

Florida School for the Deaf & the Blind

Deaf Middle School (Fsdb)



2016-17 Schoolwide Improvement
Plan

Deaf Middle School (Fsdb)

207 SAN MARCO AVE, St Augustine, FL 32084

[no web address on file]

School Demographics

School Type and Grades Served

(per MSID File)

Middle School
6-8

2018-19 Title I School

Yes

2018-19 Economically Disadvantaged (FRL) Rate

(as reported on Survey 3)

81%

Primary Service Type

(per MSID File)

Special Education

Charter School

No

2018-19 Minority Rate

(Reported as Non-white on Survey 2)

59%

School Grades History

Year

Grade

2017-18

**Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan was approved by the FSDB County School Board on 12/2/2016.

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non- charter schools with a current grade of D or F or a monitoring status of "Former F" (see page 4). For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

FSDB - 0012 - Deaf Middle School (FsdB) - 2016-17 SIP
Deaf Middle School (FsdB)

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

Table of Contents

Purpose and Outline of the SIP	5
Differentiated Accountability	7
Current School Status	8
Supportive Environment	8
Family and Community Engagement	15
Effective Leadership	16
Public and Collaborative Teaching	20
Ambitious Instruction and Learning	21
8-Step Planning and Problem Solving Implementation	26
Goals Summary	26
Goals Detail	26
Action Plan for Improvement	32
Appendix 1: Implementation Timeline	54
Appendix 2: Professional Development and Technical Assistance Outlines	57
Professional Development Opportunities	57
Technical Assistance Items	59
Appendix 3: Budget to Support Goals	59

Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items

- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

Florida's DA network is divided into four geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Deaf Middle School (FsdB)

DA Region and RED	DA Category and Turnaround Status
Northeast - Dustin Sims	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

The mission of the Florida School for the Deaf and the Blind is to utilize all available talent, energy and resources to provide free appropriate public education for eligible sensory impaired students of Florida. As a school of academic excellence, the School shall strive to provide students an opportunity to access education services in a caring, safe, unique learning environment to prepare them to be literate, employable and independent life-long learners. The School shall provide outreach services that include collaboration with district school boards and shall encourage input from students, staff, parents and the community. As a diverse organization, the School shall foster respect and understanding for each individual.

b. Provide the school's vision statement.

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

At Deaf Middle School we believe that as we prepare our students for a lifetime of success, we will work to help our students will value who they are. We believe that our students are: Learners, Leaders, Partners, and Achievers.

Learners: Our students will discover their learning potential in a language rich environment.

Leaders: Our students will know that leadership is a shared responsibility and that everyone has the right to leadership.

Partners: Our students will know the importance of community. They will be given the challenge to reach beyond themselves to make a difference in their community.

Achievers: Our students will recognize and celebrate their successes.

We will intentionally work to help students envision their potential. As they start to understand who they are, that vision will drive them to achieve their goals.

2. School Environment

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

The majority of our students at Florida School for the Deaf and the Blind come from all over the state of Florida and most reside at the school.

We, at the school, believe that it is imperative to learn about our students' backgrounds, culture, language and family/home environments. Initially, staff members learn about students with regards to these topics through the intake process. The intake process for each and every student is comprehensive and team based. Information gathered, reviewed and updated at the intake process include a social/family history, psychological

testing, academic evaluations/history and medical history. The Intake team communicates information gathered with the student's Individual Education Plan Team. The needs of the individual student are addressed and implemented upon joining the school.

At FSDB, Individualized Education Plans are developed for each student based on what was learned through the successful intake process. The student's IEP team often includes an assistant principal, a teacher who serves as a case manager, a school counselor/ social worker and/or mental health counselor, a psychologist, an educational diagnostician, the student's parents and students who will be 14 or older within the IEP year. Staff members who work with the student are encouraged to review the student's file with special attention given to social/family history, psychological testing, academic evaluations/history and medical history. The student's IEP Team meets at least annually and data and progress is reviewed. Based on the data, educational along with social/emotional, behavioral and transition components as applicable are discussed and determined. The Multitiered System of Supports Team monitors the student's adjustment to the school, social adaptation, and academic progress.

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

FSDB's middle school serves students of diverse communication needs that impact their ability to access education. Instruction is provided in American Sign Language. Accommodations for individual communication needs as indicated by student Individual Education Plans and Communication plans. Those accommodations include speech supported sign language, signed supported speech, and spoken English as needed. The Individual Education Plan may indicate the need for a language facilitator for students new to American Sign Language as appropriate. Support is provided to assist teachers and staff in achieving American Sign Language fluency to support the varying needs of our unique population. The school's ESOL department provides services for students who have limited English proficiency. There are ASL interpreters, Spanish Interpreters, and Language Facilitators to meet the communication access needs of each student.

Information gathering and data sharing is a strong component of the FSDB school team. The educational program is designed to support students across the content areas. Teacher teams are encouraged to work together to build relationships with their students through collaboration and information sharing to determine the supports and interventions that will lead to student success based on needs. FSDB staff are able to support students with more intensive needs by referring students to the Multi-Tiered Support Systems Team consisting of professionals knowledgeable about the students meet on a weekly basis to review the information provided by teachers. The function of this process is to problem solve for supports and interventions needed to assist the student in meeting his/her goals.

Additionally the assistant principal, teachers and school counselor/ social worker and/or mental health counselor, a psychologist, an educational diagnostician communicate with the student themselves often on a daily basis. These same staff members welcome and invite parents to be in touch through phone or in-person conferences and through attending quarterly Parent Engagement Workshops or classes about relevant educational and social topics. Behavior Management, Sign Language and Braille or through the On-

Line 52-Weeks of Parent Involvement. FSDB encourages school staff and parents to work together to make decisions about their child's educational path.

b. Describe how the school creates an environment where students feel safe and respected before, during and after school.

Our goal is to create a safe and nurturing environment where students feel safe and respected. We do this campus-wide in collaboration with our school community in a program and philosophy known as Positive Behavior Support.

In 2010, FSDB adopted this Positive Behavior Support (PBS) program as a model for campus-wide behavior, partnering with the University of South Florida and other schools within the state. In February 2012, the School Safety Advocacy Council (SSAC) recognized FSDB with the National Exemplary Program Recognition Award for its outstanding anti-bullying efforts and a commitment to keeping students safe. FSDB takes great pride in its PBS program.

PBS begins with the philosophy that positive behavior must be supported consistently and continuously in order for problem behavior to lessen or decrease. The PBS approach establishes school wide behavioral expectations that are infused into all areas of the campus. At FSDB these expectations are Cooperation, Respect and Responsibility. The approach emphasizes modeling, teaching and reinforcing the appropriate behaviors related to these expectations. PBS establishes a common language and provides support as needed at varying levels of social emotional or behavioral functioning. Although PBS focuses on modeling, teaching and recognizing positive behavior, it is also used to address problem behavior in a more meaningful way. PBS expectations and strategies are utilized in all areas of FSDB- in classrooms, in the dormitories, on buses, at P.E., during recreation, in cafeterias and many other common areas on campus.

The PBS program at FSDB:

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

The PBS program is individualized (we develop our own school plan), collaborative (everyone on campus participates), data-driven (we establish what we need based on research), and effective (over 50 years of research backs up the PBS process). Modeling, teaching and recognizing positive behavior often and consistently through incentives is key to the PBS philosophy. FSDB has found that the PBS Program and Philosophy encourages students to feel safe, respected and nurtured before, during and after school which positively impacts the learning environment.

Deaf Middle School coordinates with the staff from the boys' and girls dorms within FSDB by having monthly PBS Team meetings where activities supporting modeling, teaching and reinforcing positive behavior are planned and then carried out. Some of these activities include coordinating individual Team PBS Kick-Offs, reinforcement activities such as awarding of tickets or Dragon Dollars followed by Auctions and opportunities for PBS Students of the Month. Behavior Incentive Stores and Random Acts of Positive Behavior Support are also being coordinated. A number of staff are involved in carrying out efforts to provide education, social skills groups and counseling groups for our

students to promote the PBS philosophy. A number of resources are used for this endeavor including Second Step Violence Prevention Curriculum, social skills groups, "New Dragons group" for incoming students, Anti-Bullying individual and group counseling, and other character development activities and presentations.

Other tools to promote the school and boarding area's Positive Behavior Support Program have been incorporating the philosophies of Love and Logic and the Seven Habits of Highly Effective People into our environments. The Love and Logic philosophy emphasizes the importance of building relationships and positive rapport with students. This mindset stresses the ability to be empathic, set limits, provide choices and neutralize anger. All boarding staff have all been trained in this approach and staff in the academic departments are being trained in Love and Logic through monthly Professional Learning Communities. The Seven Habits is a cultural shift in which the following skills are being introduced and taught to students:

- Be proactive
- Begin with the end in mind
- Put first things first
- Think win-win
- Seek first to understand, then be understood
- Synergize
- Sharpen the saw

Additionally, student safety is supported through prevention education on the topic of Bullying/ Harassment Awareness (grade k through Continuing Education) and on Teen Dating Violence and Abuse Awareness (grade 7 through Continuing Education). Staff training on these topics also occurs annually across campus. Students learn about the definition of these topics, how to identify them as well as the school policy and reporting procedures should such an event occur. The students are also taught strategies to prevent and/or respond to these topics.

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced.

The Florida School for the Deaf and the Blind utilizes Positive Behavior Support Program and philosophy with supporting tools and curriculums as its campus/school wide behavioral system. FSDB has found that this program and philosophy aids in minimizing distractions and promotes student engagement as well as encourages a positive climate.

Each classroom, school, area such as the cafeteria, the buses, the library, playground, physical education, hallway and dormitory has consistent, clear behavioral expectations. These are to be Cooperative, to be Respectful and to be Responsible. Within each of the classrooms and areas a matrix has been developed, posted and reviewed with the students.

Examples :

Cafeteria:

1. BE RESPONSIBLE

-All students will pick up tray and will wait patiently in line.

-Students will sit appropriately in their seats.

-Students must leave their tables free of trays, food and litter & push their chairs into the table after completing their meals.

2. BE COOPERATIVE

-Students will cooperate with the directions of the School, Boarding and Food Service Staff.

3. BE RESPECTFUL

-Students will use appropriate language and polite manners with adults and other students.

Bus/Transportation

1. BE RESPONSIBLE

-Students will sit appropriately on the bus.

-Students will remain in their seats and follow all safety rules.

2. BE COOPERATIVE

-Students will cooperate with the directions of both the Chaperone and the Bus Driver.

3. BE RESPECTFUL

-Students will use appropriate language with adults and other students.

-Students will keep hands and feet to themselves.

Should a student not be successful in meeting the behavioral expectations the PBS Discipline Flowchart is followed. Each school has their own PBS Discipline Flowchart.

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

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

Staff have been trained to enter discipline incidents into Skyward. Discipline will be addressed first in the classroom by the teacher and then move on to the Assistant Principal (and Principal as necessary.) This allows for all Positive Behavior Support Teams (including the Leadership Team) as well as the Behavioral Occurrence Report Team to review data inputted, identify trends and patterns & address trends/patterns with appropriate interventions.

Staff have ongoing training on how to correctly enter behavioral data into Skyward. There is also annual training on the policy, procedures, prevention, and consequences on the following topics: Bullying and Harassment, , Sexual Misconduct, Teen Dating Violence and Abuse. Staff also follows the protocol as set in the Student Handbook. These trainings help to promote fairness and consistency in enforcing discipline and applying Positive Behavior Support Program and Philosophy Strategies.

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

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

Each school and classroom emphasizes being cooperative, respectful and responsible to

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

Through Multi-Tiered Support System Meetings students who are having behavioral and/or academic challenges can be identified. Students who have shown behavioral or academic needs beyond those that can be addressed through tier one classroom and school wide supports are referred to the MTSS team to identify individualized interventions. The MTSS team members include the child's teacher, parent, school social worker, behavior specialist, reading and math specialists, psychologist, counselors, PBS support personnel, assistant principal, principal, and boarding staff. The team reviews data and interventions to determine if students may require further supports with tier two Interventions or tier three Individualized Interventions.

A student who moves on the continuum from tier one to tier two or three may be provided with such interventions group or individualized academic supports, tutoring, group counseling, behavior contracting, or individualized interventions needed as determined through the MTSS problem solving data review process. A student can move back and forth, between the tiers depending on the needs of the student.

3. Early Warning Systems

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

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

The school uses a database management system, Skyward, to monitor students who demonstrate indicators of truancy, behavior, course failure, academic testing scores and potential needs for tier 2 and 3 supports.

- Attendance below 90%

Attendance is taken within the first five minutes of every class period. If students are not present first period, parents of day students are contacted by the office to determine reason for the absence. Parents are required to provide documentation of the absence on their child's return to school. School guidance counselors and social workers make contact with parents who may need additional supports due to socio-economic hardships or other factors that may impact student attendance.

- One or more suspensions, whether in school or out of school

Skyward tracks discipline by student, discipline officer, type of discipline concern, and area. This allows monitoring and tracking of specific patterns that may be occurring with students and locations. Teachers have weekly team meetings to bring up students that are beginning to show early warning signs. Students that show behavioral patterns, two or more referrals, or have been suspended can be referred to the MTSS team to review data and determine necessary interventions to provide supports to the students before escalation.

- Course failure in English Language Arts or mathematics

Student educational programming is designed around their needs and data collected on

intake and throughout the school year. Students are grouped into classes based to support differentiated instructional needs. Math teachers provide additional pull out times for students struggling with skills necessary to master Florida state grade level standards. Assignments and grades are entered into the Skyward database system which can provide graphs and reports based on student, classes, and teachers to show patterns and needs week by week. During mid-quarter progress monitoring teachers will make contact with parents of students performing below 60% in their classes to discuss needs, strategies, and interventions to provide improvement prior the end of the report card period. These students will receive additional help through homework help. School reading and math specialists are available to support students individually and in groups to provide remedial instruction, strategies, and support for the teachers based on the data. Students who require strategies above and beyond the differentiated supports within the classroom are referred to the MTSS Team to review the strategies and interventions tried and to provide additional supports as students move through the tiered supports. Students who require Tier 2 supports are monitored bi-weekly through review of data collection on progress. Tier 3 students are monitored on a weekly basis.

- Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics

All students served at FSDB are supported through special education services under IDEA. Students have sensory impairments that have a significant impact on their performance in the classroom. Due to this, our school has a higher number of students that have scored level 1 on the statewide standardized assessments. Multiple ways have been built into the school to monitor progress toward statewide standards including assessments such as the Bader Reading and Language Inventory, G-made for math. Programs such as Achieve 3000 and SuccessMaker are used to motivate students to progress in skills that are needed to perform successfully on the standardized assessments. These tools are also used to progress monitor achievement using level set assessments.

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	2	3	4	0	0	0	0	9
One or more suspensions	0	0	0	0	0	0	0	1	1	0	0	0	0	2
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	21	25	19	0	0	0	0	65

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	2	4	5	0	0	0	0	11

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

An initial support strategy is to provide groupings of students who have similar academic needs. This allows teachers to implement differentiated supports and levels of instruction based on the needs identified by the data. Teachers are provided with a common planning period and have weekly teacher led grade level team meetings to identify, review, and strategize ways to meet student needs.

Full time reading and math specialists work with the teachers to support students who need further remediation both in class and outside of class time.

Tutoring is provided after school for students that require additional supports as identified by teachers and as requested by parents.

Students that are identified by teachers or specialists that require further support are referred to the MTSS Team. The team that is comprised of assistant principal, teacher, parent, academic and behavioral specialists, psychologist, social worker, and boarding staff reviews the referrals from the teachers and support staff. Problem solving occurs to define Interventions are then carried out by individuals on the team that are assigned. The students receiving Tier 2 supports such as academic groups, group tutoring, and differentiated strategies are reviewed bi-weekly. Eight data points are collected to monitor whether the student is making progress with the intervention. Rate of progress is reviewed and the team determines need for continuation or discontinuation of the intervention, strategy revision, or referral to Tier 3 for more intensive supports that include one on one assistance, remedial instruction, or behavior plans. Tier 3 students are monitored on a weekly basis.

B. Family and Community Engagement

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

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

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

a. Will the school use its PIP to satisfy this question?

Yes

1. PIP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/311213>.

2. Description

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

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement.

The Advancement Department retains and acquires relationships with community and families through social media accounts. Specifically designed functions occur to maintain partnerships with the community. These include open houses, performing arts events, athletic events, graduation ceremonies. Information on our successes is sent out into the

community through social media, postal services, and internet streaming. Events are hosted to showcase student achievement. FSDB Advancement Department is also able to procure additional resources by sharing the achievements of the school to community civic groups and leaders to assure they have current information about FSDB and the importance or private dollars and community support to the overall mission of the school.

The Communications and Public Relations department at FSDB interacts extensively with specialized educational groups and community stakeholders to ensure awareness about FSDB as a statewide leader in the education of Pre-K and K-12 students who are deaf/hard of hearing or blind/visually impaired. A constant stream of information on student achievements, community training programs, and campus events are shared through the school website.

C. Effective Leadership

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

1. School Leadership Team

a. Membership

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

Name	Title
Saunders, Angela	Assistant Principal
Miller, Marilyn	Other
Harwell, Robin	Other
Clark, Sue	Instructional Coach
Pyle, Kathy	Instructional Coach
Binder, Andrea	Attendance/Social Work
Hilding, Rebecca	Principal
Douglas, Silke	Psychologist
Kaler, Melissa	Other

b. Duties

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

Team leader: Angela Saunders, Assistant Principal. The assistant principal leads the MTSS Team under the direction of Rebecca Hilding by providing directions and through coordinating a systemic process where students can be referred to the Multi-Tiered System of Supports (MTSS) Team. Students can be referred to team for concerns including but not limited to academic, behavior, learning difficulties, social issues, and attention issues. Student data is submitted and reviewed by the team to determine interventions needed. Documentation is provided through minutes and individual notes from weekly meetings. Team members include: Andrea Binder, Social Worker; Robin Harwell, Educational Diagnostician; Marilyn Miller, Behavior Specialist; Melissa Kaler, PBS representative; and monitoring psychologist, Silke Douglas. In addition, content specialists Kathy Pyle and Sue Clark attend to provide input on interventions for reading and math. To assess students across programs, dorm staff are also involved to give a

global picture of the students. Dorm participants include: Kerry Semenuk, Assistant Director of Student Life; Stephanie Pantilione, Girls Boarding Program Supervisor; Sarah Tait, Boys Boarding Program Supervisor. Other staff who are often invited to MTSS meetings: Teachers, Health Care Center personnel, and parents. Each of the team members provide insights as well as their expertise related to their positions. They also bring to the team information regarding the students being referred as well as a list of possible interventions that are considered in terms of their effectiveness and values. The team members then can coordinate the implementation of the interventions in their respective areas to ensure fidelity and consistency of practices.

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

Using the Response to Instruction/Intervention (RtI) approach, students are referred to the MultiTiered System of Supports (MTSS) Team. Students can be referred to the team for issues including, but not limited to, behavior, learning difficulties, social issues, and attention issues. Student data is reviewed and interventions are suggested and implemented. Documentation is provided in the minutes from weekly MTSS Team meeting minutes. The MTSS members include the members of the School Leadership Team, and meetings are held weekly. Detailed minutes, including problem identification and responsibilities of individual MTSS Team members are kept and include followup activities.

Title I, Part A

During the 2016 2017 school year, the campus deaf elementary, deaf middle, blind elementary, and blind middle schools will receive Title I funds and thus are the designated "Title I schools."

The Florida School for the Deaf and the Blind receives federal funding through NCLB Entitlements Title I part A, Title II part A, and the IDEA part B and Preschool grants. The campus Grants Coordinator applies for the grants and works in tandem with the Title I Assistant to monitor adherence to grant guidelines and regulations. An administrative "core" leadership team, including members of the academic department, the grants department, and the parent services department, meets several times during the spring to plan each grant program in order that student, staff, and parent needs are met. In addition to supporting travel and registration for conferences, the Title I grant will include OPS funding for inventory managers, sign language assessment evaluators, braille transcriptionist, tutoring, instructional coaches, assistive technology assistants, and curriculum team members. Funding will also support professional development on "7 Habits of Highly Effective Teens," bilingual grammar instruction, and iPads in the K2 classrooms.

The Administrator of Instructional Services conducts staff and administrative surveys each spring to determine staff development needs; she uses the information gathered from the surveys to develop the Professional Development offerings for the next school year. Title I school Principals and Assistant Principals often dialogue with each other and the teachers in their schools regarding student needs. They subsequently pass these ideas or requests onto the Administrator of Instructional Services or the Title I Coordinator to ensure that the needs are written into grant programming (when possible). The Title I Assistant conducts the Title I Parent Advisory Team meetings; during

these meetings she continually receives input from parents on their needs/wants regarding parent capacity building activities.

Title II, part A

Title II funds are used for professional development for teachers, administrators, and instructional assistants. These funds also enable teachers and paraprofessionals to participate in coursework and exams to earn Highly Qualified status. The supplementary professional development supported by Title II funds is planned in conjunction with other federal and state funding sources. Valuable supplementary (not required) professional development opportunities are funded through the federal NCLB and IDEA grants, and general revenue.

In addition to supporting travel and registration for conferences, the Title II grant program includes OPS funding for the parapro assessment administration, new teacher mentors, curriculum teams, curriculum team facilitators, and robotics in the classroom facilitator. Title II funds also support teachers and administrators in attending workshops on robotics in the classroom and “7 Habits of Highly Effective Teens.”

Job Training

In addition to the vocational courses provided in Deaf Middle School, students also have opportunities to participate in the middle school's Science, Technology, Engineering, and Math (STEM) lab under the direction of Debbi Penrose and Cally Traetto, who are our core science teachers, and Donna O'Neill, who is also teaching a course in Science.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Sue Clark	Education Support Employee
Kathy Pyle	Education Support Employee
Jonathan Kochanski	Education Support Employee
Cally Traetto	Teacher
Debbi Penrose	Teacher
Stacy Huffaker	Business/Community
Randall Hancock	Parent
Jessica Carlo	Parent
Riker D'Angelo	Student

b. Duties

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

a. Evaluation of last year's school improvement plan

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

b. Development of this school improvement plan

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

c. Preparation of the school's annual budget and plan

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

2. Describe the use of school improvement funds allocated last year, including the amount budgeted for each project.

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

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Pyle, Kathy	Instructional Coach
Behr, Jessica	Teacher, K-12
Newton, Karen	Teacher, K-12
Ocasio, Kristin	Teacher, K-12
Fraze, Christina	Teacher, K-12
Williams, Maria	Teacher, K-12
Saunders, Angela	Assistant Principal
Staub, Judy	Teacher, K-12

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

The LLT works closely with FSDb middle school's reading specialist, Kathy Pyle. They meet as a core group on a monthly basis under Kathy's leadership to look at current student reading data as provided by the Achieve 3000 program. The data are then used to determine strategies needed to enhance student performance. The team develops motivational activities and school wide events that encourage students to read on a daily basis both inside and outside of school hours. The team uses quarterly writing prompts in addition to curriculum based writing prompts that provide consistent opportunities for student writing development that enhances the curricular experience.

Some of the activities that the LLT is responsible for are:

1) To lead the department in literacy celebrations via Reading Counts, 100 Book Challenge, Author Visits, Florida Literacy Week, and Poetry Walk, participation in Gallaudet's Battle of the Books.

2) To provide training while modeling and supporting the IRLA tool through effective use in all grade levels.

3) To monitor and facilitate the incorporation of the Florida Literacy Standard (Reading and Writing) intended for use in the content areas.

D. Public and Collaborative Teaching

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

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

Teacher for grades 6-8 have been provided a daily common planning time. They participate in weekly grade level team meetings the first, and third weeks of the month. At these meetings, teachers have the opportunity to collaborate, strategize, and plan together. In addition, teachers attend content meetings with content specialists and team leaders once a month. Once a month, all teachers meet with the assistant principal to encourage team growth and development. To support our schools Leader In Me initiative, all teachers are on action teams that are responsible for school wide planning. This includes an environmental team, honor roll team, lighthouse team, school eyes alive team, and habit day team. These teams meet to plan school improvement activities.

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

Teacher growth and development are emphasized at DMS. Teachers that are new to the field, school, or grade level are supported with a mentor to help them develop professionally. Teacher continued growth and development for highly qualified and in-field status are supported through encouragement to attend state and national conferences, are provided tuition waivers at participating state and local colleges through the director of human resources, and through planned collaboration and shared leadership at the grade, content, and school wide levels. All of our teachers are highly qualified and certified in field for their content areas.

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

This year, FSDb middle school has one first year teacher, Carolyn Cassidy, who is teaching 7th grade mathematics and Judy Staub, who has joined Deaf Middle School as a Reading teacher. Ms. Staub transferred from a substitute teaching position during the 15-16 school year to a full time teacher for the 16-17 school year. Kathy Pyle is our district mentor coordinator. In addition to being assigned a mentor, Ms. Cassidy will meet regularly Matthew Smith, who is assigned to mentor her. In addition, she will meet with the math team and Sue Clark, math specialist for additional support. Ms. Staub will meet with the literacy team and Kathy Pyle, reading specialist for content area support. Ms. Cassidy will be team teaching world history one period a day with Missy Kaler to support her growth.

We have multiple teacher transfers across grade levels for the 2016-17 school year. Ms. Cally Traetto transferred from 7th grade reading to a 7th-8th grade science position. Ms. Debbi Penrose transferred from Physical Science in 8th grade to Biological Science in 6th grade. With both science teachers taking on new content, Ms. Jenny Palmer has been assigned to monitor and support both teachers for the first two months to help with this transition. Ms. Maria Williams has transferred from 8th to 7th grade reading and language. She will receive support from the LLT team as needed. Ms. Donna O'Neill transferred from 7th grade math to 6th grade, which she has taught previously.

The school mentors will participate in meetings with other mentors across campus to ensure consistency in the mentor program under the direction of FSDB's Mentor Program Coordinator, Kathy Pyle.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

Core instructional programs are aligned to Florida's standards. Teachers use CPALMs to access course descriptors and required standards. This information is used to develop a yearly Unit Plan that includes instruction in all grade level standards for the year. This Unit Plan is submitted to and reviewed by the Assistant Principal to ensure compliance.

Teachers at the Florida School for the Deaf and the Blind are required to use state adopted textbooks and materials that are aligned to the standards and benchmarks defined by Florida course descriptions. These materials have undergone an extensive review/evaluation process to ensure they are correlated to the Florida Standards, Next Generation Sunshine State Standards (NGSSS), or Access Points. Materials are adopted as outlined in the state adoption cycle calendar. Teachers and curriculum specialists serving on teams, research, review, and recommend instructional materials to be purchased based on their quality and alignment with Florida Standards, NGSSS, or Access Points and the benchmarks defined by course descriptions in order to prepare students to take the FCAT2.0/EOC assessments.

Teachers use these state adopted textbooks and materials aligned with the Florida Standards, NGSSS or Access Points and document these standards into their weekly lesson plans. Teachers are required to submit weekly lesson plans showing the integration of the standards and the benchmarks into daily learning activities.

The curriculum/instructional services staff shared the Florida Standards, NGSSS, and Access Points benchmarks and course descriptions as well as the Florida End of Course (EOC) Assessment Test Item Specifications with teachers both electronically and in printed form when they were released by FLDOE. Continued support is provided to ensure these core instructional materials are utilized for the instruction and progress monitoring of all students.

Staff and Faculty receive ongoing training on integrating the standards and course requirements into daily learning activities; for using data from progress monitoring assessments to drive instruction; on the changes made to the FCAT 2.0/EOC; unpacking the Florida Standards; utilization of the curriculum resources and toolkits found CPALMS to support standards driven instruction; and, since 100% of our students are ESE, writing goals on how to include the standards and benchmarks in students' Individual Education Plans (IEPs) and Transitional Individual Education Plans (TIEP).

Academic administrators conduct Classroom Walkthroughs (CWTs) and two formal classroom observations, one in the fall and one in the spring, using the FSDB state approved evaluation system each school year to assure instructional materials and programs are aligned to the Florida Standards, NGSSS, and Access Points. In addition to the teacher performance process, all teachers at FSDB create Individual Professional

Development Plans each year. These plans often focus on implementing the standards, analyzing data, and using data to drive instruction.

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.

Staff and Faculty receive ongoing training on integrating the standards and course requirements into daily learning activities; for using data from progress monitoring assessments to drive instruction; on the changes made to the FSA/EOC; unpacking the Florida Standards; utilization of the curriculum resources and toolkits found CPALMS to support standards driven instruction; and, since 100% of our students are ESE, writing goals on how to include the standards and benchmarks in students' Individual Education Plans (IEPs) and Transitional Individual Education Plans (TIEP). The teachers are supported by content specialists who meet with them on a monthly basis to review data and needs. In the 2016-17 school year, professional learning communities on developing Individual Education Plans will take place monthly.

Students with additional needs above and beyond in the classroom are supported by additional one on one or small group instruction with the content specialist and/or a resource teacher within the classroom or during an extended school day. Differentiated instruction techniques are also used in the classroom and documented by the teachers. Teachers meet the individual communication access needs of students through use of American Sign Language, Supported Signed English, Spoken English, and through the use of Interpreters and Language Facilitators as applicable to individual student needs.

Academic administrators conduct Classroom Walkthroughs (CWTs) and two formal classroom observations, one in the fall and one in the spring, using the FSDb state-approved evaluation system each school year to assure instructional materials and programs are aligned to the Florida Standards, NGSSS, and Access Points. In addition to the teacher performance process, all teachers at FSDb create Individual Professional Development Plans each year. These plans often focus on implementing the standards, analyzing data, and using data to drive instruction.

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

Strategy: Extended School Day

Minutes added to school year: 5,000

FSDb Middle School provides multiple opportunities for students to work toward their goals. Homework help is offered twice a week for an hour after school with a certified teacher. Tutoring and library help is offered after school in addition to the homework help. FSDb serves students from counties around Florida. The dorm program offers help with homework, structured reading times, and enrichment activities.

Strategy Rationale

Students served from other counties in Florida reside in the dorm throughout the week. While they are on campus, opportunities for enrichment and homework help are provided to support individualized and group learning needs. Priority for homework help is provided to students who have 60% or below in classes. Tutoring is provided on the recommendation of teachers and specialists who indicate student needs or upon the request of parents. Dorm help is provided to all students who need assistance.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Newton, Karen, newtonk@fsdbk12.org

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

Student grades and assessments are monitored to determine effectiveness of interventions and extended school day opportunities.

2. Student Transition and Readiness

a. PreK-12 Transition

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

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

Toward the end of the year, incoming 5th graders are given an opportunity to meet the teachers and tour the Deaf Middle School. They are exposed to information on expectations and programming during their tour. At the beginning of the sixth grade year, procedures are practiced in detail for the first week of school as a group. Cohorts transitioning into the Deaf High School attend a freshmen orientation that provides the same opportunities to receive instruction on the expectations at the high school level. Both incoming and outgoing cohorts have opportunities to participate the receiving school's summer reading initiative program.

Students that come into the campus from another school district participate in a "New Dragons" group with a counselor and social worker. During this group, students are

taught the expectations, given social and emotional support, and provided with opportunities to adjust to campus life.

b. College and Career Readiness

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

FSDb's Middle School hosts a Science, Technology, Engineering, and Math lab in which students have opportunities to engage in hands on problem solving under the direction of Debbi Penrose and the science education team. Students also participate in vocational classes to explore career pathways and interests including: Culinary Arts, Computer Applications in Business, Agricultural Science , Introduction to 2D Art, and Introduction to Architecture and Construction, and Introduction to Audio/Visual and Print Technologies. The agricultural and construction programs reach out to the community to provide services and products designed and offered by middle school students.

As part of the 7 Habits initiative, all Deaf Middle School students will participate in 4 hours of community service at some level. The students will participate in clubs that will come up with a project that will enrich the campus, an organization, or the community.

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

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

4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes.

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. § 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why"? or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal **B** = Barrier **S** = Strategy

1 = Problem Solving Step **S123456** = Quick Key

Strategic Goals Summary

- G1.** Deaf Middle School will increase the number of students who perform (3 or above) on the Florida Standards Assessment for Math, English/Language Arts, and Civics in one or more areas.
- G2.** The leadership team will provide instruction and support to teachers on the IEP process including: progress monitoring, writing consistent goals, supporting instruction, and encouraging student and family engagement in the IEP decision making process.
- G3.** The Deaf Middle School will show a reduction in the number of students who require level 2 and 3 supports through the Multitiered System of Supports by identifying and addressing students who show two more more Early Warning Indicators including: Attendance below 90% (excused or unexcused); failing a language or math course; or one or more in or out of school suspensions.
- G4.** The school will work to recruit and maintain strong family involvement through regular two-way positive communication, accessible information, and teacher/family partnerships.
- G5.** The school will promote a positive and supportive environment for students that promotes cooperative learning, mutual respect and trust, and fairness by infusing character based education into the learning environment.

Strategic Goals Detail

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

G1. Deaf Middle School will increase the number of students who perform (3 or above) on the Florida Standards Assessment for Math, English/Language Arts, and Civics in one or more areas. 1a

G086886

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	15.0
FSA Mathematics Achievement	18.0
Civics EOC Pass	20.0

Targeted Barriers to Achieving the Goal 3

- One hundred percent of the students at the middle school have sensory impairments and are in a specially designed educational program for the Deaf. They present with language barriers when presented with written or spoken English rather than American Sign Language. On the 15-16 English/Language Arts Florida Standards Assessment, 20% of our current 6th graders scored above level 1, 12.5% of our 7th graders, and 18.75% of our 8th graders scored above a 1. Students scoring at proficient levels (3 or above) totaled 10.5%.
- More students scored above a level one in the area of mathematics. 46% of our 6th graders scored 1 or above, 4% of our current 7th graders, and 37% of our 8th graders scored 1 or above. Of that number, 14% of the students scored at proficient levels (3 or above).
- According to Civics EOC testing, 50% of our 7th graders last year scored above a level 1 in Civics. Of this number, 17.6% scored at proficient levels (3-5).

Resources Available to Help Reduce or Eliminate the Barriers 2

- The Language and Literacy Team is using Achieve 3000 to monitor student needs and growth. The reading specialist for Middle School, Kathy Pyle, works closely with the reading team and the MTSS to provide interventions as needed to support students. The implementation of American Sign Language language interventions and instruction is being put into place this year to support our lowest performing 8th grade students develop language foundations imperative to comprehending written English.
- The math coach, Sue Clark, works closely with the teachers and leadership team to gather data using the MFAS to monitor student progress and teaching strategies to meet the needs of the students. A new strategy to support math achievement this year is the implementation of math pull out supports during Physical Education. Each of the math teachers has been provided with an additional block of time to provide intensive, IEP driven supports to meet the needs of students who require time above and beyond their scheduled math class.
- To develop consistency in the Civics instruction, one teacher will be responsible for providing instruction in Civics to prepare our students for the EOC.

Plan to Monitor Progress Toward G1. 8

Data will be reviewed monthly by the Math Specialist, Math teachers, and AP

Person Responsible

Sue Clark

Schedule

Monthly, from 9/30/2016 to 9/30/2016

Evidence of Completion

Student progress toward math standards

G2. The leadership team will provide instruction and support to teachers on the IEP process including: progress monitoring, writing consistent goals, supporting instruction, and encouraging student and family engagement in the IEP decision making process. 1a

G086887

Targets Supported 1b

Indicator	Annual Target
Effective+ Administrators	90.0

Targeted Barriers to Achieving the Goal 3

- Current barrier includes the lack of in depth, consistent, group training on IEP writing.

Resources Available to Help Reduce or Eliminate the Barriers 2

- IEP coordinators at the school and district level will be meeting to obtain current information to instruct staff.
- Time will be provided monthly in the schedule for team instruction and biweekly opportunities for team collaboration on the IEP process.

G3. The Deaf Middle School will show a reduction in the number of students who require level 2 and 3 supports through the Multitiered System of Supports by identifying and addressing students who show two more more Early Warning Indicators including: Attendance below 90% (excused or unexcused); failing a language or math course; or one or more in or out of school suspensions. **1a**

G086888

Targets Supported **1b**

Indicator	Annual Target
Students exhibiting two or more EWS indicators (Total)	10.0

Targeted Barriers to Achieving the Goal **3**

- Most of our students are receiving remedial instruction and are functioning below grade level in language and math. According to 2015-16 FSA scores, the breakdown of students that scored level 1 on reading are as followed: 6th grade- 88%; 7th grade- 78%; 8th grade-73%. The percentage of students performing at a level one in math were: 6th grade- 96%; 7th grade-63%; 8th grade- 54%. It is important to recognize that 100% of our students have an individualized education plan.
- Many students travel from around the state of Florida and are bussed weekly to the school. When a student misses the bus, it is a hardship for the family to bring the students to school for the week. This has resulted in irregular attendance for students who miss school for a 5 consecutive day period due to family inability to transport them.

Resources Available to Help Reduce or Eliminate the Barriers **2**

- MTSS team including a Social Worker, Behavior Specialist, Counselor, Dorm staff, and Teacher. Tutors, homework help, and dorm staff support are also available.

Plan to Monitor Progress Toward G3. **8**

Review of supports and services provided to students who exhibit EWS

Person Responsible

Angela Saunders

Schedule

Quarterly, from 9/30/2016 to 5/31/2017

Evidence of Completion

team meeting notes, student data, service provisions, lesson plans, grades

G4. The school will work to recruit and maintain strong family involvement through regular two-way positive communication, accessible information, and teacher/family partnerships. 1a

G086889

Targets Supported 1b

Indicator	Annual Target
District Parent Survey	98.0

Targeted Barriers to Achieving the Goal 3

- Students at FSDb are bused from districts outside of St. John's County and reside in the dormitories on campus. The distance of parents is often a barrier to participation and direct engagement in the educational process. For the 2015-16 school year, 94% of parents indicated overall satisfaction with the school. One of the areas indicated by the parent satisfaction survey included parent engagement and communication. The survey indicated that 97% of the parents were satisfied overall, but only 84% stated that class webpages helped keep them informed. 100% of the parents indicated that they felt comfortable talking with teachers and administrators and 100% felt that teacher conferences and interactions were informative. To fill in the gaps in the home to school communication, more information should be accessible via web pages or other social media outlets to keep parents informed and engaged.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Parent Engagement Workshops, Skylert programs, Skyward, newsletters, email, social media

Plan to Monitor Progress Toward G4. 8

Parent Satisfaction Survey

Person Responsible

Rebecca Hilding

Schedule

Annually, from 5/1/2016 to 5/31/2016

Evidence of Completion

98% of parents will indicate satisfaction with home/school communication.

G5. The school will promote a positive and supportive environment for students that promotes cooperative learning, mutual respect and trust, and fairness by infusing character based education into the learning environment. 1a

G086890

Targets Supported 1b

Indicator	Annual Target
School Climate Survey - Student	85.0
School Climate Survey - Parent	98.0

Targeted Barriers to Achieving the Goal 3

- According parent climate surveys, there was an 8% increase in the number of parents who felt that bullying was not a problem in school. There was a 5% increase in the student reporting that bullying was a problem on student climate surveys. 97% of parents reported that Positive Behavior Supports helped students behave, while 78% of the students reported the same. Parents appeared to be more satisfied in these areas of support, while students demonstrated less satisfaction.
- Last year, the Seven Habits were introduced to the students. While there were habit days throughout the year, the information provided was a superficial exposure as the staff learned to the language of the habits. The infusion of the Seven Habits into daily language and activities is an important part of developing the desired characteristics of students for promoting cooperative learning, mutual respect and trust, and fairness.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Character education through: use of PBS, principles of Love and Logic, Seven Habits, and small group character training.

Plan to Monitor Progress Toward G5. 8

Data analysis of bullying reports, overall discipline referrals, and parent climate survey

Person Responsible

Marilyn Miller

Schedule

On 6/30/2016

Evidence of Completion

Data analysis

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** = Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. Deaf Middle School will increase the number of students who perform (3 or above) on the Florida Standards Assessment for Math, English/Language Arts, and Civics in one or more areas.

1

G086886

G1.B1 One hundred percent of the students at the middle school have sensory impairments and are in a specially designed educational program for the Deaf. They present with language barriers when presented with written or spoken English rather than American Sign Language. On the 15-16 English/Language Arts Florida Standards Assessment, 20% of our current 6th graders scored above level 1, 12.5% of our 7th graders, and 18.75% of our 8th graders scored above a 1. Students scoring at proficient levels (3 or above) totaled 10.5%. 2

B230967

G1.B1.S1 The LLT will provide monthly data to show student participation in research based instruction and supports gathered from the Achieve 3000. program. Guided by Mrs. Kathy Pyle, leveled supports and challenge will be provided to individuals and groups to increase reading skills. 4

S243692

Strategy Rationale

By using research based instructional resources and collaborating, areas of need and growth can be identified and targeted during classroom instruction.

Action Step 1 5

Literacy team will meet on a monthly basis to have data chats and to strategize ways to meet the gaps identified by the data.

Person Responsible

Kathy Pyle

Schedule

Monthly, from 9/30/2016 to 6/30/2017

Evidence of Completion

Data collected from Achieve 3000; meeting notes; achievement scores

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

A review of monthly Data during LLT meetings; Monthly meetings between reading specialist and AP to review

Person Responsible

Kathy Pyle

Schedule

Monthly, from 9/22/2016 to 5/26/2017

Evidence of Completion

Data collected through reading assessments (Achieve 3000, Bader, IRLA) and scores on FSA/District assessments

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

Monthly meetings between Literacy team lead and AP to determine effectiveness of needs

Person Responsible

Kathy Pyle

Schedule

Monthly, from 9/30/2016 to 6/30/2017

Evidence of Completion

LLT meeting notes, Data, assessments, MTSS notes

G1.B2 More students scored above a level one in the area of mathematics. 46% of our 6th graders scored 1 or above, 4% of our current 7th graders, and 37% of our 8th graders scored 1 or above. Of that number, 14% of the students scored at proficient levels (3 or above). 2

B230968

G1.B2.S1 Math specialist will meet with Math instructors once a month to review the Math Formative Assessment System (MFAS) data, SuccessMaker, and classroom data to determine instructional gaps and needs. The team will work together to identify strategies and further supports needed to help students make gains. 4

S243693

Strategy Rationale

Analyzing the data and collaborating on instructional skills and needs will allow the math team to make informed instructional decisions on how to best teach and reteach skills needed to improve math competencies.

Action Step 1 5

Math Specialists will retrieve MFAS data on a monthly basis to determine priority instructional needs

Person Responsible

Sue Clark

Schedule

Monthly, from 8/31/2016 to 5/31/2017

Evidence of Completion

Data provided by the MFAS

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Math specialist will meet with the math teachers and AP to review needs and instructional recommendations

Person Responsible

Sue Clark

Schedule

Monthly, from 8/31/2016 to 5/31/2017

Evidence of Completion

Data, team meeting notes and agendas

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Math specialist will meet with the math teachers and AP to review needs and instructional recommendations

Person Responsible

Sue Clark

Schedule

Monthly, from 8/31/2016 to 5/31/2017

Evidence of Completion

Data, team meeting notes and agendas

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Review of data to note improvements in average scores

Person Responsible

Sue Clark

Schedule

On 6/1/2016

Evidence of Completion

Team notes, data collection of MFAS scores, average FSA math scores

G2. The leadership team will provide instruction and support to teachers on the IEP process including: progress monitoring, writing consistent goals, supporting instruction, and encouraging student and family engagement in the IEP decision making process. 1

G086887

G2.B1 Current barrier includes the lack of in depth, consistent, group training on IEP writing.

2

B230970

G2.B1.S1 Teachers will participate in a monthly PLC with Susan Lucas, IEP coordinator, supported by Angela Saunders, Assistant Principal on the IEP process. 4

S243694

Strategy Rationale

Monthly instruction will allow teachers to obtain consistent information, get insights into updated requirements, and clarify information as needed in a group environment.

Action Step 1 5

Meetings will take place the 4th Friday of every month

Person Responsible

Susan Lucas

Schedule

Monthly, from 9/23/2016 to 5/26/2017

Evidence of Completion

Sign in logs, agenda items

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

Quarterly reviews will occur to monitor effectiveness of the process

Person Responsible

Angela Saunders

Schedule

On 6/1/2017

Evidence of Completion

Leadership team agendas, tracking of data collected on interventions and effectiveness.

G3. The Deaf Middle School will show a reduction in the number of students who require level 2 and 3 supports through the Multitiered System of Supports by identifying and addressing students who show two more more Early Warning Indicators including: Attendance below 90% (excused or unexcused); failing a language or math course; or one or more in or out of school suspensions. 1

G086888

G3.B1 Most of our students are receiving remedial instruction and are functioning below grade level in language and math. According to 2015-16 FSA scores, the breakdown of students that scored level 1 on reading are as followed: 6th grade- 88%; 7th grade- 78%; 8th grade-73%. The percentage of students performing at a level one in math were: 6th grade- 96%; 7th grade-63%; 8th grade- 54%. It is important to recognize that 100% of our students have an individualized education plan. 2

B230972

G3.B1.S1 Students who are demonstrating two or more EWS will be referred to the appropriate support team member (Social worker for attendance, counselors for behavior, tutoring program for academics) 4

S243696

Strategy Rationale

Early referral to support systems will help reduce the number of students displaying two or more Early Warning Signs (EWS) before they become larger issues.

Action Step 1 5

Support personnel will be on the MTSS team to identify students and to problem solve ways to support students. Team members providing services will update the team on implementation of supports and progress.

Person Responsible

Angela Saunders

Schedule

Weekly, from 8/23/2016 to 5/16/2017

Evidence of Completion

MTSS notes

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

Interventions will be monitored, reviewed, and updated as supports are identified by the MTSS team.

Person Responsible

Angela Saunders

Schedule

Weekly, from 8/31/2016 to 5/31/2017

Evidence of Completion

Weekly notes provided by the MTSS team and documentation of reduction in students with EWS

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

Teacher instruction and use of differentiated supports, student progress toward goals

Person Responsible

Sue Clark

Schedule

Monthly, from 10/21/2016 to 5/31/2017

Evidence of Completion

Teacher observation, teacher lesson plans, student progress monitoring in Mathematics

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

Teacher instruction and use of differentiated supports, student progress toward goals

Person Responsible

Kathy Pyle

Schedule

Monthly, from 9/30/2016 to 5/30/2017

Evidence of Completion

Teacher observation, lesson plans, student progress monitoring in Reading and Writing

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

Behavioral reports will be monitored by the leadership team and students exhibiting patterns of behaviors will be discussed and interventions designed

Person Responsible

Marilyn Miller

Schedule

Monthly, from 9/30/2016 to 5/31/2017

Evidence of Completion

Behavior data and data chats that include charts that highlight areas of improvement and concern.

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

Students who exhibit social or emotional crises or ongoing needs will be seen by the school psychologist for intervention as needed.

Person Responsible

Schedule

Monthly, from 9/30/2016 to 5/31/2017

Evidence of Completion

MTSS notes and updates by the psychologist will be reviewed- along with psychologist documentation of services

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

Students who have physical needs that include: homeless supports, glasses or amplification, clothing needs, or other needs impacting social/emotional functioning will be addressed by the school social worker.

Person Responsible

Andrea Binder

Schedule

Monthly, from 9/30/2016 to 5/30/2017

Evidence of Completion

MTSS notes and documentation by the school social worker will be kept on supports needed and provided.

G3.B1.S2 Interventions will be designed through the MTSS process to support students who have EWS. 4

S243697

Strategy Rationale

The MTSS team is comprised of the support personnel and leadership team who is able to collaborate to create interventions and follow through to ensure the interventions are implemented.

Action Step 1 5

The MTSS team will meet to review EWS students weekly. During the meeting, the team will review students who are receiving interventions and will discuss follow through, improvements, and needs.

Person Responsible

Angela Saunders

Schedule

Weekly, from 8/23/2016 to 5/16/2017

Evidence of Completion

Team meeting notes, PowerPoints on topics, team process notes, intervention data, lesson plans

Plan to Monitor Fidelity of Implementation of G3.B1.S2 6

Review of lesson plans, targeted observations, review of student progress

Person Responsible

Angela Saunders

Schedule

Quarterly, from 5/5/2017 to 5/5/2017

Evidence of Completion

Teacher referrals, data collection, and student progress

Plan to Monitor Effectiveness of Implementation of G3.B1.S2 7

Increased use of technology to target, refer, and track students

Person Responsible

Angela Saunders

Schedule

Quarterly, from 9/30/2016 to 5/31/2017

Evidence of Completion

MTSS notes and data

G3.B2 Many students travel from around the state of Florida and are bussed weekly to the school. When a student misses the bus, it is a hardship for the family to bring the students to school for the week. This has resulted in irregular attendance for students who miss school for a 5 consecutive day period due to family inability to transport them. 2

 B230973

G3.B2.S1 Students showing patterns of absenteeism will be referred to the social worker to assess and provide support as needed to prevent truancy. 4

 S243698

Strategy Rationale

Families with transportation issues across the state may also face socio-economic issues that could be uncovered and addressed through the support of a social worker.

Action Step 1 5

On referral, the social worker will initiate contact with the families to provide necessary support needed to the families.

Person Responsible

Andrea Binder

Schedule

Monthly, from 9/1/2016 to 5/31/2017

Evidence of Completion

Documentation of support provided to families will be provided.

Plan to Monitor Fidelity of Implementation of G3.B2.S1 6

Notes regarding updates provided to the MTSS team from the social worker along with attendance records.

Person Responsible

Angela Saunders

Schedule

Annually, from 5/1/2016 to 6/1/2017

Evidence of Completion

Meeting notes, referral packets, lesson plans, use of Skyward for data collection

Plan to Monitor Effectiveness of Implementation of G3.B2.S1 7

Increased use of universally designed, differentiated supports; Data provided to MTSS

Person Responsible

Angela Saunders

Schedule

Quarterly, from 9/30/2016 to 5/31/2017

Evidence of Completion

Team meeting notes, Lesson Plans, Teacher observations, Tier 2/3 data

G4. The school will work to recruit and maintain strong family involvement through regular two-way positive communication, accessible information, and teacher/family partnerships. **1**

 G086889

G4.B1 Students at FSDb are bused from districts outside of St. John's County and reside in the dormitories on campus. The distance of parents is often a barrier to participation and direct engagement in the educational process. For the 2015-16 school year, 94% of parents indicated overall satisfaction with the school. One of the areas indicated by the parent satisfaction survey included parent engagement and communication. The survey indicated that 97% of the parents were satisfied overall, but only 84% stated that class webpages helped keep them informed. 100% of the parents indicated that they felt comfortable talking with teachers and administrators and 100% felt that teacher conferences and interactions were informative. To fill in the gaps in the home to school communication, more information should be accessible via web pages or other social media outlets to keep parents informed and engaged. **2**

 B230974

G4.B1.S1 School specific social media accounts will be updated for families. **4**

 S243699

Strategy Rationale

Facebook, Twitter, and Websites will be accessible and available to reach a wider stakeholder group and to keep parents informed.

Action Step 1 **5**

Skylert, Email, calls, and newsletter updates will be used to continue positive communication from school to home. A Deaf Middle School Webpage and Facebook site will be maintained to have up to date information at a glance.

Person Responsible

Angela Saunders

Schedule

Weekly, from 9/1/2016 to 5/31/2017

Evidence of Completion

Skylert logs; Parent communication logs; Newsletters, Email records

Plan to Monitor Fidelity of Implementation of G4.B1.S1 6

Up to date social media information will be readily available for monitoring by families and stakeholders.

Person Responsible

Angela Saunders

Schedule

Quarterly, from 9/1/2016 to 5/30/2017

Evidence of Completion

Skylert Logs, Social Media logs

Plan to Monitor Effectiveness of Implementation of G4.B1.S1 7

Parent climate survey data on parent communication satisfaction will be reviewed to assess improvement in satisfaction on climate surveys

Person Responsible

Rebecca Hilding

Schedule

On 5/31/2017

Evidence of Completion

Climate surveys

G4.B1.S2 Teachers will reach out to at least two parents a week to provide positive updates on their child. 4

S243700

Strategy Rationale

Parents are valued partners in the educational process. Teacher contact with families are to be more than contact when there are concerns. Proactive communication with families to keep open two way communication will build the school to home relationship.

Action Step 1 5

Teachers will document parent contact on lesson plans and provide copies of email interactions.

Person Responsible

Angela Saunders

Schedule

Quarterly, from 9/30/2016 to 5/31/2017

Evidence of Completion

Lesson plans, parent contact logs, copies of emails.

Plan to Monitor Fidelity of Implementation of G4.B1.S2 6

Parent communication logs will be kept

Person Responsible

Angela Saunders

Schedule

Quarterly, from 9/30/2016 to 6/1/2017

Evidence of Completion

Review of parent communication logs, emails, newsletters, or other home-school communications.

Plan to Monitor Effectiveness of Implementation of G4.B1.S2 7

Parent satisfaction surveys

Person Responsible

Rebecca Hilding

Schedule

On 5/31/2017

Evidence of Completion

Parent satisfaction survey will be used to monitor satisfaction levels with home-school partnerships and communication.

G5. The school will promote a positive and supportive environment for students that promotes cooperative learning, mutual respect and trust, and fairness by infusing character based education into the learning environment. 1

G086890

G5.B1 According parent climate surveys, there was an 8% increase in the number of parents who felt that bullying was not a problem in school. There was a 5% increase in the student reporting that bullying was a problem on student climate surveys. 97% of parents reported that Positive Behavior Supports helped students behave, while 78% of the students reported the same. Parents appeared to be more satisfied in these areas of support, while students demonstrated less satisfaction. 2

B230975

G5.B1.S1 Students who have been reported as bullying or being victims of bullying will be discussed at the MTSS team and provided with individual and small group reeducation through bullying prevention counseling and self advocacy training. 4

S243701

Strategy Rationale

Bullying impacts the school environment for both the victim and the person doing the bullying. Providing individualized counseling and support to minimize the impact on the victim and to reeducate the instigator of the bullying actions.

Action Step 1 5

After a bullying report is made, an investigation will take place to determine appropriate levels of support.

Person Responsible

Silke Douglas

Schedule

Monthly, from 9/30/2016 to 5/31/2017

Evidence of Completion

Bullying report documentation

Action Step 2 5

Any incidents that have been identified as bullying or harrasment will be reported to the MTSS team to develop a plan of action for the individuals involved.

Person Responsible

Silke Douglas

Schedule

Weekly, from 9/30/2016 to 5/31/2017

Evidence of Completion

Investigation and MTSS notes

Plan to Monitor Fidelity of Implementation of G5.B1.S1 6

Documentation will be reviewed and monthly data chats will occur to identify ways to provide additional support to promote positive interactions.

Person Responsible

Marilyn Miller

Schedule

Monthly, from 9/30/2016 to 6/30/2017

Evidence of Completion

Discipline referrals, Attendance logs, anecdotal documentation

Plan to Monitor Fidelity of Implementation of G5.B1.S1 6

Positive Behavior Support (PBS team) will meet on a monthly basis to review the overall climate of students interactions and PBS support provided.

Person Responsible

Melissa Kaler

Schedule

Monthly, from 8/29/2016 to 5/31/2017

Evidence of Completion

Meeting logs, end of the year PBS and discipline data

Plan to Monitor Effectiveness of Implementation of G5.B1.S1 7

MTSS team will review bullying reports and follow up with students receiving individual support monthly.

Person Responsible

Marilyn Miller

Schedule

Monthly, from 8/23/2016 to 5/31/2017

Evidence of Completion

Monthly data chats to review discipline data

G5.B1.S2 Seven Habits training will occur monthly throughout the year to add to the character education toolbox. 4

 S243702

Strategy Rationale

The seven habits teach leadership principles for life. The training provides tools to teach these principles to students.

Action Step 1 5

Monthly reviews of Seven Habits implementation in the school

Person Responsible

Terri Samson

Schedule

Monthly, from 9/1/2016 to 5/31/2017

Evidence of Completion

Meeting notes

Plan to Monitor Fidelity of Implementation of G5.B1.S2 6

Reduction in discipline reports related to bullying

Person Responsible

Angela Saunders

Schedule

Semiannually, from 1/15/2016 to 5/31/2016

Evidence of Completion

A review of discipline events and bullying reports will indicate a reduction in numbers compared to 2014-15 school year

Plan to Monitor Fidelity of Implementation of G5.B1.S2 6

School climate survey

Person Responsible

Rebecca Hilding

Schedule

On 5/31/2016

Evidence of Completion

School climate survey will indicate a 10% decrease in the number of parents who indicate bullying is a problem for the school.

Plan to Monitor Effectiveness of Implementation of G5.B1.S2 7

Monitoring of attendance at professional development activities, parent survey results, monitoring of bullying incidents

Person Responsible

Angela Saunders

Schedule

On 5/31/2016

Evidence of Completion

10% decrease in parents reporting bullying as an issue, 10% decrease in bullying incidents, 90% attendance at professional development activities.

G5.B2 Last year, the Seven Habits were introduced to the students. While there were habit days throughout the year, the information provided was a superficial exposure as the staff learned to the language of the habits. The infusion of the Seven Habits into daily language and activities is an important part of developing the desired characteristics of students for promoting cooperative learning, mutual respect and trust, and fairness. **2**

 B230976

G5.B2.S1 A leadership "boot camp" will take place the first few weeks of school to teach and reteach the language of the habits. The habits will be infused into educational practices and the environment. **4**

 S243703

Strategy Rationale

In order to move forward with the "Seven Habits" in a deeper, more meaningful way, students will need a full review of the language. This will also allow new students exposure to the concepts.

Action Step 1 **5**

Beginning of the year boot camp materials will be designed and distributed by the lighthouse team to provide consistent information to teachers across classrooms and grade levels

Person Responsible

Terri Samson

Schedule

On 9/28/2016

Evidence of Completion

Powerpoints and resources will be saved and uploaded as evidence

Plan to Monitor Fidelity of Implementation of G5.B2.S1 **6**

The lighthouse team will meet to discuss and review the habit days to discuss and evaluate implementation and effectiveness along with next steps.

Person Responsible

Terri Samson

Schedule

Monthly, from 9/1/2016 to 5/30/2017

Evidence of Completion

Meeting notes will be kept and reviewed

Plan to Monitor Effectiveness of Implementation of G5.B2.S1 7

Detailed notes and success will be tracked through the Leader in Me website

Person Responsible

Karen Newton

Schedule

Evidence of Completion

Anecdotal records, behavioral data, pictures and journals of community projects, action team data binders

G5.B2.S2 Seven leadership days will be built into the school year that will allow students to practice concepts and participate in leadership activities that contribute to the community. 4

 S243704

Strategy Rationale

One of the leadership principles is that good leaders serve. Setting aside a day that celebrates positive behavior, leadership, and allows for students to give back to the community shows students that we are committed and value them and their role in the community.

Action Step 1 5

Monthly Leadership Days

Person Responsible

Terri Samson

Schedule

Monthly, from 9/30/2016 to 5/26/2017

Evidence of Completion

A survey will be provided at the end of the year to monitor effectiveness of leadership day activities.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G5.B2.S1.MA1 M326919	Detailed notes and success will be tracked through the Leader in Me website	Newton, Karen	5/26/2017	Anecdotal records, behavioral data, pictures and journals of community projects, action team data binders	No End Date one-time
G4.MA1 M326912	Parent Satisfaction Survey	Hilding, Rebecca	5/1/2016	98% of parents will indicate satisfaction with home/school communication.	5/31/2016 annually
G5.B1.S2.MA1 M326916	Monitoring of attendance at professional development activities, parent survey results, monitoring...	Saunders, Angela	5/31/2016	10% decrease in parents reporting bullying as an issue, 10% decrease in bullying incidents, 90% attendance at professional development activities.	5/31/2016 one-time
G5.B1.S2.MA1 M326917	Reduction in discipline reports related to bullying	Saunders, Angela	1/15/2016	A review of discipline events and bullying reports will indicate a reduction in numbers compared to 2014-15 school year	5/31/2016 semiannually
G5.B1.S2.MA2 M326918	School climate survey	Hilding, Rebecca	5/1/2016	School climate survey will indicate a 10% decrease in the number of parents who indicate bullying is a problem for the school.	5/31/2016 one-time
G1.B2.S1.MA1 M326890	Review of data to note improvements in average scores	Clark, Sue	6/1/2016	Team notes, data collection of MFAS scores, average FSA math scores	6/1/2016 one-time
G5.MA1 M326921	Data analysis of bullying reports, overall discipline referrals, and parent climate survey	Miller, Marilyn	6/1/2016	Data analysis	6/30/2016 one-time
G5.B2.S1.A1 A315296	Beginning of the year boot camp materials will be designed and distributed by the lighthouse team...	Samson, Terri	8/22/2016	Powerpoints and resources will be saved and uploaded as evidence	9/28/2016 one-time
G1.MA1 M326893	Data will be reviewed monthly by the Math Specialist, Math teachers, and AP	Clark, Sue	9/30/2016	Student progress toward math standards	9/30/2016 monthly
G3.B1.S2.MA1 M326904	Review of lesson plans, targeted observations, review of student progress	Saunders, Angela	5/5/2017	Teacher referrals, data collection, and student progress	5/5/2017 quarterly
G3.B1.S1.A1 A315288	Support personnel will be on the MTSS team to identify students and to problem solve ways to...	Saunders, Angela	8/23/2016	MTSS notes	5/16/2017 weekly
G3.B1.S2.A1 A315289	The MTSS team will meet to review EWS students weekly. During the meeting, the team will review...	Saunders, Angela	8/23/2016	Team meeting notes, PowerPoints on topics, team process notes, intervention data, lesson plans	5/16/2017 weekly
G1.B1.S1.MA1 M326889	A review of monthly Data during LLT meetings; Monthly meetings between reading specialist and AP to...	Pyle, Kathy	9/22/2016	Data collected through reading assessments (Achieve 3000, Bader, IRLA) and scores on FSA/ District assessments	5/26/2017 monthly
G2.B1.S1.A1 A315286	Meetings will take place the 4th Friday of every month	Lucas, Susan	9/23/2016	Sign in logs, agenda items	5/26/2017 monthly
G5.B2.S2.A1 A315297	Monthly Leadership Days	Samson, Terri	9/30/2016	A survey will be provided at the end of the year to monitor effectiveness of leadership day activities.	5/26/2017 monthly

FSDB - 0012 - Deaf Middle School (FsdB) - 2016-17 SIP
Deaf Middle School (FsdB)

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G3.B1.S1.MA2 M326898	Teacher instruction and use of differentiated supports, student progress toward goals	Pyle, Kathy	9/30/2016	Teacher observation, lesson plans, student progress monitoring in Reading and Writing	5/30/2017 monthly
G3.B1.S1.MA5 M326901	Students who have physical needs that include: homeless supports, glasses or amplification,...	Binder, Andrea	9/30/2016	MTSS notes and documentation by the school social worker will be kept on supports needed and provided.	5/30/2017 monthly
G4.B1.S1.MA1 M326909	Up to date social media information will be readily available for monitoring by families and...	Saunders, Angela	9/1/2016	Skylert Logs, Social Media logs	5/30/2017 quarterly
G5.B2.S1.MA1 M326920	The lighthouse team will meet to discuss and review the habit days to discuss and evaluate...	Samson, Terri	9/1/2016	Meeting notes will be kept and reviewed	5/30/2017 monthly
G3.MA1 M326907	Review of supports and services provided to students who exhibit EWS	Saunders, Angela	9/30/2016	team meeting notes, student data, service provisions, lesson plans, grades	5/31/2017 quarterly
G1.B2.S1.MA1 M326891	Math specialist will meet with the math teachers and AP to review needs and instructional...	Clark, Sue	8/31/2016	Data, team meeting notes and agendas	5/31/2017 monthly
G1.B2.S1.MA1 M326892	Math specialist will meet with the math teachers and AP to review needs and instructional...	Clark, Sue	8/31/2016	Data, team meeting notes and agendas	5/31/2017 monthly
G1.B2.S1.A1 A315285	Math Specialists will retrieve MFAS data on a monthly basis to determine priority instructional...	Clark, Sue	8/31/2016	Data provided by the MFAS	5/31/2017 monthly
G3.B1.S1.MA1 M326897	Teacher instruction and use of differentiated supports, student progress toward goals	Clark, Sue	10/21/2016	Teacher observation, teacher lesson plans, student progress monitoring in Mathematics	5/31/2017 monthly
G3.B1.S1.MA3 M326899	Behavioral reports will be monitored by the leadership team and students exhibiting patterns of...	Miller, Marilyn	9/30/2016	Behavior data and data chats that include charts that highlight areas of improvement and concern.	5/31/2017 monthly
G3.B1.S1.MA4 M326900	Students who exhibit social or emotional crises or ongoing needs will be seen by the school...		9/30/2016	MTSS notes and updates by the psychologist will be reviewed-along with psychologist documentation of services	5/31/2017 monthly
G3.B1.S1.MA1 M326902	Interventions will be monitored, reviewed, and updated as supports are identified by the MTSS team.	Saunders, Angela	8/31/2016	Weekly notes provided by the MTSS team and documentation of reduction in students with EWS	5/31/2017 weekly
G3.B2.S1.MA1 M326905	Increased use of universally designed, differentiated supports; Data provided to MTSS	Saunders, Angela	9/30/2016	Team meeting notes, Lesson Plans, Teacher observations, Tier 2/3 data	5/31/2017 quarterly
G3.B2.S1.A1 A315290	On referral, the social worker will initiate contact with the families to provide necessary support...	Binder, Andrea	9/1/2016	Documentation of support provided to families will be provided.	5/31/2017 monthly
G4.B1.S1.MA1 M326908	Parent climate survey data on parent communication satisfaction will be reviewed to assess...	Hilding, Rebecca	5/31/2017	Climate surveys	5/31/2017 one-time
G4.B1.S1.A1 A315291	Skylert, Email, calls, and newsletter updates will be used to continue positive communication from...	Saunders, Angela	9/1/2016	Skylert logs; Parent communication logs; Newsletters, Email records	5/31/2017 weekly
G5.B1.S1.MA1 M326913	MTSS team will review bullying reports and follow up with students receiving individual support...	Miller, Marilyn	8/23/2016	Monthly data chats to review discipline data	5/31/2017 monthly

FSDB - 0012 - Deaf Middle School (FsdB) - 2016-17 SIP
Deaf Middle School (FsdB)

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G5.B1.S1.MA3 M326915	Positive Behavior Support (PBS team) will meet on a monthly basis to review the overall climate of...	Kaler, Melissa	8/29/2016	Meeting logs, end of the year PBS and discipline data	5/31/2017 monthly
G5.B1.S1.A1 A315293	After a bullying report is made, an investigation will take place to determine appropriate levels...	Douglas, Silke	9/30/2016	Bullying report documentation	5/31/2017 monthly
G5.B1.S1.A2 A315294	Any incidents that have been identified as bullying or harrasment will be reported to the MTSS...	Douglas, Silke	9/30/2016	Investigation and MTSS notes	5/31/2017 weekly
G3.B1.S2.MA1 M326903	Increased use of technology to target, refer, and track students	Saunders, Angela	9/30/2016	MTSS notes and data	5/31/2017 quarterly
G4.B1.S2.MA1 M326910	Parent satisfaction surveys	Hilding, Rebecca	5/31/2017	Parent satisfaction survey will be used to monitor satisfaction levels with home-school partnerships and communication.	5/31/2017 one-time
G4.B1.S2.A1 A315292	Teachers will document parent contact on lesson plans and provide copies of email interactions.	Saunders, Angela	9/30/2016	Lesson plans, parent contact logs, copies of emails.	5/31/2017 quarterly
G5.B1.S2.A1 A315295	Monthly reviews of Seven Habits implementation in the school	Samson, Terri	9/1/2016	Meeting notes	5/31/2017 monthly
G2.B1.S1.MA1 M326894	Quarterly reviews will occur to monitor effectiveness of the process	Saunders, Angela	6/1/2017	Leadership team agendas, tracking of data collected on interventions and effectiveness.	6/1/2017 one-time
G3.B2.S1.MA1 M326906	Notes regarding updates provided to the MTSS team from the social worker along with attendance...	Saunders, Angela	5/1/2016	Meeting notes, referral packets, lesson plans, use of Skyward for data collection	6/1/2017 annually
G4.B1.S2.MA1 M326911	Parent communication logs will be kept	Saunders, Angela	9/30/2016	Review of parent communication logs, emails, newsletters, or other home-school communications.	6/1/2017 quarterly
G1.B1.S1.MA1 M326888	Monthly meetings between Literacy team lead and AP to determine effectiveness of needs	Pyle, Kathy	9/30/2016	LLT meeting notes, Data, assessments, MTSS notes	6/30/2017 monthly
G1.B1.S1.A1 A315284	Literacy team will meet on a monthly basis to have data chats and to strategize ways to meet the...	Pyle, Kathy	9/30/2016	Data collected from Achieve 3000; meeting notes; achievement scores	6/30/2017 monthly
G5.B1.S1.MA1 M326914	Documentation will be reviewed and monthly data chats will occur to identify ways to provide...	Miller, Marilyn	9/30/2016	Discipline referrals, Attendance logs, anecdotal documentation	6/30/2017 monthly

V. Professional Development Opportunities

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

G2. The leadership team will provide instruction and support to teachers on the IEP process including: progress monitoring, writing consistent goals, supporting instruction, and encouraging student and family engagement in the IEP decision making process.

G2.B1 Current barrier includes the lack of in depth, consistent, group training on IEP writing.

G2.B1.S1 Teachers will participate in a monthly PLC with Susan Lucas, IEP coordinator, supported by Angela Saunders, Assistant Principal on the IEP process.

PD Opportunity 1

Meetings will take place the 4th Friday of every month

Facilitator

Susan Lucas

Participants

Deaf Middle School teachers and staff

Schedule

Monthly, from 9/23/2016 to 5/26/2017

G5. The school will promote a positive and supportive environment for students that promotes cooperative learning, mutual respect and trust, and fairness by infusing character based education into the learning environment.

G5.B1 According parent climate surveys, there was an 8% increase in the number of parents who felt that bullying was not a problem in school. There was a 5% increase in the student reporting that bullying was a problem on student climate surveys. 97% of parents reported that Positive Behavior Supports helped students behave, while 78% of the students reported the same. Parents appeared to be more satisfied in these areas of support, while students demonstrated less satisfaction.

G5.B1.S2 Seven Habits training will occur monthly throughout the year to add to the character education toolbox.

PD Opportunity 1

Monthly reviews of Seven Habits implementation in the school

Facilitator

Terri Samson

Participants

Deaf Middle School staff

Schedule

Monthly, from 9/1/2016 to 5/31/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Literacy team will meet on a monthly basis to have data chats and to strategize ways to meet the gaps identified by the data.	\$0.00
2	G1.B2.S1.A1	Math Specialists will retrieve MFAS data on a monthly basis to determine priority instructional needs	\$0.00
3	G2.B1.S1.A1	Meetings will take place the 4th Friday of every month	\$0.00
4	G3.B1.S1.A1	Support personnel will be on the MTSS team to identify students and to problem solve ways to support students. Team members providing services will update the team on implementation of supports and progress.	\$0.00
5	G3.B1.S2.A1	The MTSS team will meet to review EWS students weekly. During the meeting, the team will review students who are receiving interventions and will discuss follow through, improvements, and needs.	\$0.00
6	G3.B2.S1.A1	On referral, the social worker will initiate contact with the families to provide necessary support needed to the families.	\$0.00
7	G4.B1.S1.A1	Skylert, Email, calls, and newsletter updates will be used to continue positive communication from school to home. A Deaf Middle School Webpage and Facebook site will be maintained to have up to date information at a glance.	\$0.00
8	G4.B1.S2.A1	Teachers will document parent contact on lesson plans and provide copies of email interactions.	\$0.00
9	G5.B1.S1.A1	After a bullying report is made, an investigation will take place to determine appropriate levels of support.	\$0.00
10	G5.B1.S1.A2	Any incidents that have been identified as bullying or harrassment will be reported to the MTSS team to develop a plan of action for the individuals involved.	\$0.00
11	G5.B1.S2.A1	Monthly reviews of Seven Habits implementation in the school	\$0.00
12	G5.B2.S1.A1	Beginning of the year boot camp materials will be designed and distributed by the lighthouse team to provide consistent information to teachers across classrooms and grade levels	\$0.00
13	G5.B2.S2.A1	Monthly Leadership Days	\$0.00
Total:			\$0.00