

Florida School for the Deaf & the Blind

Deaf Middle School (Fsdb)



2018-19 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)

85%

Primary Service Type

(per MSID File)

Special Education

Charter School

No

2018-19 Minority Rate

(Reported as Non-white on Survey 2)

58%

School Grades History

Year

Grade

School Board Approval

This plan was approved by the FSDB County School Board on 10/26/2018.

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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridaCIMS.org>.

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify 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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

2018-19 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.

Our students at Florida School for the Deaf and the Blind come from all over the state of Florida and most reside at the school. We also have a strong ESOL Program at the school. 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 admission process. The admission process for each and every student is quite comprehensive. Information gathered/reviewed/updated at the admission process include a social/family history, psychological testing, academic evaluations/history and medical history. The admission Team

communicates information gathered at the admission with the student's Individual Education Plan Team. We have found the connections between these two Teams to be very important in order to meet the student's individual needs as the student first joins the school.

After the student's successful admission into the FSDB, he/she is assigned an educational program where the student's IEP Team monitors the student's adjustment to the school, social adaptation and academic progress. The student's IEP Team often includes an Assistant Principal, a teacher who serves as a case manager, a school counselor/social worker/mental health counselor and/or a psychologist, an educational diagnostician, the student's parents and the student (depending on their age). Other service providers such as teachers from ESOL, the Speech and Language Pathologist, the Occupational Therapist and the Physical Therapist are included in the meetings, depending on the needs of the student. Staff members who work with the student are encouraged to review the student's file with special attention given to social/family history, psychological testing, academic evaluations/history and medical history. The student's IEP Team meets at least annually and data is reviewed, progress is reviewed, educational and sometimes social/emotional behavioral goals and transition components are discussed and determined.

Every three years decisions are made regarding the student's triennial. Often additional psychological and educational testing may be requested. Generally, as part of the triennial the student's social/ family history and medical history is updated. The triennial allows for FSDB staff to learn about any changes in the student's life that may impact his/her learning and social adaptation to the school. Another way that FSDB staff learns about students' cultures, background and current needs is to take time to discuss the student occasionally at the weekly Multi-Tiered Support Systems Meeting. This is a time allowing all professionals working with the student to share information about the student as well as to look at/decide on any interventions and/or supports that would assist the student in meeting his/her goals. Additionally the assistant principal, teachers and school counselor/ social worker and/or mental health counselor, a psychologist, an educational diagnostician communicate with the student themselves often on a daily basis. These same staff members welcome and invite parents to be in touch through phone or in-person conferences and through attending quarterly Parent Engagement Workshops or classes in such topics as Behavior Management, Sign Language and Braille or through the On-Line 52-Weeks of Parent Involvement. FSDB encourages school staff and parents to work together to make decisions about their child's educational path. The Deaf Middle School department has a presentation for parents on Registration day explaining the purpose, structure and routine to interested parents and students. The teachers in Deaf Middle School are ESOL Endorsed and an emphasis has been placed on building a bridge or a connection between where a student has been and what they already know to what the student needs to learn. Teachers at FSDB are encouraged to use ESOL Best Teaching Practices and Strategies. Being culturally responsive and building a link between home and school has positively impacted the school's climate and learning environment.

Positive Behavior Support continues to be a strong program at FSDB and is a program supported by the Florida Department of Education and The PBS RtI Project, Problem Solving and Response to Intervention Project and Florida's Multi-Tiered System of Supports Project. PBS is a collaborative, data driven approach to developing effective interventions for behavior. PBS at the Florida School for the Deaf and the Blind emphasizes preventative, teaching and reinforcement-based strategies to achieve meaningful and long-lasting behavior and lifestyle outcomes. Our involvement with PBS continues to demonstrate that this philosophy/approach is continuing to positively impact our behavioral data, school climate and student learning. Throughout the campus one will continue to see posters and signs advertising the FSDB Big Three or you may

see it simply posted as CR2. FSDB is encouraging all staff and students to “ Be Responsible, Be Cooperative, and Be Respectful.” These are the entire school’s expectations for behavior. The school also incorporates the philosophies of Love and Logic as well as the Leader in Me which is based on Stephen Covey's 7 Habits.

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 process, philosophy, program 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.

Each school with coordinating dormitory(s) within FSDB have been having monthly PBS Team meetings where activities supporting modeling, teaching and reinforcing positive behavior are planned and then carried out. Some of these activities include coordinating individual Team PBS Kick- Offs, reinforcement activities such as awarding of tickets or Dragon Dollars followed by Auctions and PBS Students of the Month. Behavior Incentive Stores and Random Acts of Positive Behavior Support are also being coordinated. A number of staff are involved in carrying out efforts to provide education, social skills groups and counseling groups for our students to promote the PBS philosophy. A number of resources are used for this endeavor including Strong Start, Strong Kids, Strong Teens curriculum, Second Step Violence Prevention Curriculum, Talking about Touching

Curriculum, Flirting Not Hurting Curriculum, and other resources supporting positive social skills and good character development.

Another tool in our kit to promote the school and boarding area's Positive Behavior Support Program has been incorporating the Love and Logic philosophy into our environments. We are finding it important to build relationships and positive rapport with students. Being empathic, setting limits, giving choices and neutralizing anger are all a part of the Love and Logic philosophy. Boarding staff have all been trained in this approach and staff in the academic departments have been offered training in Love and Logic. FSDB has found that the PBS Program and Philosophy encourages students to feel safe, respected and nurtured before, during and after school which positively impacts the learning environment. Additionally, student safety is supported through prevention education on the topics of Stress Management (Suicide/Self Harm (grades 1 through Continuing Education), Bullying/ Harassment Awareness (grades 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.

As described in response to the first two questions the Florida School for the Deaf and the Blind utilizes Positive Behavior Support Program and Philosophy with supporting tools and curriculums as its campus/school wide behavioral system. FSDB has found that this Program and Philosophy aids in minimizing distractions and promotes student engagement as well as encourages a positive climate. Each classroom, school, area such as the cafeteria, the buses, the library, playground, physical education, hallway and dormitory has consistent, clear behavioral expectations. These are to be Cooperative, to be Respectful and to be Responsible. Within each of the classrooms and areas a matrix has been developed, posted and reviewed with the students. As an example, the cafeteria rules would be as followed:

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 be meeting desired expectations they have the opportunity to receive behavioral reinforcements such as dragon dollars that can be used to purchase items at our PBS store or to bid on items at our PBS end of the year auction. They can be

acknowledged in student Kudos, be given written encouragement, be acknowledged in Good Morning News and earn participation in special PBS Activities. Should a student not be successful in meeting the behavioral expectations the PBS Discipline Flowchart is followed. The discipline flowchart is followed for the misbehavior and follows the guidelines in the Student Handbook as well. There are Classroom-Managed: Behaviors (such as tardiness, missed homework, inappropriate talking, and minor classroom disruption). These behaviors are handled in the classroom.

Types of interventions for classroom managed behaviors include:

Discussing behavior with student

Reteaching expected behavior

Redirecting

Reinforcing alternate behavior

Assigning different task

Using supportive approach

Changing seat or room

Giving choices

Separating student(s)

Modifying curriculum

Modifying environment

Giving time away from group

Using points or level system

Removing privilege

Informing parent

Giving verbal warning

Giving encouragement

Giving PBS Tickets for change to desired behavior

If after the teacher has provided verbal warning and has restated expectation/rule, has retaught the expectation, began a minor incident report and applied one or more interventions the behavior persists then an electronic referral is made in skyward. Once an electronic referral is made it is managed by the administrator. Behavior written up electronically can include participation in fights, defiant behavior or minor behavior that is persistent and has not improved with varying teacher interventions. Type of interventions for administration managed behaviors include:

Conference with student

No privileges

Cancelled activity

Points/Level system use

Gave reflective time

Ignored/Segregated from group to calm

Apology made

Verbal/reprimand/warning

Inform parent

Separated students

Private meal time

Detention

Held to calm (NVCPI)

Shadowed by staff/supervisor

TLC/support

Charged repairs/replacement

ABC

Suspension

There are behavioral situations that are more of a crisis situation. In these cases, the situation is brought to administration directly and resolved. Positive Behavior Support

Program and Philosophy utilizes times of behavioral errors as modeling/ teaching/re-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 input, identify trends and patterns & address trends/patterns with appropriate interventions. There is also annual training on the Policy, Procedures, Prevention, Consequences related to Bullying and Harassment, Abuse, Sexual Misconduct, Teen Dating Violence and Abuse. Staff also follow 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. We also provide students with training on Stress Management and Diversity.

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 Stress and Suicide/Self Harm, Bullying/Harassment and Teen Dating Violence/Abuse to ensure that the social-emotional needs of all students are being met. Each school and classroom emphasizes being cooperative, respectful and responsible to self, peers/ staff and community members. Through PBS students are provided the safety and predictability that they need. Staff have learned to be predictable in their interactions with their students in positive ways, be aware when a student(s) is/are becoming overwhelmed, utilize techniques/strategies taught in Crisis Prevention Intervention training, and give learning opportunities where students can experience success, give praise as a student progresses in his/her learning different skills. Deaf Middle School students have a block of intensive reading classes built into their schedule. This intensive reading class in addition to their regular ELA required class. Math teachers work with the PE department to pull out students once a week to work on individual math skills. The intensive reading classes and Math Pull-Outs allow the students extra time to process reading and various math skills. Vocational classes focus on digital citizenship and various technology skills through the school year. This school year, a new course has been added for the 7th graders: Career Research and Decision Making course. The purpose of the course is to provide students with the opportunity to gain knowledge and skills necessary to become health literate and practice responsible behaviors to promote healthy living. I also teach students about real world stuff such as time-management, peer pressure, mental and emotional health (bullying, personal health care, how to seek counseling, grief, loss, and depression) as well as making right and wrong decisions in various situations including work, school, friends, and home. Through Multi-Tiered Support System Meetings students who are having behavioral and/or academic challenges can be identified. Sometimes a student may have behavioral or academic needs beyond those that can be addressed through Tier One Positive Behavior Support Program and Philosophy. These students may require Tier Two Interventions or Tier Three Individual Interventions. A student who moves on the continuum from Tier One to Tier Two or Three may be provided with such interventions as group counseling, transition and transition adjustment counseling, bullying behavior prevention counseling, recipient of bullying behavior counseling, mentoring from a peer or a staff member, be a participant in the Check-In/Check-Out Procedure, individual counseling, behavior contract or behavior plan.

A student can move back and forth, between the tiers depending on the needs of the student.

Through Multi-Tiered Support System Meetings students who are having behavioral, emotional, and/or academic challenges can be identified. Students who have shown 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 address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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 teachers to identify areas of needs and to provide 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. The school monitors progress toward statewide standards using assessments such the Measures of Academic Progress (MAP) program, Achieve 3000, and ST math. These 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	3	7	4	0	0	0	0	14
One or more suspensions	0	0	0	0	0	0	1	7	1	0	0	0	0	9
Course failure in ELA or Math	0	0	0	0	0	0	0	4	0	0	0	0	0	4
Level 1 on statewide assessment	0	0	0	0	0	0	10	18	26	0	0	0	0	54

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	4	7	5	0	0	0	0	16

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 address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2) and (b)(7)(A)(iii)(I).

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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

Yes

1. PFEP 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/639113>.

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

1. School Leadership Team

a. Membership

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

Name	Title
Liller-Cox, Patty	Assistant Principal
Harwell, Robin	Other
Clark, Sue	Instructional Coach
Pyle, Kathy	Instructional Coach
Douglas, Silke	Psychologist
Milczarski, Alesia	Other
Williams, Wendy	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: Patricia Liller-Cox, Assistant Principal. The assistant principal leads the FSDb Deaf Middle School Team under the direction of Angela Saunders by providing a systematic approach to education and shared leadership. The leadership team meets on a weekly basis individually with the assistant principal and as a group. The team consists of academic specialists, a behavior specialist, a counselor, a social worker, and the educational diagnostician. The team works together to problem solve school issues and to find effective ways to meet the needs of the students. Team members also work with the teachers directly to provide multiple levels of support. The team meets weekly to review students who have been referred to the Multi-Tiered System of Supports (MTSS) team as well as monthly to review school data. The reading and math specialists meet with their content area teachers to do data chats on students specific to the content area, using state FSA scores, classroom diagnostic scores, and teacher specific data to problem solve ways to improve our practice.

Student data is the focus of the leadership team and is used to determine interventions needed for individual students, programs, or academic areas. Team members include: Robin Harwell, Educational Diagnostician; Marilyn Miller, Behavior Specialist; Alesia Milczarski, Behavior Specialist; 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.

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 2018-2019 school year, the Deaf Elementary, Deaf Middle, and Blind Elementary and 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 Title I part A, Title II part A, and 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 instructional services 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 assistive technology specialist, Title I assistant grant coordinator, clerk, braille transcriptionist, tutoring, curriculum teams, and STEAM camp instructors for students in grades 4 - 8. Funding will also support professional development for ASL grammar instruction, Universal Design for Learning, bilingual approach to instruction, advanced ASL, co-teaching, integrating coding, robotics, and technology, assistive technology for the blind, functional vision/learning media assessment, and diseases of the eye.

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, specialists, and administrators as well as used to support the administration of the paraprofessional exam. The supplementary professional development opportunities supported by Title II funds are planned in conjunction with other federal and state funding sources. Valuable supplementary (not required) professional development opportunities are funded through the federal entitlement and IDEA grants as well as 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 presenters of professional development opportunities on Saturdays and in the Summer.. Title II funds also support teachers, specialists, and administrators in attending workshops at FSDb for ASL

grammar instruction, Universal Design for Learning, bilingual approach to instruction, advanced ASL, co-teaching, integrating coding, robotics, and technology, assistive technology for the blind, functional vision/learning media assessment, and diseases of the eye.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Kathy Pyle	Education Support Employee
Jonathan Kochanski	Education Support Employee
Debbi Penrose	Teacher
Stacy Huffaker	Business/Community
Jacob Ellis	Student
Shari Kalis	Parent
Ms Diaz	Parent
Dr Silke Parl Douglas	Education Support Employee
MELISSA KALER	Teacher

b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2).

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 input and written feedback on various parts of this SIP based on a review of school data.

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
Osley, Emily	Teacher, K-12
Staub, Judy	Teacher, K-12
Samson, Terri	Teacher, Adult

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 monitor and disaggregate data to capitalize on strengths and to develop areas of opportunity within the reading program.
- 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.
- 4) To lead the department in literacy celebrations via Reading Counts, 100 Book Challenge, Author Visits, Florida Literacy Week, Poetry Walk, and when applicable, participation in Gallaudet's Battle of the Books.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(iii)(IV).

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 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. At a minimum of once a month, all teachers meet with the assistant principal to encourage team growth and development. To support shared leadership, all teachers are on action teams that are responsible for school wide planning. This includes an PBS team, student council, deaf culture team, lighthouse team, school eyes alive team, and Washington DC team. These teams meet to plan school improvement activities and take roles in providing opportunities for shared leadership.

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. Ms. Randi Mitchell coordinates mentor training and support. 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 Deaf Middle School has two new teachers joining our program. One of these teachers is a first year teacher. The other teacher is returning to the classroom. Ms. Emily Osley is working closely with Kathy Pyle to learn district systems and materials to effectively teach reading and language. She is also working closely with Christina Thackston who is mentoring her through her first year. The grade level team meets weekly and have also provided support to develop Ms. Osley's skills. Our teams meet together bi-weekly and have common planning to support teacher growth and development. Through observation, reflective practice, and evaluative tools, areas of opportunity will be determined to encourage continual growth and development of new and novice teachers alike.

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 and the FSA.

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 (IPDP's) each year. These plans often focus on implementing the standards, analyzing data, using data to drive instruction, and increased parent engagement.

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 2018-19 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. American Sign Language and Spoken English are valued and taught as equal and separate languages.

Academic administrators are continually monitoring lessons and teachers performances for alignment with Florida Standards and support is provided as needed.

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: After School Program

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)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Liller-Cox, Patty, lillerp@fsdb.k12.fl.us

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 needs and growth based on use of the after school opportunities

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(iii)(V).

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: Personal Development Skills, 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. To connect students to the community, all Deaf Middle School students will participate in a community service project. 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.

Deaf Middle School students rotate through a wheel of career and technical education classes. Sixth grade students attend a semester of Agricultural Sciences and a semester of computer keyboarding for business. Our seventh grades attend a semester of Introduction to 2D art and a semester of culinary arts. Eight grade students take a semester of introduction to audio-visual and print technologies as well as a semester of introduction to construction and architectural design. These six classes are designed to expose students to potential interests for career exploration that could lead to industry certification classes in the high school program.

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

Technology is infused as a part of our academic courses to prepare students for a technological world. Students are provided with iPads and Laptops to access curricular materials. Content area academic courses use google tools such as google classroom for students.

Deaf Middle School is continuing the use of Virtual Reality as a supplemental tool to support our science and social studies program. This will allow our students to have

exposure to concepts, places, and ideas that are found in the content through virtual reality. This will allow teachers to provide visual supports for students who have gaps due to language delays, limited incidental learning opportunities, and who have the need for visual presentation of content.

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.

Deaf Middle School reviews data as a team on a regular basis in order to continually improve our program for students to enhance outcomes in preparation for their transition into high school.

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(6).

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.** In Deaf Middle School, 70% of the students will show learning gains of 32% in Reading and 41% Math, as measured by MAP testing data.
- G2.** In Deaf Middle School, 90% of the students will show positive growth of 69% in Reading and 77% Math, as measured by MAP testing data.
- G3.** The Deaf Middle School Multi-Tiered System of Support (MTSS)/Response to Intervention (RTI) team will perform monthly data chats to identify and provide early intervention and supports to students showing one of the Early Warning Indicators- including behavior, attendance, or academic concerns.
- 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. In Deaf Middle School, 70% of the students will show learning gains of 32% in Reading and 41% Math, as measured by MAP testing data. 1a

G100775

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains District Assessment	5.0
Math Gains District Assessment	5.0

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 require instruction in or supported by American Sign Language and visual supports. Based upon review of the data, the percentage of students gaining learning gains in the district assessments has been improving annually. There continues to be a gap in achievement between students served by Florida school districts and FSDB students. The data reveals that the gap has been steadily decreasing.
- **MATH:** At each grade level, the data shows that the percentage of students achieving learning gains on the district's Math and Reading assessments increased each year. The percentile gap between the FSDB's cohort and cohorts that are taught in Florida school districts have decreased annually in 6th and 7th grades. The 8th grade cohort has shown downward and upward trends at both the state DHH and General population of students, while FSDB DMS has shown a steady incline in growth and a decrease in the gap between our school scores and those of the state. 6th grade: The number of students performing at 3 or better at FSDB DMS had an upward and slight downward trend, with percentiles in 2015 (4th grade) showing 9% of students achieving 3 or better with 15% achievement in 2016 and then a slight drop to 13% in 2017. The overall increase was 4%. District Deaf and Hard of Hearing showed a 1% increase and the population of general education students within the state of Florida decreased the numbers of level 3 or better by 8%. The gap in performance between FSDB DMS and state Deaf and Hard of Hearing students remained right at 23-24%. The gap between FSDB DMS and the state decreased by 12% in the same cohort. 7th grade: The number of students at FSDB DMS performing at 3 or better increased from 8% to 16% . This is a 8% increase (double) as compared to a 4% increase in the level 3 or better performance by Deaf and hard of hearing students served in district schools and a 4% increase reported by the general state population in the same cohort. The gap in performance has increased between the FSDB DMS and the Deaf and Hard of Hearing served in district schools by 8% and the gap between FSDB DMS and the state decreased by 8%. 8th grade: The number of FSDB DMS students performing at 3 or better increased from 9% to 40% . This is a 31% increase as compared to no change reported by Deaf and Hard of Hearing students within in Florida School districts and a 12% increase in the level 3 or better reported by general state population in the same grade levels. The gap in performance has decreased. The data shows that FSDB DMS students in the 8th grade cohort outperformed the state Deaf and Hard of Hearing population by 7% and closed the gap between FSDB DMS and the state by 19%.
- At each grade level, the data shows that the percentage of students achieving 3 or better on the ELA FSA increased each year and the percentile gap between the FSDB's cohort and cohorts that are taught in Florida school districts have decreased annually in 6 th and 7 th grades. The 8 th grade cohort has shown downward and upward trends at both the state DHH and General population of students, while

FSDB DMS has shown a steady incline in growth and a decrease in the gap between the our school scores and those of the state. 6th grade: The number of students performing at 3 or better increased from 6% to 19% . This is a 13% increase as compared to a 1% decrease in the level 3 or better performance by Deaf and hard of hearing students served in district schools and a 4% decrease by students in general education in the state of Florida. The gap in performance has decreased. The gap between the FSDB DMS and the Deaf and Hard of Hearing served in district schools decreased 13% and the gap between FSDB DMS and the state decreased by 17%. 7th grade: The number of students performing at 3 or better increased from 13% to 21% . This is a 8% increase as compared to a 4% decrease in the level 3 or better performance by Deaf and hard of hearing students served in district schools and no change in the percentage reported by general state population in the same levels. The gap in performance has decreased. The gap between the FSDB DMS and the Deaf and Hard of Hearing served in district schools decreased 12% and the gap between FSDB DMS and the state decreased by 8%. 8th grade: The number of students performing at 3 or better increased from 21% to 27% . This is a 6% increase as compared to a 7% increase in the level 3 or better performance by Deaf and hard of hearing students served in district schools and a 3% increase reported by general state population in the same levels. The gap in performance has decreased. The gap between the FSDB DMS and the Deaf and Hard of Hearing served in district schools increased by 1% and the gap between FSDB DMS and the state decreased by 3%. The 8th grade cohort has shown downward and upward trends at both the state DHH and General population of students, while FSDB DMS has shown a steady incline in growth.

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 infused into Language classes this year to support our students in developing language foundations imperative to comprehending written English. The Literacy team (reading teachers and the reading specialist) meet monthly to review data to identify programmatic and instructional strengths and needs.
- The math coach, Sue Clark, works closely with the teachers and leadership team to gather data using the MAP to monitor student progress and teaching strategies to meet the needs of the students. Math teachers have a pull out program to support students by working on individualized goals and time to provide intensive, IEP driven supports to meet the needs of students who require time above and beyond their scheduled math class. The MAP program will be used during this time as a diagnostic, remedial tool to help teachers understand student needs and gaps and to help students work on remedial skills to support the math curriculum. The math team meets on a monthly basis to review data to identify programmatic and instructional strengths and needs.
- Teachers are developing curriculum maps that align to Florida Standards and the Florida Standards Assessment to ensure program fidelity and consistency in content presentation.

Plan to Monitor Progress Toward G1. 8

Data will be reviewed monthly with the specialists and the Assistant Principal

Person Responsible

Patty Liller-Cox

Schedule

Monthly, from 9/10/2018 to 5/31/2019

Evidence of Completion

Student progress toward ELA and Math standards

G2. In Deaf Middle School, 90% of the students will show positive growth of 69% in Reading and 77% Math, as measured by MAP testing data. **1a**

G100776

Targets Supported **1b**

Indicator	Annual Target
ELA/Reading Gains District Assessment	5.0
Math Gains District Assessment	5.0

Targeted Barriers to Achieving the Goal **3**

- MATH:** At each grade level, the data shows that the percentage of students achieving 3 or better on the Math FSA increased each year and the percentile gap between the FSDB’s cohort and cohorts that are taught in Florida school districts have decreased annually in 6th and 7th grades. The 8th grade cohort has shown downward and upward trends at both the state DHH and General population of students, while FSDB DMS has shown a steady incline in growth and a decrease in the gap between our school scores and those of the state. 6th grade: The number of students performing at 3 or better at FSDB DMS had an upward and slight downward trend, with percentiles in 2015 (4th grade) showing 9% of students achieving 3 or better with 15% achievement in 2016 and then a slight drop to 13% in 2017. The overall increase was 4%. District Deaf and Hard of Hearing showed a 1% increase and the population of general education students within the state of Florida decreased the numbers of level 3 or better by 8%. The gap in performance between FSDB DMS and state Deaf and Hard of Hearing students remained right at 23-24%. The gap between FSDB DMS and the state decreased by 12% in the same cohort. 7th grade: The number of students at FSDB DMS performing at 3 or better increased from 8% to 16% . This is a 8% increase (double) as compared to a 4% increase in the level 3 or better performance by Deaf and hard of hearing students served in district schools and a 4% increase reported by the general state population in the same cohort. The gap in performance has increased between the FSDB DMS and the Deaf and Hard of Hearing served in district schools by 8% and the gap between FSDB DMS and the state decreased by 8%. 8th grade: The number of FSDB DMS students performing at 3 or better increased from 9% to 40% . This is a 31% increase as compared to no change reported by Deaf and Hard of Hearing students within in Florida School districts and a 12% increase in the level 3 or better reported by general state population in the same grade levels. The gap in performance has decreased. The data shows that FSDB DMS students in the 8th grade cohort outperformed the state Deaf and Hard of Hearing population by 7% and closed the gap between FSDB DMS and the state by 19%.
- 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 require instruction in or supported by American Sign Language and visual supports. Based upon review of the data, the percentage of students performing at a 3 or better on the FSA ELA and Math assessments has been improving annually. There continues to be a gap in achievement between students served by Florida school districts and FSDB students. The data reveals that the gap has been steadily decreasing.
- At each grade level, the data shows that the percentage of students achieving 3 or better on the ELA FSA increased each year and the percentile gap between the FSDB’s cohort and cohorts that are taught in Florida school districts have decreased annually in 6 th and 7 th grades. The 8 th grade cohort has shown downward and

upward trends at both the state DHH and General population of students, while FSDB DMS has shown a steady incline in growth and a decrease in the gap between the our school scores and those of the state. 6th grade: The number of students performing at 3 or better increased from 6% to 19%. This is a 13% increase as compared to a 1% decrease in the level 3 or better performance by Deaf and hard of hearing students served in district schools and a 4% decrease by students in general education in the state of Florida. The gap in performance has decreased. The gap between the FSDB DMS and the Deaf and Hard of Hearing served in district schools decreased 13% and the gap between FSDB DMS and the state decreased by 17%. 7th grade: The number of students performing at 3 or better increased from 13% to 21%. This is a 8% increase as compared to a 4% decrease in the level 3 or better performance by Deaf and hard of hearing students served in district schools and no change in the percentage reported by general state population in the same levels. The gap in performance has decreased. The gap between the FSDB DMS and the Deaf and Hard of Hearing served in district schools decreased 12% and the gap between FSDB DMS and the state decreased by 8%. 8th grade: The number of students performing at 3 or better increased from 21% to 27%. This is a 6% increase as compared to a 7% increase in the level 3 or better performance by Deaf and hard of hearing students served in district schools and a 3% increase reported by general state population in the same levels. The gap in performance has decreased. The gap between the FSDB DMS and the Deaf and Hard of Hearing served in district schools increased by 1% and the gap between FSDB DMS and the state decreased by 3%. The 8th grade cohort has shown downward and upward trends at both the state DHH and General population of students, while FSDB DMS has shown a steady incline in growth.

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 infused into Language classes this year to support our students in developing language foundations imperative to comprehending written English. The Literacy team (reading teachers and the reading specialist) meet monthly to review data to identify programmatic and instructional strengths and needs.
- The math coach, Sue Clark, works closely with the teachers and leadership team to gather data using the MAP to monitor student progress and teaching strategies to meet the needs of the students. Math teachers have a pull out program to support students by working on individualized goals and time to provide intensive, IEP driven supports to meet the needs of students who require time above and beyond their scheduled math class. The MAP program will be used during this time as a diagnostic, remedial tool to help teachers understand student needs and gaps and to help students work on remedial skills to support the math curriculum. The math team meets on a monthly basis to review data to identify programmatic and instructional strengths and needs.
- Teachers are developing curriculum maps that align to Florida Standards and the Florida Standards Assessment to ensure program fidelity and consistency in content presentation.

Plan to Monitor Progress Toward G2. 8

Data trend lines revealed by FSA information and state data

Person Responsible

Patty Liller-Cox

Schedule

Monthly, from 9/10/2018 to 5/31/2019

Evidence of Completion

Student progress toward ELA and Math standards

G3. The Deaf Middle School Multi-Tiered System of Support (MTSS)/Response to Intervention (RTI) team will perform monthly data chats to identify and provide early intervention and supports to students showing one of the Early Warning Indicators- including behavior, attendance, or academic concerns. 1a

G100777

Targets Supported 1b

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

Targeted Barriers to Achieving the Goal 3

- The students attending FSDB Deaf Middle School all have an individualized education plan indicating that their sensory impairment interferes with educational, communication, or social emotional development. FSA trends show that students are performing below their non-disabled peers served in Florida district schools. Because of the number of students performing at a level one on the state assessment, Early Warning indicators unique to FSDB DMS would include students who are not making progress on goals or on school progress monitoring tools (Map, Achieve 3000).
- 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 the data revealed by the data chats and services provided as a result

Person Responsible

Patty Liller-Cox

Schedule

Quarterly, from 9/10/2018 to 5/31/2019

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

G100778

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 2016-17 school year, 95% of parents indicated overall satisfaction with the school. This has increased by 1% from the previous year. One of the areas of opportunity indicated by the survey were classroom webpages. The data showed that 84% of the parents felt that classroom webpages helped keep them informed. This is an area that can be improved.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Parent Engagement Workshops, Skylert, Skyward, newsletters, email, social media, Parents Being Supportive

Plan to Monitor Progress Toward G4. 8

Parent Satisfaction Survey

Person Responsible

Patty Liller-Cox

Schedule

Annually, from 5/1/2019 to 5/1/2019

Evidence of Completion

98% of parents will indicate satisfaction with home/school communication and opportunities for involvement

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**

G100779

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**

- Student satisfaction surveys show that student satisfaction has risen from 78% to 81%. Every area has shown improvements as noted by the students. The largest areas of growth has been in their feelings of success at school (79% to 88%) and a reduction in those stating that bullying is a problem(29% compared to 40% in 16-17). 96% stated they felt physically safe this year as opposed to 83% in 15-16. Areas of opportunity continue to be in the school's response to bullying. In 2015-16- 64% of students stated that the school does a good job of responding to bullying while in 2016-17, 72% state that the school does a good job of responding.
- Discipline referrals have been continuing to decline at Deaf Middle School. The data for Deaf Middle School behavior referrals are: In 2014-15 there were 295 referrals. In 2015-16, there were 209. In 2016-17- there were 154. There is continued need for reduction of behavior incidents leading to office referrals.

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

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

Plan to Monitor Progress Toward G5. **8**

Data analysis of bullying reports and overall discipline referrals

Person Responsible

Patty Liller-Cox

Schedule

Semiannually, from 12/3/2018 to 5/31/2019

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. In Deaf Middle School, 70% of the students will show learning gains of 32% in Reading and 41% Math, as measured by MAP testing data. **1**

 G100775

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 require instruction in or supported by American Sign Language and visual supports. Based upon review of the data, the percentage of students gaining learning gains in the district assessments has been improving annually. There continues to be a gap in achievement between students served by Florida school districts and FSDb students. The data reveals that the gap has been steadily decreasing. **2**

 B271815

G1.B1.S1 Analysis of student areas of need and opportunity on statewide assessments and school assessments will be reviewed to incorporate intensive instruction within the curriculum map and lessons to strengthen areas of need. **4**

 S287790

Strategy Rationale

Use of data to identify patterns of needs will allow instruction to be intentional, targeted and aligned to needs.

Action Step 1 **5**

The curriculum teams will meet on a monthly basis to do Laser Focused Data chats to keep students at the forefront of the planning process.

Person Responsible

Patty Liller-Cox

Schedule

Monthly, from 9/10/2018 to 5/24/2019

Evidence of Completion

Evidence will be collected through meeting notes of data chats, student progress, and curricular based tests that demonstrate student proficiency and growth.

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

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

Person Responsible

Kathy Pyle

Schedule

Monthly, from 9/10/2018 to 5/31/2019

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 9/10/2018 to 5/31/2019


Evidence of Completion

LLT meeting notes, Data, assessments, MTSS notes

G1.B2 MATH: At each grade level, the data shows that the percentage of students achieving learning goals on the district's Math and Reading assessments increased each year. The percentile gap between the FSDB's cohort and cohorts that are taught in Florida school districts have decreased annually in 6th and 7th grades. The 8th grade cohort has shown downward and upward trends at both the state DHH and General population of students, while FSDB DMS has shown a steady incline in growth and a decrease in the gap between our school scores and those of the state. 6th grade: The number of students performing at 3 or better at FSDB DMS had an upward and slight downward trend, with percentiles in 2015 (4th grade) showing 9% of students achieving 3 or better with 15% achievement in 2016 and then a slight drop to 13% in 2017. The overall increase was 4%. District Deaf and Hard of Hearing showed a 1% increase and the population of general education students within the state of Florida decreased the numbers of level 3 or better by 8%. The gap in performance between FSDB DMS and state Deaf and Hard of Hearing students remained right at 23-24%. The gap between FSDB DMS and the state decreased by 12% in the same cohort. 7th grade: The number of students at FSDB DMS performing at 3 or better increased from 8% to 16%. This is a 8% increase (double) as compared to a 4% increase in the level 3 or better performance by Deaf and hard of hearing students served in district schools and a 4% increase reported by the general state population in the same cohort. The gap in performance has increased between the FSDB DMS and the Deaf and Hard of Hearing served in district schools by 8% and the gap between FSDB DMS and the state decreased by 8%. 8th grade: The number of FSDB DMS students performing at 3 or better increased from 9% to 40%. This is a 31% increase as compared to no change reported by Deaf and Hard of Hearing students within in Florida School districts and a 12% increase in the level 3 or better reported by general state population in the same grade levels. The gap in performance has decreased. The data shows that FSDB DMS students in the 8th grade cohort outperformed the state Deaf and Hard of Hearing population by 7% and closed the gap between FSDB DMS and the state by 19%. 2

 B271816

G1.B2.S1 Math specialist will meet with Math instructors once a month to review the MAP Data 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. Progress Monitoring will occur during pull out math times to monitor student growth. 4

 S287791

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 9/3/2018 to 5/31/2019

Evidence of Completion

Data provided by the MFAS and Map programs, Team notes, FSA growth

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 8/13/2018 to 5/31/2019

Evidence of Completion

Data, team meeting notes and agendas, PLC notes and findings

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

Monthly, from 8/13/2018 to 7/31/2019


Evidence of Completion

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

G1.B3 At each grade level, the data shows that the percentage of students achieving 3 or better on the ELA FSA increased each year and the percentile gap between the FSDB's cohort and cohorts that are taught in Florida school districts have decreased annually in 6 th and 7 th grades. The 8 th grade cohort has shown downward and upward trends at both the state DHH and General population of students, while FSDB DMS has shown a steady incline in growth and a decrease in the gap between the our school scores and those of the state. 6th grade: The number of students performing at 3 or better increased from 6% to 19% . This is a 13% increase as compared to a 1% decrease in the level 3 or better performance by Deaf and hard of hearing students served in district schools and a 4% decrease by students in general education in the state of Florida. The gap in performance has decreased. The gap between the FSDB DMS and the Deaf and Hard of Hearing served in district schools decreased 13% and the gap between FSDB DMS and the state decreased by 17%. 7 th grade: The number of students performing at 3 or better increased from 13% to 21% . This is a 8% increase as compared to a 4% decrease in the level 3 or better performance by Deaf and hard of hearing students served in district schools and no change in the percentage reported by general state population in the same levels. The gap in performance has decreased. The gap between the FSDB DMS and the Deaf and Hard of Hearing served in district schools decreased 12% and the gap between FSDB DMS and the state decreased by 8%. 8th grade: The number of students performing at 3 or better increased from 21% to 27% . This is a 6% increase as compared to a 7% increase in the level 3 or better performance by Deaf and hard of hearing students served in district schools and a 3% increase reported by general state population in the same levels. The gap in performance has decreased. The gap between the FSDB DMS and the Deaf and Hard of Hearing served in district schools increased by 1% and the gap between FSDB DMS and the state decreased by 3%. The 8th grade cohort has shown downward and upward trends at both the state DHH and General population of students, while FSDB DMS has shown a steady incline in growth. **2**

 B271817

G1.B3.S1 Reading Specialist will meet with the Literacy Team to perform Laser Focused PLC's to examine data and align teaching to the needs identified through the data chats including: FSA data, Achieve 3000, Map, and other district assessments. **4**

 S287792

Strategy Rationale

This will allow the teachers and specialists to identify areas of opportunity to align instruction to meet those needs.

Action Step 1 **5**

Laser Focused PLC's to look at Reading and Language Data

Person Responsible

Kathy Pyle

Schedule

Monthly, from 9/3/2018 to 5/31/2019

Evidence of Completion

Meeting notes

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

Reading Specialist will meet monthly with the Assistant Principal to review data and instructional needs

Person Responsible

Patty Liller-Cox

Schedule

Monthly, from 9/10/2018 to 5/31/2019

Evidence of Completion

Lessons, Data provided by the data chats, curriculum notes

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

Review of FSA data at the end of the year to monitor effectiveness of interventions and measure growth and compare the data to that of the state.

Person Responsible

Kathy Pyle

Schedule

Annually, from 5/31/2019 to 8/2/2019

Evidence of Completion

Data trend lines revealed by FSA information and state data

G2. In Deaf Middle School, 90% of the students will show positive growth of 69% in Reading and 77% Math, as measured by MAP testing data. 1

G100776

G2.B1 MATH: At each grade level, the data shows that the percentage of students achieving 3 or better on the Math FSA increased each year and the percentile gap between the FSDB's cohort and cohorts that are taught in Florida school districts have decreased annually in 6th and 7th grades. The 8th grade cohort has shown downward and upward trends at both the state DHH and General population of students, while FSDB DMS has shown a steady incline in growth and a decrease in the gap between our school scores and those of the state. 6th grade: The number of students performing at 3 or better at FSDB DMS had an upward and slight downward trend, with percentiles in 2015 (4th grade) showing 9% of students achieving 3 or better with 15% achievement in 2016 and then a slight drop to 13% in 2017. The overall increase was 4%. District Deaf and Hard of Hearing showed a 1% increase and the population of general education students within the state of Florida decreased the numbers of level 3 or better by 8%. The gap in performance between FSDB DMS and state Deaf and Hard of Hearing students remained right at 23-24%. The gap between FSDB DMS and the state decreased by 12% in the same cohort. 7th grade: The number of students at FSDB DMS performing at 3 or better increased from 8% to 16% . This is a 8% increase (double) as compared to a 4% increase in the level 3 or better performance by Deaf and hard of hearing students served in district schools and a 4% increase reported by the general state population in the same cohort. The gap in performance has increased between the FSDB DMS and the Deaf and Hard of Hearing served in district schools by 8% and the gap between FSDB DMS and the state decreased by 8%. 8th grade: The number of FSDB DMS students performing at 3 or better increased from 9% to 40% . This is a 31% increase as compared to no change reported by Deaf and Hard of Hearing students within in Florida School districts and a 12% increase in the level 3 or better reported by general state population in the same grade levels. The gap in performance has decreased. The data shows that FSDB DMS students in the 8th grade cohort outperformed the state Deaf and Hard of Hearing population by 7% and closed the gap between FSDB DMS and the state by 19%. 2

B271818

G2.B1.S1 Math specialist will meet with Math instructors once a month to review the Math Formative Assessment System (MFAS) data, Map Data, 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. Progress Monitoring will occur during pull out math times to monitor student growth. 4

S287793

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

Trainings will occur during first, second, and next step education pull out during vocational times

Person Responsible

Sue Clark

Schedule

Monthly, from 9/10/2018 to 5/31/2019

Evidence of Completion

Counselor training logs/PowerPoints/ Student attendance

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

Laser Focused PLC's to look at Math Data

Person Responsible

Sue Clark

Schedule

On 6/3/2019

Evidence of Completion

Reduction in Discipline referrals, bullying reports, parent concerns.

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

Discipline referrals, parent concerns, and student actions will be monitored to check for cyber issues.

Person Responsible

Patty Liller-Cox

Schedule

Quarterly, from 9/3/2018 to 5/31/2019

Evidence of Completion

Limited referrals or concerns related to concerning cyber actions by students

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

Discipline referrals, parent concerns, and student actions will be monitored to check for cyber issues.

Person Responsible

Patty Liller-Cox


Schedule

Quarterly, from 9/3/2018 to 5/31/2019

Evidence of Completion

Limited referrals or concerns related to concerning cyber actions by students

G2.B2 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 require instruction in or supported by American Sign Language and visual supports. Based upon review of the data, the percentage of students performing at a 3 or better on the FSA ELA and Math assessments has been improving annually. There continues to be a gap in achievement between students served by Florida school districts and FSDB students. The data reveals that the gap has been steadily decreasing. 2

 B271819

G2.B2.S1 Analysis of student areas of need and opportunity on statewide assessments and school assessments will be reviewed to incorporate intensive instruction within the curriculum map and lessons to strengthen areas of need. 4

 S287794

Strategy Rationale

Use of data to identify patterns of needs will allow instruction to be intentional, targeted and aligned to needs.

Action Step 1 5

The curriculum teams will meet on a monthly basis to do Laser Focused Data chats to keep students at the forefront of the planning process.

Person Responsible

Patty Liller-Cox

Schedule

Monthly, from 9/10/2018 to 5/31/2019


Evidence of Completion

meeting agenda and meeting notes

G2.B3 At each grade level, the data shows that the percentage of students achieving 3 or better on the ELA FSA increased each year and the percentile gap between the FSDB's cohort and cohorts that are taught in Florida school districts have decreased annually in 6 th and 7 th grades. The 8 th grade cohort has shown downward and upward trends at both the state DHH and General population of students, while FSDB DMS has shown a steady incline in growth and a decrease in the gap between the our school scores and those of the state. 6th grade: The number of students performing at 3 or better increased from 6% to 19%. This is a 13% increase as compared to a 1% decrease in the level 3 or better performance by Deaf and hard of hearing students served in district schools and a 4% decrease by students in general education in the state of Florida. The gap in performance has decreased. The gap between the FSDB DMS and the Deaf and Hard of Hearing served in district schools decreased 13% and the gap between FSDB DMS and the state decreased by 17%. 7 th grade: The number of students performing at 3 or better increased from 13% to 21% . This is a 8% increase as compared to a 4% decrease in the level 3 or better performance by Deaf and hard of hearing students served in district schools and no change in the percentage reported by general state population in the same levels. The gap in performance has decreased. The gap between the FSDB DMS and the Deaf and Hard of Hearing served in district schools decreased 12% and the gap between FSDB DMS and the state decreased by 8%. 8th grade: The number of students performing at 3 or better increased from 21% to 27% . This is a 6% increase as compared to a 7% increase in the level 3 or better performance by Deaf and hard of hearing students served in district schools and a 3% increase reported by general state population in the same levels. The gap in performance has decreased. The gap between the FSDB DMS and the Deaf and Hard of Hearing served in district schools increased by 1% and the gap between FSDB DMS and the state decreased by 3%. The 8th grade cohort has shown downward and upward trends at both the state DHH and General population of students, while FSDB DMS has shown a steady incline in growth. **2**

 B271820

G2.B3.S1 Reading Specialist will meet with the Literacy Team to perform Laser Focused PLC's to examine data and align teaching to the needs identified through the data chats including: FSA data, Achieve 3000, Map, and other district assessments. **4**

 S287795

Strategy Rationale

This will allow the teachers and specialists to identify areas of opportunity to align instruction to meet those needs.

Action Step 1 **5**

Laser Focused PLC's to look at Reading and Language Data

Person Responsible

Kathy Pyle

Schedule

Monthly, from 9/10/2018 to 5/31/2019

Evidence of Completion

meeting agenda and meeting notes

Plan to Monitor Fidelity of Implementation of G2.B3.S1 6

Reading Specialist will meet monthly with the Assistant Principal to review data and instructional needs

Person Responsible

Patty Liller-Cox

Schedule

Monthly, from 9/10/2018 to 5/31/2019

Evidence of Completion

Lessons, Data provided by the data chats, curriculum notes

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 7

Lessons, Data provided by the data chats, curriculum notes

Person Responsible

Patty Liller-Cox

Schedule

Annually, from 5/31/2019 to 7/31/2019

Evidence of Completion

Data trend lines revealed by FSA information and state data

G3. The Deaf Middle School Multi-Tiered System of Support (MTSS)/Response to Intervention (RTI) team will perform monthly data chats to identify and provide early intervention and supports to students showing one of the Early Warning Indicators- including behavior, attendance, or academic concerns. **1**

G100777

G3.B1 The students attending FSDB Deaf Middle School all have an individualized education plan indicating that their sensory impairment interferes with educational, communication, or social emotional development. FSA trends show that students are performing below their non-disabled peers served in Florida district schools. Because of the number of students performing at a level one on the state assessment, Early Warning indicators unique to FSDB DMS would include students who are not making progress on goals or on school progress monitoring tools (Map, Achieve 3000). **2**

B271821

G3.B1.S1 Students who are demonstrating concerns academically, behaviorally, or with attendance will be referred to the appropriate support team member (Social worker for attendance, counselors for behavior, tutoring program for academics) **4**

S287796

Strategy Rationale

Early referral to support systems by examining data will help provide support to students who need additional strategies in each of the areas.

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

Patty Liller-Cox

Schedule

Weekly, from 9/10/2018 to 5/31/2019

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

Patty Liller-Cox

Schedule

Monthly, from 9/10/2018 to 5/31/2019

Evidence of Completion

Monthly data chat forms will be filled out as evidence of data review and identification of students with needs

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 9/10/2018 to 5/31/2019

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 9/10/2018 to 5/31/2019

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

Alesia Milczarski

Schedule

Monthly, from 9/10/2018 to 5/31/2019

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

Silke Douglas

Schedule

Monthly, from 9/10/2018 to 5/31/2019

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

Wendy Williams

Schedule

Monthly, from 9/10/2018 to 5/31/2019

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 as needs are identified through data review. 4

S287797

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

Patty Liller-Cox

Schedule

Quarterly, from 8/21/2018 to 5/31/2019

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 students with EWS weekly through the MTSS process

Person Responsible

Patty Liller-Cox

Schedule

Weekly, from 8/13/2018 to 5/31/2019

Evidence of Completion

Weekly MTSS notes/ Monthly Data chat documentation

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

Monitor interventions and review data to determine effectiveness

Person Responsible

Patty Liller-Cox


Schedule

Quarterly, from 9/1/2018 to 5/31/2019

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

 B271822

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

 S287798

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

Wendy Williams

Schedule

Monthly, from 9/10/2018 to 5/31/2019

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

Wendy Williams

Schedule

Quarterly, from 9/10/2018 to 5/31/2019

Evidence of Completion

Attendance records, MTSS notes, social worker contact

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

Reduced numbers of students who require Tier 2/3 interventions

Person Responsible

Wendy Williams

Schedule

Quarterly, from 9/10/2018 to 5/31/2019

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

G100778

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 2016-17 school year, 95% of parents indicated overall satisfaction with the school. This has increased by 1% from the previous year. One of the areas of opportunity indicated by the survey were classroom webpages. The data showed that 84% of the parents felt that classroom webpages helped keep them informed. This is an area that can be improved. 2

B271823

G4.B1.S1 FSDb will be redesigning the website to be more user friendly with links to websites. FSDb Deaf Middle School will have an accessible website that parents may access directly to see links to teacher sites. 4

S287799

Strategy Rationale

Feedback indicated that the current website is not as user friendly as it could be. There is a need to have a clear area for parents to access teacher websites.

Action Step 1 5

Weekly Skylert messages that include email and calls, and quarterly newsletter updates will be used to continue positive communication from school to home. A Deaf Middle School Webpage, Facebook site, and any Social Media programs selected by FSDb will be maintained to have up to date information at a glance.

Person Responsible

Patty Liller-Cox

Schedule

Weekly, from 9/10/2018 to 5/31/2019

Evidence of Completion

Skylert logs; Parent communication logs; Newsletters, Email records; Skyward Messaging Center

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

Up to date webpages with information will be readily available for monitoring by families and stakeholders.

Person Responsible

Patty Liller-Cox

Schedule

Quarterly, from 9/10/2018 to 5/31/2019

Evidence of Completion

Skylert Logs, Social Media logs, Webpages, Skyward Messenger Center

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

Patty Liller-Cox

Schedule

On 5/31/2019

Evidence of Completion

Climate surveys

G4.B1.S2 Teacher website guidelines will be provided and direct communication with at least two parents a week will be part of teacher responsibility. 4

5287800

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 as well as any interactions through Skyward Message Center.

Person Responsible

Patty Liller-Cox

Schedule

Quarterly, from 8/13/2018 to 5/31/2019

Evidence of Completion

Lesson plans, parent contact logs, copies of emails, Skyward Message Center

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

Parent communication logs will be kept

Person Responsible

Patty Liller-Cox

Schedule

Quarterly, from 8/13/2018 to 5/31/2019

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

Wendy Williams

Schedule

On 5/31/2019

Evidence of Completion

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

G4.B1.S3 DMS will work with the Parents Being Supportive team to find ways to strengthen family partnerships with the school. 4

 S287801

Strategy Rationale

The Parents Being Supportive team can work with the district point person (Misty Porter) and the school point person (Marilyn Miller) to play an active role in PBS activities

Action Step 1 5

DMS will involve the Parents Being Supportive team in PBS activities

Person Responsible

Kristin Ocasio

Schedule

Quarterly, from 9/24/2018 to 5/31/2019

Evidence of Completion

copies of letters sent home, sign in sheets

Plan to Monitor Fidelity of Implementation of G4.B1.S3 6

PBS coaches and parents being supportive members will work together during PBS activities in the school

Person Responsible

Kristin Ocasio

Schedule

Quarterly, from 9/17/2018 to 5/31/2019

Evidence of Completion

Documentation of participation in activities

Plan to Monitor Effectiveness of Implementation of G4.B1.S3 7

Family survey

Person Responsible

Wendy Williams

Schedule

On 6/7/2019

Evidence of Completion

Ratings indicating satisfaction with family involvement opportunities

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

G100779

G5.B1 Student satisfaction surveys show that student satisfaction has risen from 78% to 81%. Every area has shown improvements as noted by the students. The largest areas of growth has been in their feelings of success at school (79% to 88%) and a reduction in those stating that bullying is a problem (29% compared to 40% in 16-17). 96% stated they felt physically safe this year as opposed to 83% in 15-16. Areas of opportunity continue to be in the school's response to bullying. In 2015-16- 64% of students stated that the school does a good job of responding to bullying while in 2016-17, 72% state that the school does a good job of responding. 2

B271824

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 psycho-education through bullying prevention counseling and self advocacy training. 4

S287802

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

Patty Liller-Cox

Schedule

Monthly, from 9/10/2018 to 5/31/2019

Evidence of Completion

Bullying report documentation

Action Step 2 5

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

Person Responsible

Silke Douglas

Schedule

Weekly, from 9/10/2018 to 5/31/2019

Evidence of Completion

Investigation and MTSS notes as well as counseling evidence.

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

Patty Liller-Cox

Schedule

Monthly, from 9/10/2018 to 5/31/2019

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

Kristin Ocasio

Schedule

Monthly, from 9/10/2018 to 5/31/2019

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

Alesia Milczarski


Schedule

Monthly, from 9/10/2018 to 5/31/2019


Evidence of Completion

Monthly data chats to review discipline data

G5.B2 Discipline referrals have been continuing to decline at Deaf Middle School. The data for Deaf Middle School behavior referrals are: In 2014-15 there were 295 referrals. In 2015-16, there were 209. In 2016-17- there were 154. There is continued need for reduction of behavior incidents leading to office referrals. 2

 B271825

G5.B2.S1 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

 S287804

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

Quarterly leadership days

Person Responsible

Patty Liller-Cox

Schedule

Monthly, from 9/28/2018 to 5/31/2019

Evidence of Completion

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

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

Survey on effectiveness of leadership days

Person Responsible

Karen Newton

Schedule

On 5/24/2019

Evidence of Completion

Evidence will include discipline data, survey results

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

Reduction in discipline referrals and actions

Person Responsible

Alesia Milczarski

Schedule

On 5/31/2019

Evidence of Completion

A review of annual discipline occurrences, actions, and patterns will be conducted

V. Professional Development Opportunities

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

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	The curriculum teams will meet on a monthly basis to do Laser Focused Data chats to keep students at the forefront of the planning process.	\$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	G1.B3.S1.A1	Laser Focused PLC's to look at Reading and Language Data	\$0.00
4	G2.B1.S1.A1	Trainings will occur during first, second, and next step education pull out during vocational times	\$0.00
5	G2.B2.S1.A1	The curriculum teams will meet on a monthly basis to do Laser Focused Data chats to keep students at the forefront of the planning process.	\$0.00
6	G2.B3.S1.A1	Laser Focused PLC's to look at Reading and Language Data	\$0.00
7	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
8	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
9	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
10	G4.B1.S1.A1	Weekly Skylert messages that include email and calls, and quarterly newsletter updates will be used to continue positive communication from school to home. A Deaf Middle School Webpage, Facebook site, and any Social Media programs selected by FSDB will be maintained to have up to date information at a glance.	\$0.00
11	G4.B1.S2.A1	Teachers will document parent contact on lesson plans and provide copies of email interactions as well as any interactions through Skyward Message Center.	\$0.00
12	G4.B1.S3.A1	DMS will involve the Parents Being Supportive team in PBS activities	\$0.00
13	G5.B1.S1.A1	After a bullying report is made, an investigation will take place to determine appropriate levels of support.	\$0.00
14	G5.B1.S1.A2	Any incidents that have been identified as bullying or harassment will be reported to the MTSS team to develop a plan of action for the individuals involved.	\$0.00
15	G5.B2.S1.A1	Quarterly leadership days	\$0.00
Total:			\$0.00

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2019					
G4.MA1 M426852	Parent Satisfaction Survey	Liller-Cox, Patty	5/1/2019	98% of parents will indicate satisfaction with home/school communication and opportunities for involvement	5/1/2019 annually
G1.B1.S1.A1 A390348	The curriculum teams will meet on a monthly basis to do Laser Focused Data chats to keep students...	Liller-Cox, Patty	9/10/2018	Evidence will be collected through meeting notes of data chats, student progress, and curricular based tests that demonstrate student proficiency and growth.	5/24/2019 monthly
G5.B2.S1.MA1 M426859	Survey on effectiveness of leadership days	Newton, Karen	5/24/2019	Evidence will include discipline data, survey results	5/24/2019 one-time
G1.MA1 M426828	Data will be reviewed monthly with the specialists and the Assistant Principal	Liller-Cox, Patty	9/10/2018	Student progress toward ELA and Math standards	5/31/2019 monthly
G2.MA1 M426834	Data trend lines revealed by FSA information and state data	Liller-Cox, Patty	9/10/2018	Student progress toward ELA and Math standards	5/31/2019 monthly
G3.MA1 M426845	Review of the data revealed by the data chats and services provided as a result	Liller-Cox, Patty	9/10/2018	team meeting notes, student data, service provisions, lesson plans, grades	5/31/2019 quarterly
G5.MA1 M426860	Data analysis of bullying reports and overall discipline referrals	Liller-Cox, Patty	12/3/2018	Data analysis	5/31/2019 semiannually
G1.B1.S1.MA1 M426822	Monthly meetings between Literacy team lead and AP to determine effectiveness of needs	Pyle, Kathy	9/10/2018	LLT meeting notes, Data, assessments, MTSS notes	5/31/2019 monthly
G1.B1.S1.MA1 M426823	A review of monthly Data during curriculum meetings; Monthly meetings between reading specialist...	Pyle, Kathy	9/10/2018	Data collected through reading assessments (Achieve 3000, Bader, IRLA) and scores on FSA/ District assessments	5/31/2019 monthly
G1.B2.S1.MA1 M426825	Math specialist will meet with the math teachers and AP to review needs and instructional...	Clark, Sue	8/13/2018	Data, team meeting notes and agendas, PLC notes and findings	5/31/2019 monthly
G1.B2.S1.A1 A390349	Math Specialists will retrieve MFAS data on a monthly basis to determine priority instructional...	Clark, Sue	9/3/2018	Data provided by the MFAS and Map programs, Team notes, FSA growth	5/31/2019 monthly
G1.B3.S1.MA1 M426827	Reading Specialist will meet monthly with the Assistant Principal to review data and instructional...	Liller-Cox, Patty	9/10/2018	Lessons, Data provided by the data chats, curriculum notes	5/31/2019 monthly
G1.B3.S1.A1 A390350	Laser Focused PLC's to look at Reading and Language Data	Pyle, Kathy	9/3/2018	Meeting notes	5/31/2019 monthly
G2.B1.S1.MA1 M426829	Discipline referrals, parent concerns, and student actions will be monitored to check for cyber...	Liller-Cox, Patty	9/3/2018	Limited referrals or concerns related to concerning cyber actions by students	5/31/2019 quarterly
G2.B1.S1.MA1 M426830	Discipline referrals, parent concerns, and student actions will be monitored to check for cyber...	Liller-Cox, Patty	9/3/2018	Limited referrals or concerns related to concerning cyber actions by students	5/31/2019 quarterly
G2.B1.S1.A1 A390351	Trainings will occur during first, second, and next step education pull out during vocational times	Clark, Sue	9/10/2018	Counselor training logs/ PowerPoints/ Student attendance	5/31/2019 monthly
G2.B2.S1.A1 A390352	The curriculum teams will meet on a monthly basis to do Laser Focused Data chats to keep students...	Liller-Cox, Patty	9/10/2018	meeting agenda and meeting notes	5/31/2019 monthly

FSDB - 0012 - Deaf Middle School (FsdB) - 2018-19 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
G2.B3.S1.MA1 M426833	Reading Specialist will meet monthly with the Assistant Principal to review data and instructional...	Liller-Cox, Patty	9/10/2018	Lessons, Data provided by the data chats, curriculum notes	5/31/2019 monthly
G2.B3.S1.A1 A390353	Laser Focused PLC's to look at Reading and Language Data	Pyle, Kathy	9/10/2018	meeting agenda and meeting notes	5/31/2019 monthly
G3.B1.S1.MA1 M426835	Teacher instruction and use of differentiated supports, student progress toward goals	Clark, Sue	9/10/2018	Teacher observation, teacher lesson plans, student progress monitoring in Mathematics	5/31/2019 monthly
G3.B1.S1.MA2 M426836	Teacher instruction and use of differentiated supports, student progress toward goals	Pyle, Kathy	9/10/2018	Teacher observation, lesson plans, student progress monitoring in Reading and Writing	5/31/2019 monthly
G3.B1.S1.MA3 M426837	Behavioral reports will be monitored by the leadership team and students exhibiting patterns of...	Milczarski, Alesia	9/10/2018	Behavior data and data chats that include charts that highlight areas of improvement and concern.	5/31/2019 monthly
G3.B1.S1.MA4 M426838	Students who exhibit social or emotional crises or ongoing needs will be seen by the school...	Douglas, Silke	9/10/2018	MTSS notes and updates by the psychologist will be reviewed-along with psychologist documentation of services	5/31/2019 monthly
G3.B1.S1.MA5 M426839	Students who have physical needs that include: homeless supports, glasses or amplification,...	Williams, Wendy	9/10/2018	MTSS notes and documentation by the school social worker will be kept on supports needed and provided.	5/31/2019 monthly
G3.B1.S1.MA1 M426840	Interventions will be monitored, reviewed, and updated as supports are identified by the MTSS team.	Liller-Cox, Patty	9/10/2018	Monthly data chat forms will be filled out as evidence of data review and identification of students with needs	5/31/2019 monthly
G3.B1.S1.A1 A390354	Support personnel will be on the MTSS team to identify students and to problem solve ways to...	Liller-Cox, Patty	9/10/2018	MTSS notes	5/31/2019 weekly
G3.B2.S1.MA1 M426843	Reduced numbers of students who require Tier 2/3 interventions	Williams, Wendy	9/10/2018	Team meeting notes, Lesson Plans, Teacher observations, Tier 2/3 data	5/31/2019 quarterly
G3.B2.S1.MA1 M426844	Notes regarding updates provided to the MTSS team from the social worker along with attendance...	Williams, Wendy	9/10/2018	Attendance records, MTSS notes, social worker contact	5/31/2019 quarterly
G3.B2.S1.A1 A390356	On referral, the social worker will initiate contact with the families to provide necessary support...	Williams, Wendy	9/10/2018	Documentation of support provided to families will be provided.	5/31/2019 monthly
G4.B1.S1.MA1 M426846	Parent climate survey data on parent communication satisfaction will be reviewed to assess...	Liller-Cox, Patty	2/1/2019	Climate surveys	5/31/2019 one-time
G4.B1.S1.MA1 M426847	Up to date webpages with information will be readily available for monitoring by families and...	Liller-Cox, Patty	9/10/2018	Skylert Logs, Social Media logs, Webpages, Skyward Messenger Center	5/31/2019 quarterly
G4.B1.S1.A1 A390357	Weekly Skylert messages that include email and calls, and quarterly newsletter updates will be used...	Liller-Cox, Patty	9/10/2018	Skylert logs; Parent communication logs; Newsletters, Email records; Skyward Messaging Center	5/31/2019 weekly
G5.B1.S1.MA1 M426853	MTSS team will review bullying reports and follow up with students receiving individual support...	Milczarski, Alesia	9/10/2018	Monthly data chats to review discipline data	5/31/2019 monthly
G5.B1.S1.MA1 M426854	Documentation will be reviewed and monthly data chats will occur to identify ways to provide...	Liller-Cox, Patty	9/10/2018	Discipline referrals, Attendance logs, anecdotal documentation	5/31/2019 monthly

FSDB - 0012 - Deaf Middle School (FsdB) - 2018-19 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 M426855	Positive Behavior Support (PBS team) will meet on a monthly basis to review the overall climate of...	Ocasio, Kristin	9/10/2018	Meeting logs, end of the year PBS and discipline data	5/31/2019 monthly
G5.B1.S1.A1 A390360	After a bullying report is made, an investigation will take place to determine appropriate levels...	Liller-Cox, Patty	9/10/2018	Bullying report documentation	5/31/2019 monthly
G5.B1.S1.A2 A390361	Any incidents that have been identified as bullying or harassment will be reported to the MTSS team...	Douglas, Silke	9/10/2018	Investigation and MTSS notes as well as counseling evidence.	5/31/2019 weekly
G5.B2.S1.MA1 M426858	Reduction in discipline referrals and actions	Milczarski, Alesia	5/31/2019	A review of annual discipline occurrences, actions, and patterns will be conducted	5/31/2019 one-time
G5.B2.S1.A1 A390363	Quarterly leadership days	Liller-Cox, Patty	9/28/2018	A survey will be provided at the end of the year to monitor effectiveness of leadership day activities.	5/31/2019 monthly
G3.B1.S2.MA1 M426841	Monitor interventions and review data to determine effectiveness	Liller-Cox, Patty	9/1/2018	MTSS notes and data	5/31/2019 quarterly
G3.B1.S2.MA1 M426842	Review of students with EWS weekly through the MTSS process	Liller-Cox, Patty	8/13/2018	Weekly MTSS notes/ Monthly Data chat documentation	5/31/2019 weekly
G3.B1.S2.A1 A390355	The MTSS team will meet to review EWS students weekly. During the meeting, the team will review...	Liller-Cox, Patty	8/21/2018	Team meeting notes, PowerPoints on topics, team process notes, intervention data, lesson plans	5/31/2019 quarterly
G4.B1.S2.MA1 M426848	Parent satisfaction surveys	Williams, Wendy	5/27/2019	Parent satisfaction survey will be used to monitor satisfaction levels with home-school partnerships and communication.	5/31/2019 one-time
G4.B1.S2.MA1 M426849	Parent communication logs will be kept	Liller-Cox, Patty	8/13/2018	Review of parent communication logs, emails, newsletters, or other home-school communications.	5/31/2019 quarterly
G4.B1.S2.A1 A390358	Teachers will document parent contact on lesson plans and provide copies of email interactions as...	Liller-Cox, Patty	8/13/2018	Lesson plans, parent contact logs, copies of emails, Skyward Message Center	5/31/2019 quarterly
G4.B1.S3.MA1 M426851	PBS coaches and parents being supportive members will work together during PBS activities in the...	Ocasio, Kristin	9/17/2018	Documentation of participation in activities	5/31/2019 quarterly
G4.B1.S3.A1 A390359	DMS will involve the Parents Being Supportive team in PBS activities	Ocasio, Kristin	9/24/2018	copies of letters sent home, sign in sheets	5/31/2019 quarterly
G2.B1.S1.MA1 M426831	Laser Focused PLC's to look at Math Data	Clark, Sue	6/3/2019	Reduction in Discipline referrals, bullying reports, parent concerns.	6/3/2019 one-time
G4.B1.S3.MA1 M426850	Family survey	Williams, Wendy	3/25/2019	Ratings indicating satisfaction with family involvement opportunities	6/7/2019 one-time
G1.B2.S1.MA1 M426824	Review of data to note improvements in average scores	Clark, Sue	8/13/2018	Team notes, data collection of MFAS scores, average FSA math scores	7/31/2019 monthly
G2.B3.S1.MA1 M426832	Lessons, Data provided by the data chats, curriculum notes	Liller-Cox, Patty	5/31/2019	Data trend lines revealed by FSA information and state data	7/31/2019 annually
G1.B3.S1.MA1 M426826	Review of FSA data at the end of the year to monitor effectiveness of interventions and measure...	Pyle, Kathy	5/31/2019	Data trend lines revealed by FSA information and state data	8/2/2019 annually