

# **FLORIDA DEPARTMENT OF EDUCATION**

## **Differentiated Accountability**

### **2012-2013 District Improvement and Assistance Plan**

#### **District: FSDB**

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#### **Title I District Improvement Plan**

##### **Title I, Section 1116(c)(7)**

This section addresses the requirements for districts that have been identified as in need of improvement.

Directions: Address each item below and provide your response in the appropriate cell or text box.

##### **Title I District Improvement Plan - (Part1\_1)**

###### **1) Summarize the process used to write this plan. Include how parents, school staff, and others were involved.**

The District Improvement Plan was developed by a multi-disciplinary group of professionals. Experienced administrators participated in writing and reviewing the elements of the plan based on their expertise, assignment, and/or knowledge and skills. This plan is developed from information contained within the Florida School for the Deaf and the Blind's (FSDB) School Improvement Plans which represent the committed efforts of school staff, parents, students, and community members in the school improvement process.

A Continuous Quality Improvement (CQI) team exists to improve the quality and accountability of academic programs campus-wide. This team holds regular meetings focused on planning, coordinating, assessing, and reviewing the academic programs in all seven ESE schools. The team is chaired by the Administrator of Instructional Services. Other participants include: President, Principal of the Blind/Career Education and Transition Departments, Principal of the Deaf Department, Coordinator of Assessment, Director of Curriculum and Staff Development, and Director of Technology.

In support of student achievement, administrators from the Academic Department guide the implementation of the Florida Continuous Improvement Model to ensure each step of the instructional cycle is followed. Curriculum teams and professional learning communities are in place in alignment with our instructional focus and to assist teachers in implementing best practices.

##### **Title I District Improvement Plan - (Part1\_2)**

#### **STRATEGIES TO SUPPORT TEACHING AND LEARNING**

[Click here to see a Detailed Report](#)

## Title I District Improvement Plan - (Part 2)

**2) Based on the 2011-2012 AMO data and the 2012-2013 achievement objectives, identify the specific academic problems of low-achieving students, the fundamental teaching and learning needs of each subgroup, and how these will be addressed. Also, include why the prior plan did not sufficiently meet these needs. Complete for each subgroup/subject area not making satisfactory progress. Add additional strategies as needed. For English Language Learners (ELL), if the district receives Title III funds see section "Title III District Improvement Plan."**

<b>Subgroup not making satisfactory progress.</b>	<b>Subject Area</b>	<b>Specific Ttaching and learning needs of students not making satisfactory progress</b>	<b>Why the prior plan did not sufficiently meet needs</b>	<b>Strategies/actions with the greatest likelihood of improving student achievement</b>	<b>Professional development to support strategies/actions</b>	<b>Person/department responsible</b>
Total	Reading	See "Students with Disabilities"	See "Students with Disabilities"	See "Students with Disabilities"	See "Students with Disabilities"	See "Students with Disabilities"
Total	Mathematics	See "Students with Disabilities"	See "Students with Disabilities"	See "Students with Disabilities"	See "Students with Disabilities"	See "Students with Disabilities"
White	Reading	See "Students with Disabilities"	See "Students with Disabilities"	See "Students with Disabilities"	See "Students with Disabilities"	See "Students with Disabilities"
White	Mathematics	See "Students with Disabilities"	See "Students with Disabilities"	See "Students with Disabilities"	See "Students with Disabilities"	See "Students with Disabilities"
Black	Reading	See "Students with Disabilities"	See "Students with Disabilities"	See "Students with Disabilities"	See "Students with Disabilities"	See "Students with Disabilities"
Black	Mathematics	See "Students with Disabilities"	See "Students with Disabilities"	See "Students with Disabilities"	See "Students with Disabilities"	See "Students with Disabilities"
Hispanic	Reading	See "Students with Disabilities"	See "Students with Disabilities"	See "Students with Disabilities"	See "Students with Disabilities"	See "Students with Disabilities"
Hispanic	Mathematics	See "Students with Disabilities"	See "Students with Disabilities"	See "Students with Disabilities"	See "Students with Disabilities"	See "Students with Disabilities"

Asian	Reading	N/A	N/A	N/A	N/A	N/A
Asian	Mathematics	N/A	N/A	N/A	N/A	N/A
American Indian	Reading	N/A	N/A	N/A	N/A	N/A
American Indian	Mathematics	N/A	N/A	N/A	N/A	N/A
Economically Disadvantaged	Reading	See "Students with Disabilities"	See "Students with Disabilities"	See "Students with Disabilities"	See "Students with Disabilities"	See "Students with Disabilities"
Economically Disadvantaged	Mathematics	See "Students with Disabilities"	See "Students with Disabilities"	See "Students with Disabilities"	See "Students with Disabilities"	See "Students with Disabilities"
English Language Learners	Reading	N/A	N/A	N/A	N/A	N/A
English Language Learners	Mathematics	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	Reading	<p>Since all of our students at FSDB are sensory impaired, all of our subgroups consist of 100% students with disabilities. Our students' sensory impairments are the primary reason for their inability to meet proficiency. Reading is especially a challenge for our deaf/hard-of-hearing students since, by nature of their disability, they often struggle with the grade level English vocabulary on the FCAT. Many of our blind/visually impaired</p>	<p>Although 53% of our students did make annual learning gains in reading, many are still functioning significantly below grade level and therefore do not meet proficiency on the FCAT.</p>	<p>a.) Administer district progress monitoring assessments two times per year (with ongoing classroom progress monitoring), and use the data to drive instruction. b.) Utilize differentiated instruction strategies based on the individual needs of students.</p>	<p>a.) Teachers will administer the district's progress monitoring assessments and analyze the data for the purpose of making instructional decisions. b.) Teachers will identify and utilize differentiated instruction strategies. c.) Assistant Principals will lead discussions with teachers on student performance and integration of instructional strategies.</p>	<p>a.) Curriculum &amp; Staff Development Department, Assistant Principals, Progress Monitoring Analyst, Reading Specialists b.) Curriculum &amp; Staff Development Department, Assistant Principals, Reading Specialists c.) Assistant Principals</p>

		students also have difficulty with reading since they must learn how to read Braille in addition to all the other skills required to be successful on the FCAT.				
Students with Disabilities	Mathematics	<p>Since all of our students at FSDB are sensory impaired, all of our subgroups consist of 100% students with disabilities. Our students' sensory impairments are the primary reason for their inability to meet proficiency. Math is especially a challenge for our blind/visually impaired students since, by nature of their disability, they often lack the visual and spatial concepts and skills tested on the FCAT. Many of our deaf/hard-of-hearing students also have difficulty with math since the majority of the questions are word problems that again require the grade level English vocabulary they are lacking.</p>	<p>Although 50% of our students did make annual learning gains in math, many are still functioning significantly below grade level and therefore do not meet proficiency on the FCAT.</p>	<p>a.) Administer district progress monitoring assessments two times per year (with ongoing classroom progress monitoring), and use the data to drive instruction. b.) Utilize differentiated instruction strategies based on the individual needs of students.</p>	<p>a.) Teachers will administer the district's progress monitoring assessments and analyze the data for the purpose of making instructional decisions. b.) Teachers will identify and utilize differentiated instruction strategies. c.) Assistant Principals will lead discussions with teachers on student performance and integration of instructional strategies.</p>	<p>a.) Curriculum &amp; Staff Development Department, Assistant Principals, Progress Monitoring Analyst, Math Specialists b.) Curriculum &amp; Staff Development Department, Assistant Principals, Math Specialists c.) Assistant Principals</p>

Other (e.g. Migrant) [as needed]	Reading	N/A	N/A	N/A	N/A	N/A
Other (e.g. Migrant) [as needed]	Mathematics	N/A	N/A	N/A	N/A	N/A

### Title I District Improvement Plan - (Part3\_1)

**3) List and describe specific scientifically research-based reading programs and instructional strategies the district will use at each level (elementary, middle, high).**

Grade Level	Core Reading and Scientifically Research-Based Program(s)
ELEMENTARY	<p>Elementary: Scott Foresman Reading Street, Scott Foresman My Sidewalks on Reading Street, Breakthrough to Literacy, Houghton Mifflin Early Success, Houghton Mifflin Soar to Success, Phonics and Friends, Being a Writer, Word Work</p> <p>Middle: Rigby Focus Forward, Bridges to Literature; Language of Literature; rBook -Read (W)Rite, React (Scholastic); Action magazine;</p> <p>High: Read for Real &amp; Reading Advantage &amp; Word Wisdom; Strategy Instruction with a focus on Visualizing and Making Connections; Hampton-Brown Edge; Prentice –Hall Literature Series; Language of Literature; Failure Free Reading</p>
MIDDLE	
HIGH	
Additional Information	

Grade Level	Supplemental Reading and Scientifically Research-Based Program(s)
ELEMENTARY	<p>Elementary: Steck-Vaughn Elements of Reading: Phonics, Phonemic Awareness, Comprehension, and Vocabulary; 100 Book Challenge; Great Source: Lessons in Literacy; Developmental Study Center: Making Meaning; Florida FCAT Reading Coach; Steck-Vaughn Think-Alongs: Comprehending as you read; Reading A-Z; SRA/McGraw-Hill Building Vocabulary Skills; Steck-Vaughn Pair-It Books, Great Leaps K-2, Intensive Phonics by Reading Horizons, Kindergarten Peer- Assisted Literacy Strategies (K-PALS)</p> <p>Middle: Reading A–Z; Easy True Stories: Think Alongs; 100 Book Challenge; SRC (Scholastic Reading Counts); TeenBiz 3000 &amp; READ 180; Comprehension Matters; Time for Kids 2-4, Power Up 1-2, Good Habits, Great Readers, Great Leaps 6-8, FCAT Explorer, Achieve 3000</p>
MIDDLE	
HIGH	
Additional Information	

High:  
Times for Kid's,  
Children's Literature, Weekly Reader, Dolch Readers, Crossroads (levels3-5), Reading A- Z, Jamestown Series, Achieve 3000/Teen Biz (Empower 3000), Reading and Writing Sourcebooks, Reading Advantage, Novel Studies, Mastery of SSS, FCAT practice Activities, teacher created stories; All Dragons Read; Achieve 3000/Teen Biz SAT Novels, Weekly News 2-U, Reading Milestones. Contemporary Reading for Adults, Readers Handbook, Calamities/Tragedies/Heroes Comprehension books, Great Source materials

Grade Level	Professional Development Activities to Support Programs and Strategies
ELEMENTARY	<b>Click here to Professional Development in Reading web page</b>
MIDDLE	
HIGH	
Additional Information	Elementary: Professional Learning Community centered on best practices in differentiated instruction (students below, at, or above grade level); Training on Universal Design for Learning; Professional Learning Community centered on the implementation of the Common Core in the areas of Writing Instruction, Academic Vocabulary, Print-Rich Environments; and Professional Learning Community centered on Building School Community. Middle: Lesson Study; Using Data to Drive Instruction workshop; Universal Design for Learning workshop; Professional Learning Community focusing on Differentiated Instruction (students below, at, or above grade level); and a Professional Learning Community focusing on the Implementation of the Common Core at the secondary level. High School: "Teach like a Champion" book chat; Professional Learning community focusing on Differentiated Instruction and Universal Design for Learning; Professional Learning Community focusing on Using Data to Drive Instruction; and training on using ThinkGate assessment data.

### Title I District Improvement Plan - (Part 3\_2)

**3\_2) Describe the extended learning opportunities for reading that will be provided before school, after school, during the summer, or during an extension of the school year.**

Grade Level	Type (before- or after-school, extended day, extended year, etc)	Frequency and Duration	Person/Department Responsible for Monitoring
ELEMENTARY			Title 1/IDEA Coordinator and Assistant Principals
MIDDLE			Title 1/IDEA Coordinator and Assistant Principals
HIGH			Title 1/IDEA Coordinator and Assistant Principals
Additional Information	Tutoring- Before and After school Offered to all Level 1 & 2 students in Grades 3-12, as personnel and funding permit	Maximum 2 hours per week	Title 1/IDEA Coordinator and Assistant Principals

### Title I District Improvement Plan - (Part 3\_3)

**3\_3) Describe the reading opportunities that will be provided for targeted groups and grade level as it relates to sections 3\_1 and 3\_2. Provide the frequency, duration, and person responsible for monitoring.**

Grade Level	Targeted Group and Grade Level (i.e. Level 1 and 2, Bubble, Level 3+)	Frequency and Duration	Duration Person/Department Responsible for Monitoring
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ELEMENTARY	All students	According to each student's annual IEP.	Classroom teachers and service providers
MIDDLE	All students	According to each student's annual IEP.	Classroom teachers and service providers
HIGH	All students	According to each student's annual IEP.	Classroom teachers and service providers

#### **Title I District Improvement Plan - (Part 4)**

**4) List and describe specific scientifically research-based mathematics programs and instructional strategies the district will use at each level (elementary, middle, high).**

<b>Grade Level</b>	<b>Core Mathematics and Scientifically Research-Based Program(s)</b>	<b>Supplemental Mathematics and Scientifically Research-Based Program(s)</b>	<b>Professional Development Activities to Support Programs and Strategies</b>
ELEMENTARY	Houghton Mifflin Harcourt GO Math! K-5, Florida 2011	AbleNet: Equals Attainment: MathWorks SuccessMaker Math Scholastic: Do The Math Intervention Program	GO Math! Florida- provides Initial Program Training, Technology Webinar, Online Professional Development Videos, Targeted Program Training Workshops on Differentiated Instruction, Administration & Interpretation of Assessments, or Effective Use of Technology Resources. The delivery options can include: coaches/leaders training program, web conference, face-to-face training, or 'On Demand eLearning'. Other opportunities for professional development include: professional learning community focusing on implementing the common core math practices; training for using an Abacus; classes for learning NEMETH Braille skills; and Building School Community professional learning community.
MIDDLE	Big Ideas Learning: Big Ideas Math (Grades 6, 7, & 8), Florida Edition 2010	AbleNet: Equals Attainment: MathWorks SuccessMaker Math Scholastic: Do The Math Intervention Program	Big Ideas Learning provides consultations that can be customized to our needs. This can include on-site training, podcasts, webcast sessions, newsletters, teacher blogs, and more. The teacher's edition has professional training embedded into each lesson/chapter. In addition, there will be training for using an Abacus; Professional Learning Community on Differentiated Instruction/Universal Design for Learning; classes for learning NEMETH Braille skills; workshop on Math Practices in the Common Core; and workshop on Using Data to Drive Instruction.
HIGH	Glencoe/McGraw Hill- Pre-Algebra, Algebra 1, Geometry, Algebra 2, Pre-Calculus— Florida 2011 Edition	Glencoe Math Triumphs (6, 7, 8, Algebra 1, Geometry, & Algebra 2) AbleNet: Equals Attainment: MathWorks SuccessMaker Math Scholastic: Do The Math Intervention Program	Glencoe provides a program walk through and mathematics video workshops. They also offer online mathematics professional development courses. In addition, there will be training for using an Abacus; Professional Learning Community on Differentiated Instruction/Universal Design for Learning; classes for learning NEMETH Braille skills; workshop on Math Practices in the Common Core; Professional Learning Community focusing on math problem solving using manipulatives; "More Good Questions: Great Ways to Differentiate Secondary Mathematics Instruction" book chat; "Teach Like a Champion" book chat; and workshop on Using Data to Drive Instruction.

**Describe the extended learning opportunities for mathematics that will be provided before school, after school, during the summer, or during an extension of the school year.**

<b>Type (before- or after-school, extended day, extended year, etc)</b>	<b>Targeted Group and Grade Level (i.e. Level 1 and 2, Bubble, Level 3+)</b>	<b>Frequency and Duration</b>	<b>Person/Department Responsible for Monitoring</b>
Tutoring - Before and After School	Offered to all Level 1 & 2 students in Grades 3-12, as personnel and funding permit	Maximum 2 hours per week	Title I/IDEA Coordinator and Assistant Principals

#### **Title I District Improvement Plan - (Part 5)**

**5) List and describe specific scientifically research-based science programs and instructional strategies the district will use at each level (elementary, middle, high).**

<b>Grade Level</b>	<b>Core Science and Scientifically Research-Based Program(s)</b>	<b>Supplemental Science and Scientifically Research-Based Program(s)</b>	<b>Professional Development Activities to Support Programs and Strategies</b>
ELEMENTARY	National Geographic School Publishing/Hampton-Brown, National Geographic Science, Florida Edition, 2011, 1st Edition	Brain Pop, Empower 3000, Google Earth, Safari Montage, Discovery Education – Science, Good Habits Great Readers, Windows on Science	Professional Learning Community focusing on Building School Community; Professional Learning Community focusing on the implementation of the common core to include writing instruction, academic vocabulary, and print-rich environments; and advanced sign language classes.
MIDDLE	-It's About Time, Herff Jones Education Division, Florida Project – Based Inquiry Science, Comprehensive 1 – 3, 2011, 2nd Edition -School Education Group (SEG), a division of The McGraw-Hill Companies, INC, Florida iScience Course 1, 2, & 3, Glencoe, 2012, 1st Edition	Brain Pop, Empower 3000, Google Earth, Safari Montage, Discovery Education – Science, Concepts and Challenges in Science, Pitsco Synergistic Lab	Professional Learning Community focusing on Differentiated Instruction and Universal Design for Learning; Lesson Study; and Workshop on Using Data to Drive Instruction.
	-Pearson Education, Inc., publishing as Prentice Hall, Miller Levine Biology, Florida Edition, 2012, 1st Edition -Pearson Education, Inc., publishing as Prentice Hall, Pearson Chemistry, Florida Edition, 2012, 1st Edition -Pearson Education, Inc., publishing		"Teach Like a Champion" book chat;



HIGH	as Prentice Hall, Environmental Science: Your World, Your Turn, Florida Edition, 2012, 1st Edition -Pearson Education, Inc., publishing as Prentice Hall, Pearson Earth Science, Florida Edition, 2012, 1st Edition -School Education Group (SEG), a division of The McGraw-Hill Companies, Inc., Florida Hole's Essentials of Human Anatomy & Physiology NASTA Edition, 2011, 10th edition -Millmark Education, ConceptLinks	Brain Pop, Empower 3000, Google Earth, Safari Montage, Discovery Education - Science	Professional Learning Community focusing on Differentiated Instruction; Professional Learning Community focusing on Using Data to Drive Instruction; and advanced sign language classes.
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**Describe the extended learning opportunities for science that will be provided before school, after school, during the summer, or during an extension of the school year.**

<b>Type (before- or after-school, extended day, extended year, etc)</b>	<b>Targeted Group and Grade Level (i.e. Level 1 and 2, Bubble, Level 3+)</b>	<b>Frequency and Duration</b>	<b>Person/Department Responsible for Monitoring</b>
Tutoring Before and After School	Offered to all Level 1 & 2 students in Grades 3-12, as personnel and funding permit	Maximum 2 hours per week	Title I/IDEA Coordinator and Assistant Principal

#### **Title I District Improvement Plan - (Part 6)**

**6) List and describe specific scientifically research-based writing programs and instructional strategies the district will use at each level (elementary, middle, high).**

<b>Grade Level</b>	<b>Core Writing and Scientifically Research-Based Program(s)</b>	<b>Supplemental Writing and Scientifically Research-Based Program(s)</b>	<b>Professional Development Activities to Support Programs and Strategies</b>
ELEMENTARY	Write Reflections K-5, Being a Writer (Developmental Studies Center)	Scott Foresman Writing and Language Component	Training DVD's for teacher check out and review; modeling lessons by reading specialist; Professional Learning Community focusing on Building School Community; Professional Learning Community focusing on the implementation of the common core to include writing instruction, academic vocabulary, and print-rich environments; Professional Learning Community focusing on Differentiated Instruction/Universal Design for Learning; Literary Braille classes; and advanced sign language classes.
MIDDLE	Write Source by Great Source Publishers	6+1 Traits of Writing, Scott Foresman Writing and Language Component	Publisher workshop, modeling lessons by reading specialist; Professional Learning Community focusing on the implementation of the common core to include writing instruction, academic vocabulary, and print-rich environments; Professional Learning Community focusing on Differentiated Instruction/Universal Design for Learning; Literary Braille classes; and advanced sign language classes.
			Modeling lessons by reading specialist; "Teach Like a Champion" book chat; conferencing with teachers on writing

HIGH	Write to Learn	Writing component to the Edge	data; Professional Learning Community focusing on Differentiated Instruction; Professional Learning Community focusing on Using Data to Drive Instruction; and advanced sign language classes.
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**Describe the extended learning opportunities for writing that will be provided before school, after school, during the summer, or during an extension of the school year.**

Type (before- or after-school, extended day, extended year, etc)	Targeted Group and Grade Level (i.e. Level 1 and 2, Bubble, Level 3+)	Frequency and Duration	Person/Department Responsible for Monitoring
Tutoring - Before and After School	Offered to all Level 1 & 2 students in Grades 3-12, as personnel and funding permit	Maximum 2 hours per week	Title I/IDEA Coordinator and Assistant Principals

### **Title I District Improvement Plan - (Part 7)**

**7) Describe how the district will ensure that no less than 10% of Title I, Part A funds are committed to support the professional development activities described in this plan.**

There are still funds remaining in Title I Part A, channeled through the American Recovery and Reinvestment Act, for staff development activities. These funds will provide the opportunity for Title I teachers to attend relevant conferences & workshops.

Additionally, the Title I Part A grant budget for 2012-2013 school year designates \$78,123.96 of the total \$180,515 for staff development activities. This is 43% of the overall Title I Part A budget.

Workshops funded by Title I dollars will follow the Florida Staff Development Protocol and will focus on aligning Next Generation Sunshine State Standards and Common Core State Standards in all core academic areas. The classes and workshops will be provided by FSDB teachers and specialists to ensure ongoing support by using a coaching model after the workshops have been completed and while the classes are being conducted. All programs funded by state and federal dollars will be reviewed to ensure that they are research based and relevant to the goals of the state and Title I part A funds.

#### **“Literary Braille, Nemeth Code, and Abacus Classes”**

These classes will assist teachers and paraprofessionals working with visually impaired students in Title I schools through providing knowledge and skills so they can better assist students to ensure academic progression in Reading, Language, and Math.

#### **“Advanced American Sign Language (ASL) Class”**

With the increase emphasis on having effective and highly effective teachers, it is imperative that our teachers have exemplary signing skills in all content areas. This class will afford teachers and paraprofessionals the opportunity to learn new signing skills as well as hone their abilities to express complex and detailed information.

#### **“Writing Across the Curriculum”**

Research states that discipline-based instruction in reading and writing enhances student achievement in all subjects. Writing across the curriculum is essential to learning. The goal of this workshop is to help teachers become effective in incorporating writing instruction into their teaching through collaborative models of professional development. Teachers from various content areas will have the opportunity to share and reflect on their own practices and learn new skills to apply to their teaching.

#### **“Math Practices”**

Teachers expressed the need to have continued training in the Common Core Standards for Mathematical Practices. Research tells us 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. Teachers at FSDB value these skills and strategies and have requested further training in order to provide students with lessons and opportunities to develop these core skills.

#### “Lesson Study”

Lesson Study is a professional development process in which a small group of teachers collaboratively plans, teaches, observes, revises, and reports results on a single class lesson. In the 2011-2012 school year, teachers in the kindergarten classes did 6 cycles of lesson studies focusing on the Common Core State Standards. This project was extremely beneficial to both the teachers and the students. These teachers presented to their peers at our annual Summer Institute about their experience participating in Lesson Studies. The teachers and Instructional Assistants, and Administrators who attended this session desired to participate in Lesson Studies in the 2012-2013 school year. Those that participate in this workshop, will gain an in-depth knowledge of the purpose of conducting a lesson study; procedure for developing lessons; protocol to follow when observing and debriefing about the lessons; and reflect on what they learned. Stipends will be provided for outside training and meeting times.

#### “Using Data to Drive Instruction”

Cara Shores and Kim Chester (2009) state, “To truly improve achievement, educators must focus on desired results, set clear and obtainable goals, and discuss progress on these goals through the learning process. As educators discuss progress, they must use the data to inform, and possibly change, teaching methods.” During these trainings, teachers will be following Deming’s “Plan, Do, Study, Act” cycle in order to continuously improve upon what they are teaching and what students are learning. They will be asking themselves the following questions in order to have a better understanding of what the data is telling them and how to provide quality instruction to their students: what do we want all students to know; how do we know when they know it; what do we do if they don’t know it; and what do we do if they already know it?

#### “Universal Design for Learning”

We realize that students at FSDB have a wide variety of strengths and needs. We also know that all learners can and do meet high expectations when given multiple means for success. Universal Design for Learning (UDL) emphasizes research-based instructional practices that guide teachers in using new technology and whole class methods while personalizing the instruction for each student. Teachers and Instructional Assistants will learn how to transform their curriculum and instruction in order to provide all learners with the opportunity for success.

Lastly, funds will allow Title I Assistant Principals to purchase professional development books to implement “Book Chats” with their staff.

### **Title I District Improvement Plan - (Part 8)**

#### **8) Describe specific activities or strategies the district will use to promote effective parental involvement.**

<b>Specific Parent Needs</b>	<b>Data to Support Parent Needs</b>	<b>Activities/Strategies to Address Parent Needs</b>	<b>Evaluation Mechanism</b>	<b>Person/Department Responsible for Monitoring</b>
Increase parent involvement in Parent Services sponsored events.	In 2011-2012, a total of 1,604 parent participants participated in 13 events/classes sponsored by Parent Services. For 2012-2013, we expect at least 2000 total participants.	Facilitate Parent Enrichment Workshops for parents of deaf and/or blind students. These meetings will take place five times within the coming year.	Parent meeting attendance as documented via Sign-In Sheets	Parent Services
	In 2011-2012, a total of		Workshop Schedule	

Increase parent involvement in Parent Services sponsored events.	1,604 parent participants participated in 13 events/ classes sponsored by Parent Services. For 2012-2013, we expect at least 2000 total participants.	Facilitate parent workshops and classes pertaining to topics identified on Parent Services needs assessment sent to parents annually.	Parent participation documented via sign-in sheets and feedback upon completion of workshop.	Parent Services
Increase parent involvement in Parent Services sponsored events.	In 2011-2012, a total of 1,604 parent participants participated in 13 events/ classes sponsored by Parent Services. For 2012-2013, we expect at least 2000 total participants.	Provide travel funds for parents who attend workshops and meetings sponsored by Parent Services.	Parent attendance at workshops and meetings sponsored by Parent Services.  Documentation via Sign-In Sheets	Parent Services
Increase parent involvement in Parent Services sponsored events.	91% of parent respondents on the Climate Survey strongly agree/agree that there is good communication between home and school. An increase of 1% is expected for 2012-2013.	Enhance Communication with parents in a language they can understand via newsletters, written communication, and via the web (emails and parent blog).	Newsletters, informational mailings, and postings on Website – use of parent blog for communication.  Positive communication results documented on the 2012-2013 parent climate survey.	Parent Services

### Title III District Improvement Plan

#### Title III, Section 3122(b)(2)

This section addresses the requirements for a district that did not make progress towards meeting Annual Measurable Achievement Objectives for 2 consecutive years. These districts shall develop an improvement plan that will ensure that the district meets such objectives. The improvement plan shall specifically address the factors that prevented the district from achieving such objectives.

Directions: Address the topic matter requested for each cell. Explain how this information supports your District's ELL Plan and cite where this data is located in your ELL Plan. Add additional strategies for each item as needed.

#### 1. Identify and describe the factors that prevented the District from achieving the Annual Measurable Achievement Objectives (AMAOs)

N/A. The Florida School for the Deaf and the Blind does not receive Title III funding.

<b>2. Describe scientifically based research strategies to improve English-language proficiency. (AMAOs 1 and 2; CELLA)</b>	<b>Personnel Responsible</b>	<b>Timeline</b>	<b>Funding Source</b>
<b>3. Describe scientifically based research strategies to improve academic achievement in reading/language arts. (AMAO 3; FCAT)</b>	<b>Personnel Responsible</b>	<b>Timeline</b>	<b>Funding Source</b>

<b>4. Describe scientifically based research strategies to improve academic achievement in mathematics. (AMAO 3; FCAT)</b>	<b>Personnel Responsible</b>	<b>Timeline</b>	<b>Funding Source</b>
<b>5. Describe scientifically based research professional development strategies and activities, including coordination efforts with other No Child Left Behind (NCLB) programs.</b>	<b>Personnel Responsible</b>	<b>Timeline</b>	<b>Funding Source</b>
<b>6. Describe parent involvement and outreach strategies to help parents become active participants in the education of their children, including coordination efforts with other NCLB programs.</b>	<b>Personnel Responsible</b>	<b>Timeline</b>	<b>Funding Source</b>
<b>7. If applicable, identify any changes to the Title III Immigrant Education Program.</b>	<b>Personnel Responsible</b>	<b>Timeline</b>	<b>Funding Source</b>

### **District Assistance and Intervention Plan: Differentiated Accountability**

#### **Section 1001.42(18), Florida Statutes**

This section addresses how the district will provide assistance and intervention to schools in danger of not meeting state standards or not making Adequate Yearly Progress by implementing the required support and interventions under Differentiated Accountability.

Directions: **Upload the district's Differentiated Accountability Checklist of Compliance.**

No Attached district's Differentiated Accountability Checklist of Compliance.