p><u>Mathematics Goal #5D:</u></p>	<p>2012 Current Level of Performance:*</p>	<p>2013 Expected Level of Performance:*</p>					

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<p><i>All Middle School students tested are Students with Disabilities (SWD) so the information, data, and etc would be the same as in other sections of this SIP.</i></p>	<p><i>Enter numerical data for current level of performance in this box.</i></p>	<p><i>Enter numerical data for expected level of performance in this box.</i></p>					
			5D.2.	5D.2.	5D.2.	5D.2.	5D.2.
			5D.3	5D.3.	5D.3.	5D.3.	5D.3.
<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
<p>5E. Economically Disadvantaged students not making satisfactory progress in mathematics.</p>			5E.1.	5E.1.	5E.1.	5E.1.	5E.1.
<p>Mathematics Goal #5E:</p> <p><i>Enter narrative for the goal in this box.</i></p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p><i>Enter numerical data for current level of performance in this box.</i></p>	<p><i>Enter numerical data for expected level of performance in this box.</i></p>					
			5E.2.	5E.2	5E.2.	5E.2.	5E.2.
			5E.3	5E.3	5E.3	5E.3	5E.3

End of Middle School Mathematics Goals

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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
Math Practices in the Common Core	6-8 th Grade Math courses	Trainer to be obtained by the Director of Curriculum and Staff Development	6-8 th Grade Math Teachers	Saturday full day training	Participants to explain in writing how they will implement 2 strategies they learned in current teaching practice. They will also report on their implementation and evaluation method of the success of these 2 strategies.	Director of Curriculum and Staff Development and Assistant Principal
"Using Data to Drive Instruction"	6-8 th Grade Math courses	Trainer to be obtained by the Director of Curriculum and Staff Development	6-8 th Grade Math Teachers	Saturday half-day training and a follow up with the Assistant Principal.	Participants to explain in writing how they will implement 2 strategies they learned in current teaching practice. They will also report on their implementation and evaluation method of the success of these 2 strategies.	Director of Curriculum and Staff Development and Assistant Principal
Universal Design for Learning (UDL)	6-8 th Grade Math courses	Trainer to be obtained by the Director of Curriculum and Staff Development	6-8 th Grade Math Teachers	Saturday full day training	Participants to explain in writing how they will implement 2 strategies they learned in current teaching practice. They will also report on their implementation and evaluation method of the success of these 2 strategies.	Director of Curriculum and Staff Development and Assistant Principal

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
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount

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Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:			

End of Mathematics Goals

Middle School Science Goals

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

Middle School 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.1. Knowledge of research-based instructional practices that guide teachers in using new technology and whole class methods while personalizing the instruction for each student.	1a.1. Professional development on Universal Design for Learning (UDL) for all teachers and instructional assistants	1a.1. Director of Curriculum and Staff Development, Math Specialist and Assistant Principal	1a.1. Data gleaned from Classroom Walk Through (CWT), observations and anecdotal remarks from students	1a.1. Observation tools, CWTs, and feedback from students
Science Goal #1a:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>			

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<p>10% of 8th Graders in Deaf Middle School will score at Achievement Level 3.</p>	<p>5% (2)</p>	<p>10% (4)</p>	<p>1a.2. Scant data mining opportunities for science teachers to explore and figure out why students have trouble in science when compared to other subject areas.</p>	<p>1a.2. “Using Data to Drive Instruction” professional development that uses Deming’s “Plan, Do, Study, Act” cycle in order to improve upon what is being taught and what students have learned.</p>	<p>1a.2. Director of Curriculum and Staff Development, Math Specialist and Assistant Principal</p>	<p>1a.2. Analysis reports of data that answers the following questions: “What the teachers want to know, How do they know when the students know it, what do they do if students don’t know it and what to do if they already know it” and its correlation with FCAT results.</p>	<p>1a.2. Review of analyses to instructional methods along</p>
<p>1b. Florida Alternate Assessment: Students scoring at Level 4, 5, and 6 in science.</p>	<p>5% (2)</p>	<p>10% (4)</p>	<p>3a.1. The Deaf Middle School is 100% ESE, and 76% of the students have two or more ESE identifications. Many of these additional ESE identifications are language impairments, hindering academic progress in language dependent activities, especially in science where vocabulary found in general sciences are on higher reading levels.</p>	<p>3a.1. “Lesson Study” professional development process where a small group of teachers collaboratively plans, teaches, observes, revises, and reports results on a single class lesson.</p>	<p>3a.1. Director of Curriculum and Staff Development, Math Specialist and Assistant Principal</p>	<p>3a.1. Portfolios by teachers that include the following items: explanations on how they will implement the strategies learned in their current teaching practice, reports on the successes of strategies and evidences that support their findings.</p>	<p>3a.1. Review of Teacher por</p>
<p>1b.1.</p>	<p>5% (2)</p>	<p>10% (4)</p>	<p>1b.1.</p>	<p>1b.1.</p>	<p>1b.1.</p>	<p>1b.1.</p>	<p>1b.1.</p>

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Science Goal #1b: Less than 15 Students taking FAA in school therefore exempt from completing section	<u>2012 Current Level of Performance:*</u> Enter numerical data for current level of performance in this box.	<u>2013 Expected Level of Performance:*</u> Enter numerical data for expected level of performance in this box.				
		1b.2.	1b.2.	1b.2.	1b.2.	1b.2.
		1b.3.	1b.3.	1b.3.	1b.3.	1b.3.
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.1. Because we do not have any students who showed proficiency in science, we will continue to use the strategies outlined in the last section to help students increase their proficiency in all areas of science.	2a.1.	2a.1.	2a.1.	2a.1.	
Science Goal #2a:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>				

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5% of 8 th Grade in Deaf Middle school will score at or above Achievement Levels 4 and 5 in science.	0% (0)	5% (2)				
		2a.2.	2a.2.	2a.2.	2a.2.	2a.2.
		2a.3	2a.3	2a.3	2a.3	2a.3
2b. Florida Alternate Assessment: Students scoring at or above Level 7 in science.	2b.1.	2b.1.	2.1.	2b.1.	2b.1.	
Science Goal #2b:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
Less than 15 Students taking FAA in school therefore exempt from completing section	Enter numerical data for current level of performance in this box.	Enter numerical data for expected level of performance in this box.				
		2b.2.	2b.2.	2b.2.	2b.2.	2b.2.
		2b.3	2b.3	2b.3	2b.3	2b.3

End of 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
"Lesson Study"	6-8 th Grade Science courses	Trainer to be obtained by the Director of	6-8 th Grade Science Teachers	Saturday half-day training and at least 2 cycles	Participants to explain in writing how they will implement 2 strategies they learned in current teaching practice. They will also	Director of Curriculum and Staff Development and Assistant Principal

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		Curriculum and Staff Development			report on their implementation and evaluation method of the success of these 2 strategies.	
"Using Data to Drive Instruction"	6-8 th Grade Science courses	Trainer to be obtained by the Director of Curriculum and Staff Development	6-8 th Grade Science Teachers	Saturday half-day training and a follow up with the Assistant Principal.	Participants to explain in writing how they will implement 2 strategies they learned in current teaching practice. They will also report on their implementation and evaluation method of the success of these 2 strategies.	Director of Curriculum and Staff Development and Assistant Principal
Universal Design for Learning (UDL)	6-8 th Grade Reading and Language Arts courses	Trainer to be obtained by the Director of Curriculum and Staff Development	6-8 th Grade Science Teachers	Saturday half-day training and a follow up with the Assistant Principal.	Participants to explain in writing how they will implement 2 strategies they learned in current teaching practice. They will also report on their implementation and evaluation method of the success of these 2 strategies.	Director of Curriculum and Staff Development and 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
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Subtotal:
Total:

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.1. Students have had limited opportunities to write in content areas.	1a.1. Professional Development for Writing in the Common Core. This training will help teachers become effective in incorporating writing instruction into their teaching through collaborative models of professional development.	1a.1. Director of Curriculum and Staff Development and Assistant Principal	3a.1. Portfolios by teachers that include the following items: explanations on how they will implement the strategies learned in their current teaching practice, reports on the successes of strategies and evidences that support their findings.	3a.1. Review of Teacher portfolios
Writing Goal #1a:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
30% of 8 th Graders in Deaf Middle School will score at Achievement Level 3.0 or higher in writing.	24% (8)	30% (10)					
			1a.2.	1a.2.	1a.2.	1a.2.	1a.2.
			1a.3.	1a.3.	1a.3.	1a.3.	1a.3.
1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing.			1b.1.	1b.1.	1b.1.	1b.1.	1b.1.
Writing Goal #1b:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
Less than 15 Students taking FAA in school therefore exempt from completing section	Enter numerical data for current level of performance in this box.	Enter numerical data for expected level of performance in this box.					
			1b.2.	1b.2.	1b.2.	1b.2.	1b.2.
			1b.3.	1b.3.	1b.3.	1b.3.	1b.3.

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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
Writing in the Common Core	All grade levels and subject areas	Trainer to be obtained by the Director of Curriculum and Staff Development	All 6 th through 8 th grade teachers in all subject areas	Saturday full day training	Participants to explain in writing how they will implement 2 strategies they learned in current teaching practice. They will also report on their implementation and evaluation method of the success of these 2 strategies.	Director of Curriculum and Staff Development and Assistant Principal

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
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount

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					Subtotal:
					Total:

End of Writing Goals

Civics End-of-Course (EOC) Goals

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

Civics EOC 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
1. Students scoring at Achievement Level 3 in Civics.			1.1.	1.1.	1.1.	1.1.	1.1.
Civics Goal #1: <i>Baseline will not be established until next school year as the EOC Test will not be given this year.</i>	<u>2012 Current Level of Performance:*</u> <i>Enter numerical data for current level of performance in this box.</i>	<u>2013 Expected Level of Performance:*</u> <i>Enter numerical data for expected level of performance in this box.</i>					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
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. Students scoring at or above Achievement Levels 4 and 5 in Civics.			2.1.	2.1.	2.1.	2.1.	2.1.
Civics Goal #2:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					

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Enter narrative for the goal in this box.	Enter numerical data for current level of performance in this box.	Enter numerical data for expected level of performance in this box.					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3	2.3	2.3	2.3	2.3

Civics 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

Civics 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
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount

2012-2013 School Improvement Plan (SIP)-Form SIP-1

				Subtotal:
Other				
Strategy	Description of Resources	Funding Source	Amount	
				Subtotal:
				Total:

End of Civics 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		1.1 Due to our boarding program, many students who miss one day of school due to illness, doctor appointments, missing the bus, etc. will end up missing an entire week due to living in an area that is, geographically, too far from school for the parent to provide transportation.	1.1 Call/Send reminders to parents about school vacations and encourage families to schedule doctor visits, etc. during these times.	1.1 Assistant Principal	1.1 An analysis of attendance rates at the end of each quarter during the 2012-2013 school year.	1.1 Records of daily attendance
Attendance Goal #1:	<u>2012 Current Attendance Rate:*</u>	<u>2013 Expected Attendance Rate:*</u>				
<i>Deaf Middle School Students will have at least 95% attendance rate for the 2012-2013 school year.</i>	94.75% (92)	95% (75)				
	<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>				
	20	10				
	<u>2012 Current Number of Students with Excessive Tardies (10 or more)</u>	<u>2013 Expected Number of Students with Excessive Tardies</u>				

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		(10 or more)					
	0	0					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

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

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
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount

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Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:			

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. Clear understanding and buy-in of Positive Behavior Support Program among teachers and support staff	1.1. A speaker from the State level PBS Program to speak with teachers and support staff and answer any questions and/or concerns that they may have regarding PBS program.	1.1. Karen Kolkedy, Marilyn Miller and Martin Price	1.1. Analysis of suspension rates and causes at the end of the 2012-2013 school year.	1.1. Suspension records from the 2012-2013 school year.
Suspension Goal #1:	<u>2012 Total Number of In-School Suspensions</u>	<u>2013 Expected Number of In-School Suspensions</u>					
<i>Deaf Middle School will have more than 50% decrease in number of in-school suspensions. It will also maintain last year's out-of-school suspension rate of 0%</i>	29.5	14 or less					
	<u>2012 Total Number of Students Suspended In-School</u>	<u>2013 Expected Number of Students Suspended In-School</u>					
	17	8					
	<u>2012 Number of Out-of-School Suspensions</u>	<u>2013 Expected Number of Out-of-School Suspensions</u>					
	0	0					
	<u>2012 Total Number of Students Suspended Out-of-School</u>	<u>2013 Expected Number of Students Suspended Out-of-School</u>					
	0	0					
			1.2. A significant number of in school suspensions have been attributed to the new law	1.2. Educate all students on the new law and have them sign in their planner the page listing	1.2. Classroom Teachers and Assistant Principal	1.2. Analysis of suspension rates and causes at the end of the 2012-2013 school year.	1.2. Suspension records from the 2012-2013 school year.

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		regarding saggy pants	school rules		
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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
PBS Program	6-8	State Level PBS Facilitator	All teachers and support staff	Half day workshop	Monitor PBS efforts at PBS Leadership Team meeting	Assistant Principal

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
none			
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount

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Subtotal:
Total:

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. **YES.**

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				
Based on the analysis of parent involvement 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. Parent Involvement Parent Involvement Goal #1: <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>		1.1.	1.1.	1.1.	1.1.	1.1.
Enter narrative for the goal in this box.	2012 Current level of Parent Involvement:* Enter numerical data for current level of parent involvement in this box.	2013 Expected level of Parent Involvement:* Enter numerical data for expected level of parent involvement in this box.				
			1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.

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

April 2012
Rule 6A-1.099811
Revised April 29, 2011

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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
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total:

End of Parent Involvement Goal(s)

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

April 2012
 Rule 6A-1.099811
 Revised April 29, 2011

2012-2013 School Improvement Plan (SIP)-Form SIP-1

* 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				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
Based on the analysis of school data, identify and define areas in need of improvement:					
STEM Goal #1: <i>Analysis of the data shows that more students need to be involved in our STEM Lab, Synergistics Lab, which is an excellent resource for students to learn about STEM careers.</i>	1.1. Scheduling of students in STEM Lab	1.1. Professional Learning Community on what the Lab is all about, what STEM is and why there is a great need for it.	1.1. Assistant Principal	1.1. Attendance at PLC, increased number of students in Lab, document interest and student survey	1.1. Portfolios that documents the following: pre/post assessments, student work, anecdotal evidences of student and team efforts.
	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
STEM	All grade levels and subjects	Assistant Principal	School Wide	4 th Friday of each month set aside for purpose of having PLC time	Portfolios	Assistant Principal

STEM Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.

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Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total:

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:

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Writing Budget	Total:
Attendance Budget	Total:
Suspension Budget	Total:
Dropout Prevention Budget	Total:
Parent Involvement Budget	Total:
Additional Goals	Total:
	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"/>
<input type="checkbox"/>	Focus	<input type="checkbox"/>
<input type="checkbox"/>	Prevent	<input type="checkbox"/>

- *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.

Deaf Middle School will meet every quarter to go over the information, data and suggestions for improvement.

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