

Florida School for the Deaf & the Blind

# Deaf Middle School (Fsdb)



2015-16 School Improvement Plan

## Deaf Middle School (FsdB)

207 SAN MARCO AVE, St Augustine, FL 32084

[ no web address on file ]

### School Demographics

<b>School Type</b>	<b>2014-15 Title I School</b>	<b>2015-16 Economically Disadvantaged (FRL) Rate</b> (As Reported on Survey 2)
Middle	Yes	82%

<b>Alternative/ESE Center</b>	<b>Charter School</b>	<b>2015-16 Minority Rate</b> (Reported as Non-white on Survey 2)
Yes	No	50%

### School Grades History

Year  
Grade

### School Board Approval

This plan was approved by the FSDB County School Board on 12/4/2015.

### SIP Authority and Template

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

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

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

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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 resources available to support the goals and barriers that could hinder achieving those goals (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 is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

### DA Regions

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

### DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
  - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
  - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
  - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
  - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

### DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

### 2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	2	<a href="#">Wayne Green</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

##### 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.

##### Provide the school's vision statement

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

#### School Environment

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

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

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

At FSDB, an educational program is designed to meet the needs of the student based on what was learned through the successful intake process. 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 and/or mental health counselor, a psychologist, an educational diagnostician, the student's parents and the student (depending on their age). Staff members who work with the student are encouraged to review the student's file with special attention given to social/family history, psychological testing, academic evaluations/history and medical history. The student's IEP Team meets at least annually and data and progress is reviewed. Based on the data, educational along with social/emotional, behavioral and transition components as applicable are discussed and determined. Every three years decisions are made regarding the student's triennial evaluation. Often additional psychological and educational testing may be requested. As part of the triennial evaluation process, the student's social/family history and medical history is updated. This allows for FSDB staff to learn about any changes in the student's life that may impact his/her learning and social adaptation to the school.

FSDB's middle school serves students of diverse communication needs that impact their ability to access education. Teachers use American Sign Language, Sign supported English, and spoken English to meet these needs. Support is provided to assist teachers and staff in obtaining fluency to



support the varying needs of our unique population. The school's ESOL department provides services for students who have limited English proficiency. There are ASL interpreters, Spanish Interpreters, and Language Facilitators to meet the communication access needs of each student. Information gathering and data sharing is a strong component of the FSDB school team. The educational program is designed to support students across the content areas. Teacher teams are encouraged to work together to build relationships with their students through collaboration and information sharing to determine the supports and interventions that will lead to student success based on needs. FSDB staff are able to support students with more intensive needs by referring students to the Multi-Tiered Support Systems Team consisting of professionals knowledgeable about the students meet on a weekly basis to review the information provided by teachers. The function of this process is to problem solve for supports and interventions needed to assist the student in meeting his/her goals.

Additionally the assistant principal, teachers and school counselor/ social worker and/or mental health counselor, a psychologist, an educational diagnostician communicate with the student themselves often on a daily basis. These same staff members welcome and invite parents to be in touch through phone or in-person conferences and through attending quarterly Parent Engagement Workshops or classes about relevant educational and social topics. Behavior Management, Sign Language and Braille or through the On-Line 52-Weeks of Parent Involvement. FSDB encourages school staff and parents to work together to make decisions about their child's educational path.

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

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

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

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

The PBS program at FSDB:

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

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

Deaf Middle School coordinates with the staff from the boys' and girls dorms within FSDB by having monthly PBS Team meetings where activities supporting modeling, teaching and reinforcing positive behavior are planned and then carried out. Some of these activities include coordinating individual Team PBS Kick-Offs, reinforcement activities such as awarding of tickets or Dragon Dollars followed by Auctions and opportunities for PBS Students of the Month. Behavior Incentive Stores and Random Acts of Positive Behavior Support are also being coordinated. A number of staff are involved in carrying out efforts to provide education, social skills groups and counseling groups for our students to promote the PBS philosophy. A number of resources are used for this endeavor including Second Step Violence Prevention Curriculum, social skills groups, "New Dragons group" for incoming students, Anti-Bullying individual and group counseling, and other character development activities and presentations.

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

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

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

**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.

Examples :

Cafeteria:

1. BE RESPONSIBLE

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

-Students will sit appropriately in their seats.

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

## 2. BE COOPERATIVE

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

## 3. BE RESPECTFUL

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

Bus/Transportation

### 1. BE RESPONSIBLE

-Students will sit appropriately on the bus.

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

### 2. BE COOPERATIVE

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

### 3. BE RESPECTFUL

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

-Students will keep hands and feet to themselves.

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

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

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

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

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

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

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

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

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

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

### Early Warning Systems

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

#### **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. 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 to the. School reading and math specialists are available to support students individually and in groups to provide remedial instruction, strategies, and support for the teachers based on the data. Students who require strategies above and beyond the differentiated supports within the classroom are referred to the MTSS Team to review the strategies and interventions tried and to provide additional supports as students move through the tiered supports. Students who require Tier 2 supports are monitored bi-weekly through review of data collection on progress. Tier 3 students are monitored on a weekly basis.

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

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

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

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

Indicator	Grade Level			Total
	6	7	8	
Attendance below 90 percent	2	3	4	9
One or more suspensions	0	1	1	2
Course failure in ELA or Math	2	1	0	3
Level 1 on statewide assessment	13	16	12	41

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

Indicator	Grade Level			Total
	6	7	8	
Students exhibiting two or more indicators	3	3	1	7

**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.

**Family and Community Involvement**

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

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

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

**Will the school use its PIP to satisfy this question?**

Yes

**PIP Link**

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/180754>.

**Description**

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

**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.

**Effective Leadership**

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

**School Leadership Team**

**Membership:**

Name	Title
Saunders, Angela	Assistant Principal
Miller, Marilyn	Other
Harwell, Robin	Other
Morgan, Teresa	Other
Semenuk, Kerry	Other
Tait, Sarah	Other
Clark, Sue	Instructional Coach
Pyle, Kathy	Instructional Coach
Binder, Andrea	Attendance/Social Work
Hilding, Rebecca	Principal

**Duties**

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

Team leader: Angela Saunders, Assistant Principal. The assistant principal leads the MTSS Team under the direction of Rebecca Hilding by providing directions and through coordinating a systemic process where names referred to team are discussed in terms of their academic and/or behavioral difficulties along with appropriate interventions. Team members include: Andrea Binder, Social

Worker; Robin Harwell, Educational Diagnostician; Marilyn Miller, Behavior Specialist; Kerry Semenuk, Assistant Director of Student Life; Teresa Morgan, Girls Boarding Program Supervisor; Sarah Tait, Boys Boarding Program Supervisor; Melissa Kaler, PBS representative; and monitoring psychologist, Silke Douglas. In addition, content specialists Kathy Pyle and Sue Clark attend to provide input on interventions for reading and math. Other staff who are often invited to MTSS meetings: Teachers, Health Care Center personnel, and parents. Each of the team members provide insights as well as their expertise related to their positions. They also bring to the team information regarding the students being referred as well as a list of possible interventions that are considered in terms of their effectiveness and values. The team members then can coordinate the implementation of the interventions in their respective areas to ensure fidelity and consistency of practices.

***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***

Students that are identified by school personnel as having academic, behavior, social-emotional, or physical needs by staff members are referred to receive supports from the appropriate departments. The leadership team is comprised of members that are able to view each student holistically to determine the individual best suited to meet the students needs. Students that are identified as having academic needs are referred by teachers to the MTSS team to determine strategies to best meet their needs including: differentiated teaching strategies, support from specialists, homework help, and tutoring. Teachers and academic support specialists are involved in the team to provide expertise in this area. Behavioral concerns are examined from both the school and dorm life professionals. The Team includes a counselor, behavior specialist, and social worker to help strategize ways to reduce behavioral concerns through Positive Behavioral Supports. Physical and social-emotional needs that arise may also be examined. The members on the team have the expertise to find ways to provide for physical needs and to support social needs.

Once needs have been identified, the Team determines who is responsible to provide the best services to support the student. The Team meets on a weekly basis. Students that are found to require Tier 2 supports are discussed on a bi-weekly basis. Tier 3 students are discussed weekly. This allows the team to follow up and monitor effectiveness of interventions on students.

Title I, Part A

During the 2015-16 school year the campus deaf elementary, deaf middle, blind elementary, and blind middle schools will receive Title I funds and thus are the designated "Title I schools".

The Florida School for the Deaf and the Blind receives federal funding through NCLB Entitlements Title I part A, Title II part A, and the IDEA part B and Preschool grants. The campus Grants Coordinator applies for the grants and works in tandem with the Title I Assistant to monitor adherence to grant guidelines and regulations. An administrative "core" leadership team, including members of the academic department, the grants department, and the parent services department, meets several times during the spring to plan each grant program in order that student, staff, and parent needs are met.

In addition to supporting travel and registration for conferences, the Title I grant programs typically include OPS stipends for curriculum projects, tutors, Braille translation, teachers serving on curriculum teams, Progress Monitoring Analysts who work with the Assistant Principal on monitoring student data, and Student Sign Language Assessment Evaluators; consultants to provide training on the Common Core State standards, Assessment, Reading Conferencing, American Sign Language, Braille instruction, and involving parents in their child's education; and the purchasing of technology to support integration in alignment with the Common Core State Standards.

The Director of Curriculum and Staff Development conducts staff and administrative surveys each spring to determine staff development needs and 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 are often in dialogue with each other and the teachers in their schools regarding student needs, and pass these ideas or requests onto the Director of Curriculum and Staff Development or the Title I Coordinator to ensure that the needs are written into grant programming (when possible). The Title I 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 I, Part C

Deaf Middle School has no migrant students.

Title I, Part D

Deaf Middle School does not receive these funds.

Title II

Title II funds are used for professional development for teachers, administrators, and instructional assistants. These funds also enable teachers and para-professionals to participate in coursework and exams to earn Highly Qualified status.

The supplementary professional development supported by Title II funds is planned in conjunction with other federal and state funding sources. Valuable supplementary (not required) professional development opportunities are funded through the federal NCLB and IDEA grants, and general revenue.

In addition to supporting travel and registration for conferences, the Title II grant programs typically include OPS stipends for curriculum projects, one-on-one mentors, teachers serving as curriculum team facilitators, Progress Monitoring Analysts who work with the Assistant Principal on monitoring student data, and for attending workshops on behavior management and training to enable teachers to involve parents in their child's education.

Title III

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

Title VI, Part B

Deaf Middle School does not qualify for this funding

Title X, Homeless

Our Program Coordinator of Homeless Students, Christi Boortz, handles the compliance of policies and procedures for taking care of our students who are classified as homeless.

Supplemental Academic Instruction (SAI)

There is a small amount of funds written into the Title I part A grant itself for tutoring for Title I students who do not have Free or Reduced Price lunch stats, or who attend a Title I school that does not have "School In Need of Improvement" stats- deaf middle school and blind elementary school.

The Campus Tutoring Coordinator will coordinate all aspects of tutoring for these students, such as ensuring that they are placed with tutors according to their schedules, appropriate lessons are developed for the sessions, progress reporting to parents and the students' teachers occurs, and so on. The Campus Tutoring Coordinator may consult with the SES Coordinator or the Title I Coordinator occasionally if the need arises.

Violence Prevention Programs

The following programs are available campus wide at FSDB: Character Counts, Positive Behavior Support (PBS) Programs, DARE, Second Step Violence Prevention Counseling, and Social Skills Counseling, and individualized counseling as needed. The FSDB police department provide student assemblies on relevant violence prevention topics such as bullying and dating violence.

Nutrition Programs

The Child Nutrition and WIC Reauthorization Act of 2004 mandates that schools participating in the National School Lunch and Breakfast Program develop School Wellness Policies. The FSDB Wellness Committee meets to develop comprehensive policies that address food service, physical fitness, nutrition education and food related activities.

Housing Programs

Deaf Middle School does not offer housing programs.

Head Start

FSDB hosts the Early Learning Center to serve preschool aged children diagnosed with sensory



impairments. This program prepares these children for FSDB's Deaf Elementary School. Graduates from the elementary school are then promoted to the Deaf Middle School.

**Adult Education**

Deaf Middle school does not offer Adult Education classes. We offer supplementary parent classes for sign language.

**Career and Technical Education**

FSDB has a campus wide Career Development Program. The Deaf Middle School focuses on Career Awareness. All teachers report their career education activities to the Director of Workforce Development quarterly. All of the 7th graders take a semester long Career Education course.

**Job Training**

Throughout middle school all students take vocational courses that expose them to career opportunities. These include Culinary Arts, Agricultural Class, Business Education, Building and Construction, Arts, and Photography classes. Students also have opportunities to participate in the middle school's Science, Technology, Engineering, and Math (STEM) lab under the direction of Debbi Penrose.

**School Advisory Council (SAC)**

**Membership:**

Name	Stakeholder Group
Angela Saunders	Principal
Sue Clark	Education Support Employee
Kathy Pyle	Education Support Employee
Jonathan Kochanski	Education Support Employee
Shae Crook	Parent
Nolan Fisher	Student
Brieara Warren	Student
Carla Antrobus	Business/Community
Cally Traetto	Teacher
June Ann Lefors	Parent
Debbi Penrose	Teacher

**Duties**

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

*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.

*Development of this school improvement plan*

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

*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.

**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.

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

Yes

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

**Literacy Leadership Team (LLT)**

**Membership:**

Name	Title
Pyle, Kathy	Instructional Coach
Behr, Jessica	Teacher, K-12
Newton, Karen	Teacher, K-12
Ocasio, Kristin	Teacher, K-12
Thackston, Christina	Teacher, K-12
Williams, Maria	Teacher, K-12
Traetto, Cally	Teacher, K-12
Saunders, Angela	Assistant Principal
Samson, Terri	Teacher, K-12

**Duties**

**Describe how the LLT promotes literacy within the school**

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

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

- 1) To lead the department in literacy celebrations via Reading Counts, 100 Book Challenge, Author Visits, Florida Literacy Week, and Poetry Walk, participation in Gallaudet's Battle of the Books.
- 2) To model and support the IRLA tool through effective use in all grade levels.
- 4) To monitor and facilitate the incorporation of the Florida Literacy Standard (Reading and Writing) intended for use in the content areas.

**Public and Collaborative Teaching**

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

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

Teacher for grades 6-8 have been provided a daily common planning time. They participate in weekly grade level team meetings the first, second, and fourth 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 once a month. Once a month, all teachers meet with the assistant principal to encourage team growth and development.

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

Teacher growth and development are emphasized at DMS. Teachers that are new to the field, school, or grade level are supported with a mentor to help them develop professionally. Teacher continued growth and development for highly qualified and in-field status are supported through encouragement to attend state and national conferences, 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.

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

This year, FSDB middle school has two first year teachers, Allen Weaver and Karlis Intson, and one teacher who has joined DMS from FSDB's high school, Matt Smith. Terri Samson, a trained mentor teacher, has been assigned to work with these individuals. To allow for quality support, Ms. Samson has an additional planning period daily in which she is assigned mentoring activities. These activities include classroom observations, modeling, strategizing, and assisting with lesson plans and IEP development. Ms. Samson also meets with these teachers during planning periods to follow up on needs. Ms. Samson also meets as needed with the school administrator to update on support activities and needs. As an additional support, Mr. Intson has also been assigned to co-teach with Melissa Kaler two periods a day. The middle school also has a teacher that has been in DMS but is working her first year in 7th grade, Ms. Jessica Behr. Ms. Cally Traetto, who is also trained in teacher support and mentoring, is working closely with Mrs. Behr to ensure curriculum is aligned to 7th grade standards. The school mentors will participate in meetings with other mentors across campus to ensure consistency in the mentor program under the direction of FSDB's Mentor Program Coordinator, Kathy Pyle.

## **Ambitious Instruction and Learning**

### **Instructional Programs and Strategies**

#### **Instructional Programs**

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

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 FSA/FCAT2.0/EOC assessments.

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

The curriculum staff shared the Florida Standards, NGSSS, and Access Points benchmarks and

course descriptions as well as the Florida End-of-Course 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.

### **Instructional Strategies**

***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.

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

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

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

**Strategy:** Extended School Day

**Minutes added to school year:** 5,000

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

### **Strategy Rationale**

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

### **Strategy Purpose(s)**

- Core Academic Instruction
- Enrichment

### **Person(s) responsible for monitoring implementation of the strategy**

Newton, Karen, newtonk@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 effectiveness of interventions and extended school day opportunities.

## **Student Transition and Readiness**

### **PreK-12 Transition**

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

### **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 and receive information on programming during the tour. At the beginning of the sixth grade year, procedures are practiced in detail for the first week of school. Cohorts transitioning into the Deaf High School attend a freshmen orientation that provides the same opportunities to get a glimpse into 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 dragon's" group with a counselor and social worker. During this group, students are taught the expectations and provided with opportunities to adjust to campus life.

### **College and Career Readiness**

**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 is hosts a Science, Technology, Engineering, and Math lab in which students have opportunities to engage in hands on problem solving under the direction of Debbi Penrose and the science education team. Students also participate in vocational classes to explore career pathways and interests including: Culinary Arts, Business, Agriculture, Art, and Construction classes. The agricultural and construction programs reach out to the community to provide services and products designed and offered by middle school students.

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

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

**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**

## Needs Assessment

### Problem Identification

#### Data to Support Problem Identification

##### Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

##### 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:

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#### 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.

### 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.

## 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.** Students performing at the lowest percentile ranks on state achievement testing in the areas of reading, math, and writing will show measurable gains.
- G2.** The Leadership team will create and use an effective and rigorous problem solving process during MTSS team meetings. The team will use data to make educational decisions with monitoring to ensure fidelity.
- G3.** Teacher teams will increase the use of differentiated instructional supports by using data to identify and differentiate for students requiring Tier 2 and Tier 3 instructional supports.
- G4.** The school will work to build strong relationships with families to support learning through regular positive two-way communication, involvement of families in decision making, and providing opportunities for family 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.

## Strategic Goals Detail

*For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal*

**G1.** Students performing at the lowest percentile ranks on state achievement testing in the areas of reading, math, and writing will show measurable gains. 1a

G071625

**Targets Supported** 1b

Indicator	Annual Target
ELA Achievement District Assessment	15.0
Math Achievement District Assessment	20.0
Writing Gains District Assessment	5.0

**Resources Available to Support the Goal** 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 math coach, Sue Clark, works closely with the teachers and leadership team to gather data using the MFAS to monitor student progress and teaching strategies to meet the needs of the students.

**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 are performing significantly below average on the reading and writing components of the FSA. On the 2014-15 reading FSA, students currently in 6th grade had a 7.7 percentile and an average of 2 out of 10 on the writing component; 7th grade students had an average of 11.5 percentile on the reading and 2 out of 10 on the writing; 8th grade students had an average percentile of 16.6 on the reading and 4 out of 8 possible in writing. It is important to note that the 8th grade cohort had 2 exceptional outliers in the calculations. Without those two, the reading average dropped to the 10th percentile rank.
- While students at FSDb's middle school performed better on the math component of the test, they continue to show areas of growth needed. Current 6th graders had an average percentile rank of 17.3; the 7th graders had an average of 18th percentile; the 8th graders had an average percentile rank of 11.5. The 8th grade group had 2 significant outliers in the calculations that when removed from the total, the average math performance was actually at 7.2.

**Plan to Monitor Progress Toward G1.** 8

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

**Person Responsible**

Sue Clark

**Schedule**

Monthly, from 9/1/2015 to 5/31/2016

**Evidence of Completion**

Student progress toward math standards



**G2.** The Leadership team will create and use an effective and rigorous problem solving process during MTSS team meetings. The team will use data to make educational decisions with monitoring to ensure fidelity. **1a**

 G071626

**Targets Supported** **1b**

Indicator	Annual Target
Effective+ Administrators	90.0

**Resources Available to Support the Goal** **2**

- State and district resources can provide an infrastructure in which to build a rigorous process in which to use data in making decisions as a leadership team.
- FSDb's technology team is available to provide intensive training and as needed supports to the team to assist in data tracking for fidelity.

**Targeted Barriers to Achieving the Goal** **3**

- Past problem solving methods have been based on group notes rather than numerical data. This has created a barrier in understanding the fidelity and effectiveness of leadership team problem solving.
- Understanding and use of software resources to assist in collecting and tracking data for MTSS has been a barrier.

**Plan to Monitor Progress Toward G2.** **8**

Data collected on interventions and effectiveness will be reviewed to monitor fidelity

**Person Responsible**

Angela Saunders

**Schedule**

Biweekly, from 9/15/2015 to 5/17/2016

**Evidence of Completion**

The evidence collected on student progress through data, graphs, and scores

**G3.** Teacher teams will increase the use of differentiated instructional supports by using data to identify and differentiate for students requiring Tier 2 and Tier 3 instructional supports. 1a

G071627

**Targets Supported** 1b

Indicator	Annual Target
Effective+ Teachers (Performance Rating)	90.0

**Resources Available to Support the Goal** 2

- MTSS team members; curriculum specialists; technology specialists; state resources on MTSS processes and paths

**Targeted Barriers to Achieving the Goal** 3

- Currently teachers meet on a weekly basis as cohort teams and on a monthly basis as curriculum teams. Clarification of differentiated instructional supports and paths to identification of students that higher tier supports need to be addressed.
- There needs to be clarification of technological means of student referral to the problem solving team to address higher levels of need and supports

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

Review of the development of differentiated lessons, MTSS team meeting referrals and notes, teacher team notes

**Person Responsible**

Angela Saunders

**Schedule**

Quarterly, from 9/11/2015 to 5/31/2016

**Evidence of Completion**

lesson plans, team meeting notes, student data on progress

**G4.** The school will work to build strong relationships with families to support learning through regular positive two-way communication, involvement of families in decision making, and providing opportunities for family involvement. 1a

G071628

**Targets Supported** 1b

Indicator	Annual Target
District Parent Survey	90.0

**Resources Available to Support the Goal** 2

- Parent Engagement Workshops, Skylert programs, Skyward, newsletters, email, Parent Liasons

**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.

**Plan to Monitor Progress Toward G4.** 8

Parent Satisfaction Survey

**Person Responsible**  
Rebecca Hilding

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

**Evidence of Completion**  
90% of parents will indicate satisfaction with home/school communication

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

 G071629

**Targets Supported** **1b**

Indicator	Annual Target
School Climate Survey - Student	90.0
Discipline incidents	-10.0

**Resources Available to Support the Goal** **2**

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

**Targeted Barriers to Achieving the Goal** **3**

- Last year, 45% of parents indicated that bullying was a problem at the school for the 2014-15 school year on the climate survey.

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

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

**Person Responsible**

Marilyn Miller

**Schedule**

On 6/30/2016

**Evidence of Completion**

Data analysis

## Action Plan for Improvement

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

### Problem Solving Key


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

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

**G1.** Students performing at the lowest percentile ranks on state achievement testing in the areas of reading, math, and writing will show measurable gains. **1**

 G071625

**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 are performing significantly below average on the reading and writing components of the FSA. On the 2014-15 reading FSA, students currently in 6th grade had a 7.7 percentile and an average of 2 out of 10 on the writing component; 7th grade students had an average of 11.5 percentile on the reading and 2 out of 10 on the writing; 8th grade students had an average percentile of 16.6 on the reading and 4 out of 8 possible in writing. It is important to note that the 8th grade cohort had 2 exceptional outliers in the calculations. Without those two, the reading average dropped to the 10th percentile rank. **2**

 B186729

**G1.B1.S1** The Literacy team will meet on a monthly basis to review data collected through Achieve 3000. **4**

 S198130

### Strategy Rationale

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

### Action Step 1 **5**

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

#### Person Responsible

Kathy Pyle

#### Schedule

Monthly, from 10/19/2015 to 5/31/2016

#### Evidence of Completion

Data collected from Achieve 3000; meeting notes; achievement scores

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

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

**Person Responsible**

Kathy Pyle

**Schedule**

Monthly, from 10/19/2015 to 5/31/2016

**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 10/19/2015 to 5/31/2016


**Evidence of Completion**

LLT meeting notes, Data, assessments

**G1.B2** While students at FSDb's middle school performed better on the math component of the test, they continue to show areas of growth needed. Current 6th graders had an average percentile rank of 17.3; the 7th graders had an average of 18th percentile; the 8th graders had an average percentile rank of 11.5. The 8th grade group had 2 significant outliers in the calculations that when removed from the total, the average math performance was actually at 7.2. **2**

 B186730

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

 S198131

### 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 10/1/2015 to 6/1/2016

#### Evidence of Completion

Data provided by the MFAS

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

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

#### Person Responsible

Sue Clark

#### Schedule

Monthly, from 9/25/2015 to 5/31/2016

#### Evidence of Completion

Data, team meeting notes and agendas

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

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

**Person Responsible**

Sue Clark

**Schedule**

Monthly, from 9/25/2015 to 5/31/2016

***Evidence of Completion***

Data, team meeting notes and agendas

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

Review of data to note improvements in average scores

**Person Responsible**

Sue Clark

**Schedule**

On 6/1/2016

***Evidence of Completion***

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



**G2.** The Leadership team will create and use an effective and rigorous problem solving process during MTSS team meetings. The team will use data to make educational decisions with monitoring to ensure fidelity. 1

G071626

**G2.B1** Past problem solving methods have been based on group notes rather than numerical data. This has created a barrier in understanding the fidelity and effectiveness of leadership team problem solving. 2

B186731

**G2.B1.S1** Step by step procedures will be created, taught, and implemented for the problem solving process based on state mandates. 4

S198132

### Strategy Rationale

Implementation of procedures specifically aligned to research based state processes will allow the leadership team to track the effectiveness of interventions with fidelity.

### Action Step 1 5

Infrastructure for the MTSS problem solving process will be designed implemented in phases during weekly meetings

#### Person Responsible

Angela Saunders

#### Schedule

Weekly, from 8/11/2015 to 5/17/2016

#### Evidence of Completion

Team meeting agendas, problem solving logs.

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

Quarterly reviews will occur to monitor effectiveness of the process

#### Person Responsible

Angela Saunders

#### Schedule

Quarterly, from 9/1/2015 to 5/31/2016

#### Evidence of Completion

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

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

Review of technology use in progress monitoring

**Person Responsible**

Angela Saunders

**Schedule**

Semiannually, from 10/30/2015 to 5/31/2016

**Evidence of Completion**

Meeting agendas, technology trainings during MTSS meetings, data gathered on interventions using skyward

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

Student progress toward targeted goals with interventions

**Person Responsible**

Angela Saunders


**Schedule**

Biweekly, from 9/22/2015 to 5/24/2016

**Evidence of Completion**

Student data will be analyzed biweekly (Tier 2) and weekly (Tier 3)

**G2.B2** Understanding and use of software resources to assist in collecting and tracking data for MTSS has been a barrier. 2

 B186732

**G2.B2.S1** Technology team will be invited to showcase processes within skyward to monitor and track interventions used in the problem solving process. 4

 S198133

### **Strategy Rationale**

By providing training, increased understanding and use of the technological supports for problem solving with fidelity can occur.

### **Action Step 1** 5

Technology team will provide training and support for intervention processes

#### **Person Responsible**

Colette Cook

#### **Schedule**

Quarterly, from 9/15/2015 to 5/31/2016

#### **Evidence of Completion**

### **Plan to Monitor Fidelity of Implementation of G2.B2.S1** 6

During weekly leadership team meetings, data and information will be transposed into Skyward as a team process.

#### **Person Responsible**

Angela Saunders

#### **Schedule**

Biweekly, from 9/15/2015 to 5/31/2016

#### **Evidence of Completion**

Data will be printed and placed into individual folders to show progress.

**Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7**

Files will be reviewed by the leadership team and adjusted and addressed as necessary

**Person Responsible**

Angela Saunders

**Schedule**

Quarterly, from 10/26/2015 to 5/31/2016


**Evidence of Completion**

Student individual MTSS files, Teacher submitted referrals, student progress toward interventions


**G3.** Teacher teams will increase the use of differentiated instructional supports by using data to identify and differentiate for students requiring Tier 2 and Tier 3 instructional supports. 1

 G071627

**G3.B1** Currently teachers meet on a weekly basis as cohort teams and on a monthly basis as curriculum teams. Clarification of differentiated instructional supports and paths to identification of students that higher tier supports need to be addressed. 2

 B186733

**G3.B1.S1** Differentiated instructional supports will be documented in teacher lesson plans 4

 S198134

**Strategy Rationale**

This will allow teachers be aware weekly of the differentiated supports needed to best support students on different tier levels.

**Action Step 1 5**

Sections for differentiated instruction will be placed into lesson plans as a reflective and working component of the document

**Person Responsible**

Angela Saunders

**Schedule**

Weekly, from 9/1/2015 to 5/31/2016

**Evidence of Completion**

Weekly Lesson Plans

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

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

**Person Responsible**

Angela Saunders

**Schedule**

Biweekly, from 8/17/2015 to 5/31/2017

***Evidence of Completion***

Evidence will be in the written lesson plans and documentation of interventions needed.

**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**

Quarterly, from 9/22/2015 to 5/30/2016

***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**

***Evidence of Completion***

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

**G3.B1.S2** Teacher and staff will be provided Instruction on paths to referral to MTSS team including pre-referral interventions, the MTSS process, and data collection with fidelity. 4

 S198135

### Strategy Rationale

Providing instruction will clarify the MTSS process and differentiate between the tier supports allowing the school to effectively support students with differentiated needs.

### Action Step 1 5

Instruction on differentiated instruction and interventions, the MTSS process, and Data collection

#### Person Responsible

Angela Saunders

#### Schedule

Monthly, from 9/11/2015 to 5/31/2016

#### Evidence of Completion

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

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

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

#### Person Responsible

Angela Saunders

#### Schedule

Quarterly, from 9/11/2015 to 5/31/2016

#### Evidence of Completion

Teacher referrals, data collection, and student progress

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

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

**Person Responsible**

Angela Saunders


**Schedule**

Quarterly, from 10/27/2015 to 5/23/2016

**Evidence of Completion**

Data and referrals in skyward, student MTSS packets

**G3.B2** There needs to be clarification of technological means of student referral to the problem solving team to address higher levels of need and supports 2

 B186734

**G3.B2.S1** Modeling and direct instruction on the use of Skyward programming and school based procedures for the referral process. 4

 S198136

**Strategy Rationale**

This will allow a consistent method for referral and monitoring school-wide for students who require higher levels of supports.

**Action Step 1 5**

School-wide inservice instruction in the use of technology for the referral and data collection process by the technology team.

**Person Responsible**

Colette Cook

**Schedule**

Semiannually, from 11/13/2015 to 5/13/2016

**Evidence of Completion**

Sign in sheets

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

Review of implementation of procedures and fidelity of evidence gathered

**Person Responsible**

Angela Saunders

**Schedule**

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

***Evidence of Completion***

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

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

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

**Person Responsible**

Angela Saunders

**Schedule**

Quarterly, from 9/11/2015 to 5/24/2016

***Evidence of Completion***

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



**G4.** The school will work to build strong relationships with families to support learning through regular positive two-way communication, involvement of families in decision making, and providing opportunities for family involvement. 1

G071628

**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. 2

B186735

**G4.B1.S1** Skylert will be used to involve parents in upcoming events, activities, and school updates. 4

S198137

### Strategy Rationale

This will allow more frequent school to home communication on a wider scope.

### Action Step 1 5

Skylert, Email, calls, and newsletter updates will be used to initiate positive communication from school to home.

#### Person Responsible

Angela Saunders

#### Schedule

Quarterly, from 10/9/2015 to 5/31/2016

#### Evidence of Completion

Skylert logs; Parent communication logs; Newsletters, Email records

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

Frequent use of technology and other means of positive communication home

#### Person Responsible

Angela Saunders

#### Schedule

#### Evidence of Completion

Logs, copies of emails, newsletters

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

Parent climate survey data on parent communication satisfaction will be reviewed

**Person Responsible**

Rebecca Hilding

**Schedule**

On 5/30/2016

**Evidence of Completion**

Climate surveys

**G4.B1.S2** Teachers will involve all families multiple times throughout the year with positive communication and frequent updates to build positive relationships. 4

 S198138

**Strategy Rationale**

Parents are valued partners in the educational process. By maintaining frequent, positive two-way communication, parents are able to support educational activities at home.

**Action Step 1** 5

Teachers will keep a log showing two-way parent interactions.

**Person Responsible**

Angela Saunders

**Schedule**

Quarterly, from 9/1/2015 to 5/31/2016

**Evidence of Completion**

Teachers will keep a designated parent communication log that will be reviewed quarterly.

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

Parent communication logs will be kept

**Person Responsible**

Angela Saunders

**Schedule**

Quarterly, from 9/1/2015 to 5/31/2016

**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**

Angela Saunders

**Schedule**

On 5/31/2016


**Evidence of Completion**

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

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

 G071629

**G5.B1** Last year, 45% of parents indicated that bullying was a problem at the school for the 2014-15 school year on the climate survey. **2**

 B186736

**G5.B1.S1** Love and Logic training will be provided monthly to teach empathy and problem solving. **4**

 S198139

### Strategy Rationale

Infusing character education into the curriculum will decrease discipline incidents while increasing student internalization of skills for life.

### Action Step 1 **5**

Love and Logic Professional Learning Communities

#### Person Responsible

Marilyn Miller

#### Schedule

Monthly, from 9/25/2015 to 5/27/2016

#### Evidence of Completion

Sign in sheets, powerpoints, meeting notes

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

Attendance logs will be kept for meetings; Discipline documentation reviewed

#### Person Responsible

Marilyn Miller

#### Schedule

Monthly, from 9/25/2015 to 5/20/2016

#### Evidence of Completion

Discipline referrals, Attendance logs, anecdotal documentation

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

Decreased discipline data due to an infusion of positive choice making school wide.

**Person Responsible**

Marilyn Miller

**Schedule**

On 5/30/2016

**Evidence of Completion**

Monthly data chats to review discipline data

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

 S198140

**Strategy Rationale**

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

**Action Step 1** 5

Seven Habits leadership training

**Person Responsible**

Terri Samson

**Schedule**

Monthly, from 9/17/2015 to 5/19/2016

**Evidence of Completion**

Meeting notes

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

Reduction in discipline reports related to bullying

**Person Responsible**

Angela Saunders

**Schedule**

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

**Evidence of Completion**

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

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

School climate survey

**Person Responsible**

Rebecca Hilding

**Schedule**

On 5/31/2016

**Evidence of Completion**

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

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

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

**Person Responsible**

Angela Saunders

**Schedule**

On 5/31/2016

**Evidence of Completion**

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

## Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Literacy team will meet on a monthly basis to have data chats and to strategize ways to meet the gaps identified by the data.	Pyle, Kathy	10/19/2015	Data collected from Achieve 3000; meeting notes; achievement scores	5/31/2016 monthly
G1.B2.S1.A1	Math Specialists will retrieve MFAS data on a monthly basis to determine priority instructional needs	Clark, Sue	10/1/2015	Data provided by the MFAS	6/1/2016 monthly
G2.B1.S1.A1	Infrastructure for the MTSS problem solving process will be designed implemented in phases during weekly meetings	Saunders, Angela	8/11/2015	Team meeting agendas, problem solving logs.	5/17/2016 weekly
G2.B2.S1.A1	Technology team will provide training and support for intervention processes	Cook, Colette	9/15/2015		5/31/2016 quarterly
G3.B1.S1.A1	Sections for differentiated instruction will be placed into lesson plans as a reflective and working component of the document	Saunders, Angela	9/1/2015	Weekly Lesson Plans	5/31/2016 weekly
G3.B1.S2.A1	Instruction on differentiated instruction and interventions, the MTSS process, and Data collection	Saunders, Angela	9/11/2015	Team meeting notes, PowerPoints on topics, team process notes, intervention data, lesson plans	5/31/2016 monthly
G3.B2.S1.A1	School-wide inservice instruction in the use of technology for the referral and data collection process by the technology team.	Cook, Colette	11/13/2015	Sign in sheets	5/13/2016 semiannually
G4.B1.S1.A1	Skylert, Email, calls, and newsletter updates will be used to initiate positive communication from school to home.	Saunders, Angela	10/9/2015	Skylert logs; Parent communication logs; Newsletters, Email records	5/31/2016 quarterly
G4.B1.S2.A1	Teachers will keep a log showing two-way parent interactions.	Saunders, Angela	9/1/2015	Teachers will keep a designated parent communication log that will be reviewed quarterly.	5/31/2016 quarterly
G5.B1.S1.A1	Love and Logic Professional Learning Communities	Miller, Marilyn	9/25/2015	Sign in sheets, powerpoints, meeting notes	5/27/2016 monthly
G5.B1.S2.A1	Seven Habits leadership training	Samson, Terri	9/17/2015	Meeting notes	5/19/2016 monthly
G1.MA1	Data will be reviewed monthly by the Math Specialist, Math teachers, and AP	Clark, Sue	9/1/2015	Student progress toward math standards	5/31/2016 monthly
G1.B1.S1.MA1	Monthly meetings between Literacy team lead and AP to determine effectiveness of needs	Pyle, Kathy	10/19/2015	LLT meeting notes, Data, assessments	5/31/2016 monthly
G1.B1.S1.MA1	A review of monthly Data during LLT meetings; Monthly meetings between reading specialist and AP to review	Pyle, Kathy	10/19/2015	Data collected through reading assessments (Achieve 3000, Bader, IRLA) and scores on FSA/District assessments	5/31/2016 monthly
G1.B2.S1.MA1	Review of data to note improvements in average scores	Clark, Sue	6/1/2016	Team notes, data collection of MFAS scores, average FSA math scores	6/1/2016 one-time
G1.B2.S1.MA1	Math specialist will meet with the math teachers and AP to review needs and instructional recommendations	Clark, Sue	9/25/2015	Data, team meeting notes and agendas	5/31/2016 monthly
G1.B2.S1.MA1	Math specialist will meet with the math teachers and AP to review needs and instructional recommendations	Clark, Sue	9/25/2015	Data, team meeting notes and agendas	5/31/2016 monthly
G2.MA1	Data collected on interventions and effectiveness will be reviewed to monitor fidelity	Saunders, Angela	9/15/2015	The evidence collected on student progress through data, graphs, and scores	5/17/2016 biweekly
G2.B1.S1.MA1	Student progress toward targeted goals with interventions	Saunders, Angela	9/22/2015	Student data will be analyzed biweekly (Tier 2) and weekly (Tier 3)	5/24/2016 biweekly

**FSDB - 0012 - Deaf Middle School (FsdB) - 2015-16 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.B1.S1.MA1	Quarterly reviews will occur to monitor effectiveness of the process	Saunders, Angela	9/1/2015	Leadership team agendas, tracking of data collected on interventions and effectiveness.	5/31/2016 quarterly
G2.B1.S1.MA1	Review of technology use in progress monitoring	Saunders, Angela	10/30/2015	Meeting agendas, technology trainings during MTSS meetings, data gathered on interventions using skyward	5/31/2016 semiannually
G2.B2.S1.MA1	Files will be reviewed by the leadership team and adjusted and addressed as necessary	Saunders, Angela	10/26/2015	Student individual MTSS files, Teacher submitted referrals, student progress toward interventions	5/31/2016 quarterly
G2.B2.S1.MA1	During weekly leadership team meetings, data and information will be transposed into Skyward as a team process.	Saunders, Angela	9/15/2015	Data will be printed and placed into individual folders to show progress.	5/31/2016 biweekly
G3.MA1	Review of the development of differentiated lessons, MTSS team meeting referrals and notes, teacher team notes	Saunders, Angela	9/11/2015	lesson plans, team meeting notes, student data on progress	5/31/2016 quarterly
G3.B1.S1.MA1	Teacher instruction and use of differentiated supports, student progress toward goals	Clark, Sue	9/22/2015	Teacher observation, teacher lesson plans, student progress monitoring in Mathematics	5/30/2016 quarterly
G3.B1.S1.MA3	Teacher instruction and use of differentiated supports, student progress toward goals	Pyle, Kathy	Teacher observation, lesson plans, student progress monitoring in Reading and Writing	one-time	
G3.B1.S1.MA1	Lesson plans will be monitored, reviewed, and updated as supports are identified by the MTSS team.	Saunders, Angela	8/17/2015	Evidence will be in the written lesson plans and documentation of interventions needed.	5/31/2017 biweekly
G3.B2.S1.MA1	Increased use of universally designed, differentiated supports; Data provided to MTSS	Saunders, Angela	9/11/2015	Team meeting notes, Lesson Plans, Teacher observations, Tier 2/3 data	5/24/2016 quarterly
G3.B2.S1.MA1	Review of implementation of procedures and fidelity of evidence gathered	Saunders, Angela	5/1/2016	Meeting notes, referral packets, lesson plans, use of Skyward for data collection	5/1/2016 annually
G3.B1.S2.MA1	Increased use of technology to target, refer, and track students	Saunders, Angela	10/27/2015	Data and referrals in skyward, student MTSS packets	5/23/2016 quarterly
G3.B1.S2.MA1	Review of lesson plans, targeted observations, review of student progress	Saunders, Angela	9/11/2015	Teacher referrals, data collection, and student progress	5/31/2016 quarterly
G4.MA1	Parent Satisfaction Survey	Hilding, Rebecca	5/1/2016	90% of parents will indicate satisfaction with home/school communication	5/31/2016 annually
G4.B1.S1.MA1	Parent climate survey data on parent communication satisfaction will be reviewed	Hilding, Rebecca	5/2/2016	Climate surveys	5/30/2016 one-time
G4.B1.S1.MA1	Frequent use of technology and other means of positive communication home	Saunders, Angela	5/27/2016	Logs, copies of emails, newsletters	quarterly
G4.B1.S2.MA1	Parent satisfaction surveys	Saunders, Angela	5/1/2016	Parent satisfaction survey will be used to monitor satisfaction levels with home-school partnerships and communication.	5/31/2016 one-time
G4.B1.S2.MA1	Parent communication logs will be kept	Saunders, Angela	9/1/2015	Review of parent communication logs, emails, newsletters, or other home-school communications.	5/31/2016 quarterly
G5.MA1	Data analysis of bullying reports, overall discipline referrals, and parent climate survey	Miller, Marilyn	6/1/2016	Data analysis	6/30/2016 one-time



Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G5.B1.S1.MA1	Decreased discipline data due to an infusion of positive choice making school wide.	Miller, Marilyn	10/16/2015	Monthly data chats to review discipline data	5/30/2016 one-time
G5.B1.S1.MA1	Attendance logs will be kept for meetings; Discipline documentation reviewed	Miller, Marilyn	9/25/2015	Discipline referrals, Attendance logs, anecdotal documentation	5/20/2016 monthly
G5.B1.S2.MA1	Monitoring of attendance at professional development activities, parent survey results, monitoring of bullying incidents	Saunders, Angela	5/31/2016	10% decrease in parents reporting bullying as an issue, 10% decrease in bullying incidents, 90% attendance at professional development activities.	5/31/2016 one-time
G5.B1.S2.MA1	Reduction in discipline reports related to bullying	Saunders, Angela	1/15/2016	A review of discipline events and bullying reports will indicate a reduction in numbers compared to 2014-15 school year	5/31/2016 semiannually
G5.B1.S2.MA2	School climate survey	Hilding, Rebecca	5/1/2016	School climate survey will indicate a 10% decrease in the number of parents who indicate bullying is a problem for the school.	5/31/2016 one-time

## Appendix 2: Professional Development and Technical Assistance Outlines

*Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.*

## Professional Development Opportunities

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

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

**G5.B1** Last year, 45% of parents indicated that bullying was a problem at the school for the 2014-15 school year on the climate survey.

**G5.B1.S1** Love and Logic training will be provided monthly to teach empathy and problem solving.

### PD Opportunity 1

Love and Logic Professional Learning Communities

#### Facilitator

Marilyn Miller/ Heidi Jordan

#### Participants

Staff of the Deaf Middle School

#### Schedule

Monthly, from 9/25/2015 to 5/27/2016

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

### PD Opportunity 1

Seven Habits leadership training

#### Facilitator

Tracy Snow, Other lighthouse team members campus wide

#### Participants

DMS, Campus staff

#### Schedule

Monthly, from 9/17/2015 to 5/19/2016

## Technical Assistance Items

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

**G2.** The Leadership team will create and use an effective and rigorous problem solving process during MTSS team meetings. The team will use data to make educational decisions with monitoring to ensure fidelity.

**G2.B2** Understanding and use of software resources to assist in collecting and tracking data for MTSS has been a barrier.

**G2.B2.S1** Technology team will be invited to showcase processes within skyward to monitor and track interventions used in the problem solving process.

### **PD Opportunity 1**

Technology team will provide training and support for intervention processes

#### **Facilitator**

Shelly Ardis; Colette Cook

#### **Participants**

DMS staff

#### **Schedule**

Quarterly, from 9/15/2015 to 5/31/2016

**G3.** Teacher teams will increase the use of differentiated instructional supports by using data to identify and differentiate for students requiring Tier 2 and Tier 3 instructional supports.

**G3.B2** There needs to be clarification of technological means of student referral to the problem solving team to address higher levels of need and supports

**G3.B2.S1** Modeling and direct instruction on the use of Skyward programming and school based procedures for the referral process.

**PD Opportunity 1**

School-wide inservice instruction in the use of technology for the referral and data collection process by the technology team.

**Facilitator**

Colette Cook; Shelley Ardis

**Participants**

Deaf Middle School Team

**Schedule**

Semiannually, from 11/13/2015 to 5/13/2016

<b>Budget</b>			
<b>Budget Data</b>			
1	G1.B1.S1.A1	Literacy team will meet on a monthly basis to have data chats and to strategize ways to meet the gaps identified by the data.	\$0.00
2	G1.B2.S1.A1	Math Specialists will retrieve MFAS data on a monthly basis to determine priority instructional needs	\$0.00
3	G2.B1.S1.A1	Infrastructure for the MTSS problem solving process will be designed implemented in phases during weekly meetings	\$0.00
4	G2.B2.S1.A1	Technology team will provide training and support for intervention processes	\$0.00
5	G3.B1.S1.A1	Sections for differentiated instruction will be placed into lesson plans as a reflective and working component of the document	\$0.00
6	G3.B1.S2.A1	Instruction on differentiated instruction and interventions, the MTSS process, and Data collection	\$0.00
7	G3.B2.S1.A1	School-wide inservice instruction in the use of technology for the referral and data collection process by the technology team.	\$0.00
8	G4.B1.S1.A1	Skylert, Email, calls, and newsletter updates will be used to initiate positive communication from school to home.	\$0.00
9	G4.B1.S2.A1	Teachers will keep a log showing two-way parent interactions.	\$0.00

### Budget Data

10	G5.B1.S1.A1	Love and Logic Professional Learning Communities	\$0.00
11	G5.B1.S2.A1	Seven Habits leadership training	\$0.00
<b>Total:</b>			<b>\$0.00</b>