

Florida School for the Deaf & the Blind

Deaf Middle School (Fsdb)



2019-20 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	10
Planning for Improvement	15
Title I Requirements	18
Budget to Support Goals	20

Deaf Middle School (FsdB)

207 SAN MARCO AVE, St Augustine, FL 32084

[no web address on file]

Demographics

Principal: Donald Curran

Start Date for this Principal: 7/1/2018

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	Special Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	77%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* Hispanic Students* White Students* Economically Disadvantaged Students*
School Grades History	2018-19: No Grade 2017-18: No Grade 2016-17: No Grade 2015-16: No Grade 2014-15: No Grade
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	CS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

This plan is pending approval by the FSDB County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

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. 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.

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Purpose and Outline of the SIP	4
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School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">Middle School 6-8</p>	<p>2018-19 Title I School</p> <p style="text-align: center;">No</p>	<p>2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p style="text-align: center;">%</p>
<p>Primary Service Type (per MSID File)</p> <p style="text-align: center;">Special Education</p>	<p>Charter School</p> <p style="text-align: center;">No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p style="text-align: center;">%</p>

School Grades History

Year
Grade

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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. 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: School Information

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.

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

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

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

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

Achievers: Our students will recognize and celebrate their successes.

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

School Leadership Team

Membership

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

Name	Title	Job Duties and Responsibilities
Newton, Karen	Assistant Principal	<p>The Assistant Principal serves as the instructional leader in their respective educational unit and is responsible for supervision of staff and students in a classroom setting. The incumbent ensures compliance with all federal, state, Board of Trustee, and Administrative mandates, guidelines, and rules within their respective unit. Responsible for serving as an instructional team member, communicating with administrators, parents, and students regarding issues related to their department and the respective employees and/or students. The position is supervised by the Principal of the Department. 35% - Supervise and assist in the instructional program by visiting classrooms, conducting formal and informal observations, conducting individual teacher conferences, conducting departmental meetings, reviewing individual teachers' lesson plans, and to assure compliance with state adopted curriculum/course frameworks. Supervise and monitor student behavior, student behavior programming, and student behavior plans. 15% - Coordinate the completion of Individual Education Plans for students enrolled in the respective supervisory unit and communicate related issues and problems to the immediate supervisor. 15% - Participate in departmental meetings, student management team meetings, file reviews, and student staffings when appropriate, prepare reports, prepare budget request, develop student/teacher schedules in a timely manner. Ensure coordination of activities with other programs i.e. residential, physical education, athletics, health care, and related services. Order supplies, textbooks, and materials in a timely manner and manage budget allocations appropriately. Report needed building repairs and safety hazards to the appropriate departments. 10% - Gather and analyze data on student performance. 10% - Review assessments, observe and provide professional input on specific children for purposes of class placement, identification of specific problems and referral for additional diagnostic or related evaluations. 10% - Serve as a positive professional role model for instructional staff and students. Supervise Instructional Assistants, Administrative Assistant, and other staff assigned to the process to develop goals and priorities which lead to a quality instructional program, provide for the efficient use of fiscal and human resources and efficient use of physical facilities. Participate in staff development activities and training as assigned. 5% - Other duties as assigned.</p>
Harwell, Robin	Other	
Clark, Sue	Instructional Coach	
Pyle, Kathy	Instructional Coach	
Douglas, Silke	Psychologist	
Milczarski, Alesia	Other	
Williams, Wendy	Other	Licensed Mental Health Counselor/School Social Worker

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	24	22	29	0	0	0	0	75
Attendance below 90 percent	0	0	0	0	0	0	4	3	2	0	0	0	0	9
One or more suspensions	0	0	0	0	0	0	0	0	1	0	0	0	0	1
Course failure in ELA or Math	0	0	0	0	0	0	0	2	0	0	0	0	0	2
Level 1 on statewide assessment	0	0	0	0	0	0	14	19	11	0	0	0	0	44

The number of students with two or more early warning indicators:

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

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Students retained two or more times	0	0	0	0	0	0	0	1	0	0	0	0	0	1

FTE units allocated to school (total number of teacher units)

14

Date this data was collected or last updated

Wednesday 7/24/2019

Prior Year - As Reported

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

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

The number of students with two or more early warning indicators:

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

Prior Year - Updated

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	0	0	0	0	0	0	3	7	4	0	0	0	0	14
One or more suspensions	0	0	0	0	0	0	1	7	1	0	0	0	0	9
Course failure in ELA or Math	0	0	0	0	0	0	0	4	0	0	0	0	0	4
Level 1 on statewide assessment	0	0	0	0	0	0	10	18	26	0	0	0	0	54

The number of students with two or more early warning indicators:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	0	0	0	0	0	0	4	7	5	0	0	0	0	16

Part II: Needs Assessment/Analysis

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	0%	0%	54%	0%	0%	52%
ELA Learning Gains	0%	0%	54%	0%	0%	54%
ELA Lowest 25th Percentile	0%	0%	47%	0%	0%	44%
Math Achievement	0%	0%	58%	0%	0%	56%
Math Learning Gains	0%	0%	57%	0%	0%	57%
Math Lowest 25th Percentile	0%	0%	51%	0%	0%	50%
Science Achievement	0%	0%	51%	0%	0%	50%
Social Studies Achievement	0%	0%	72%	0%	0%	70%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)			Total
	6	7	8	
Number of students enrolled	24 (0)	22 (0)	29 (0)	75 (0)
Attendance below 90 percent	4 (0)	3 (0)	2 (0)	9 (0)
One or more suspensions	0 (0)	0 (0)	1 (0)	1 (0)
Course failure in ELA or Math	0 (0)	2 (0)	0 (0)	2 (0)
Level 1 on statewide assessment	14 (0)	19 (0)	11 (0)	44 (0)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	4%	6%	-2%	54%	-50%
	2018	0%	21%	-21%	52%	-52%
Same Grade Comparison		4%				
Cohort Comparison						
07	2019	0%	25%	-25%	52%	-52%
	2018	14%	26%	-12%	51%	-37%
Same Grade Comparison		-14%				
Cohort Comparison		0%				
08	2019	15%	30%	-15%	56%	-41%
	2018	6%	17%	-11%	58%	-52%
Same Grade Comparison		9%				
Cohort Comparison		1%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	13%	8%	5%	55%	-42%
	2018	0%	14%	-14%	52%	-52%
Same Grade Comparison		13%				
Cohort Comparison						
07	2019	13%	32%	-19%	54%	-41%
	2018	10%	21%	-11%	54%	-44%
Same Grade Comparison		3%				
Cohort Comparison		13%				
08	2019	39%	38%	1%	46%	-7%
	2018	24%	28%	-4%	45%	-21%
Same Grade Comparison		15%				
Cohort Comparison		29%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2019	15%	17%	-2%	48%	-33%
	2018	3%	15%	-12%	50%	-47%
Same Grade Comparison		12%				
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019	24%	59%	-35%	71%	-47%
2018	13%	50%	-37%	71%	-58%
Compare		11%			
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	0%	22%	-22%	61%	-61%
2018					
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	0%	16%	-16%	57%	-57%
2018					

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	10	31	14	25	51	50	12	47			
BLK	13	21		20	29						
HSP	14	32		18	55		10				
WHT	8	35		23	55						
FRL	8	29	17	22	48	46	9	44			
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	10	31	14	25	51	50	12	47			
BLK	13	21		20	29						
HSP	14	32		18	55		10				
WHT	8	35		23	55						
FRL	8	29	17	22	48	46	9	44			
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	10	31	14	25	51	50	12	47			
BLK	13	21		20	29						
HSP	14	32		18	55		10				
WHT	8	35		23	55						
FRL	8	29	17	22	48	46	9	44			

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	CS&I
OVERALL Federal Index – All Students	30
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	5
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	240
Total Components for the Federal Index	8
Percent Tested	97%

Subgroup Data

Students With Disabilities

Federal Index - Students With Disabilities	30
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	

English Language Learners

Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	

Native American Students

Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	

Asian Students

Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	

Black/African American Students

Federal Index - Black/African American Students	21
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	

Hispanic Students	
Federal Index - Hispanic Students	26
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	30
White Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	28
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

6th grade FSA math scores are an area of concern. 78% of our students scored a level one compared to the state deaf and hard of hearing population of 39%. Trends show a decline in performance in this area since 2017 (2017=15%, 2018=20% and 2019=6%). 13% of the students were at or above a level 3.

Contributing factors include the transition from elementary to middle school being a new challenge for students. Also students must do the work without a calculator requiring them to have better computation skills.

It is also noted that our subgroups (students with disabilities, Black/African American students,

Hispanic students, economically disadvantaged, and white students) are performing below the federal index with our African American being the lowest performing for two consecutive years.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

The greatest decline was in the area of English/Language Arts for 6th grade. The previous year 20% of the students were level 3 or higher and in 2019 it was only 6%. Contributing factors include the transition from elementary to middle school being a new challenge for students. Due to the nature of our students' disabilities, language acquisition can happen at a delayed rate. So taking a reading test that is on grade level does not often match the students' current reading levels. Although they may have the thinking skills to analyze the text, they cannot access the printed materials.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

The greatest gap when compared to the state were both 6th grade FSA ELA and Math scores. Math was a 47% difference from the state and ELA was a 48% difference. Due to the nature of our students' disabilities, language acquisition can happen at a delayed rate. So taking a test that is on grade level does not often match the students' current reading levels. Although they may have the thinking skills to analyze the text, they cannot access the printed materials.

The biggest gap when compared with the federal index is our African American/Black and economically disadvantaged subgroups.

Which data component showed the most improvement? What new actions did your school take in this area?

Reading scores for the 8th grade showed the greatest improvement from the previous year with a 13% improvement change. Our school had focused data chats with students, PLCs with content area teachers, and consistent teachers in this area.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

The first indicator that is of concern is the number of students receiving a level 1 on statewide assessment. The second indicator is attendance below 90% but this is a not a huge area of concern because it was 9 students.

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

1. Ambitious Instruction
2. Collaborative Teachers

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Ambitious Instruction
Rationale	When comparing the FSA data of Deaf Middle School and the State, the largest achievement gap is in the performance of our 6th graders.
State the measurable outcome the school plans to achieve	Using 2020 FSA scores, the gap will be closed between DMS and the state by at least 2% when looking at ELA and Math for 6th grade. When looking at our African American/Black 6th grade student subgroup (currently 9 students) at least 67% will make learning growth in either ELA or Math.
Person responsible for monitoring outcome	Karen Newton (newtonk@fsdbk12.org)
Evidence-based Strategy	Laser focused PLCs and Student Data Chats
Rationale for Evidence-based Strategy	PLCs: In an effective PLC, the mission, vision, values, and goals are all shared. Teams work together and engage in collective inquiry to find what works in terms of teaching and learning. When collaboration is happening in our PLCs, teachers will possess a greater (shared) understanding of student data, be able to develop more creative lesson plans, and reduce their sense of professional isolation. This will lead to more ambitious instruction. Data Chats with students: Effective data chats with students lead to increased motivation. This will also help teachers analyze areas of weakness in order to improve instruction.
Action Step	
Description	<ol style="list-style-type: none"> 1. Content area PLCs will meet monthly as documented by meeting notes. 2. Data chats will be documented in lesson plans. 3. Student achievements will be rewarded at Honor Roll assemblies. 4. Lesson Plans will be reviewed by the Assistant Principal to ensure quality use of instructional time as well as informal observations and walk throughs.
Person Responsible	Karen Newton (newtonk@fsdbk12.org)

#2	
Title	Collaborative Teachers
Rationale	When examining Deaf Middle School's FSA data, 7th and 8th grade math data shows continuous improvement. The 6th grade cohort shows the greatest need for improvement. 86% of DMS students showed growth in Math according to FSA and 59% showed learning gains.
State the measurable outcome the school plans to achieve	Using the 2020 FSA scores, 7th and 8th grade math will maintain consistent scores while 6th grade will improve so that 88% of students will show positive growth in FSA Math with at least 50% of our African American/Black subgroup also showing positive growth in FSA Math.
Person responsible for monitoring outcome	Karen Newton (newtonk@fsdbk12.org)
Evidence-based Strategy	The addition of an Intensive Math course with collaborative planning
Rationale for Evidence-based Strategy	Intensive Math: The addition of Intensive Math will help fill the gaps that some of our students experience due to their disability affecting their language barriers impacting skills acquisition. There will be weekly collaboration between core math teachers and intensive math teachers to ensure ambitious instruction.
Action Step	
Description	<ol style="list-style-type: none"> 1. Every student will be enrolled in Intensive math, not as a remedial course, but as a way to meet their individual needs. 2. Intensive Math teachers will share lesson plans and meet frequently to discuss needs and instruction based on data as documented by their meeting notes. 3. The math specialist will support teachers by hosting data chats, PLCs, and having informal meetings with the math teaching team.
Person Responsible	Karen Newton (newtonk@fsdbk12.org)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

Area of Focus: Effective Leadership
 Rationale: Research shows that Leadership plays a significant role in creating a positive learning environment for students. On current surveys, the highest priority need for teaching staff is a good working relationship with their supervisor (44%). With the change in leadership over the past year, establishing a strong relationship with staff is a priority need in order to improve school climate and build a solid foundation for student growth.
 Measurable Outcome: On the next Employee engagement survey, less than 10% of teachers will disagree with the "I have a good working relationship with my supervisor" question.
 Ways to support this goal:

1. Building rapport with teachers through informal interactions.
2. Being an active listener.
- 3, Respecting the time of the team members in the department.

4. Building bridges between teachers and support staff so that all needs are met.
5. Frequent checks to see how teachers are doing and asking for feedback.

Area of Focus: Involved Families

Rationale: On the 18-19 school year survey, 100% of parents agreed or strongly agreed that they feel comfortable talking with teachers, staff, and administrators. They also felt that there were sufficient opportunities to participate in IEP meetings. Communication between home and school had 28/30 positive responses. Parents are an important part of our program and the goal of Deaf Middle School is to maintain that positive relationship and communication with families.

Measurable Outcome: On the next parent survey, our schools will stay the same or improve from this year's in the area of Communication.

Ways to support this goal:

1. We will continue to use these methods of communication which families stated were their primary means of getting information: E-mail, teachers, Phone Calls and School Mailings.
2. Teachers have documented their parent communication plans and shared them with the Assistant Principal.
3. Skylert will be used to send biweekly messages.
4. DMS will have a monthly newsletter to share with parents and stakeholders
5. We will use social media to update on the everyday learning happening in the department.

Area of Focus: Supportive Environment

Rationale: Knowing that students' basic needs of food and water, air and heat, and clean classroom needs to be met as well as their physical and emotional safety before they can learn. Having a supportive environment is crucial to ensure learning. 60 of the 66 student surveyed stated "I feel safe traveling to and from school and on campus." 61 out of the 66 agreed or strongly agreed that "I know I can get help if I'm having problems at school." 61 out of 66 agree that "Positive Behavior Support (PBS) helps students behave appropriately." However 36 of the 66 agree that "bullying is a problem at our school."

Measurable Outcome: On the next student survey, less than 40% of the students will agree or strongly agree that bullying is a problem at our school.

Ways to support this goal:

1. Continue PBiS to support behavior in the school.
2. Provide mandatory trainings for students on Teen Dating Violence, How to Handle Stress and Bullying Prevention.
3. Assistant Principal will handle behavior in a timely and consistent manner.
4. Bullying investigations will be completed in a timely manner with follow up counseling and additional interventions as needed.
5. The MTSS team will track behavior trends and analyze responses.

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Schoolwide Improvement Plan to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

Florida School for the Deaf and the Blind (FSDB) strongly believes that parent involvement is a powerful influence on a child's achievement in school. The Parent Services Department is an integrated component of the school and is staffed with a Parent Liaison for the specific purpose of connecting FSDB families to their school and community resources.

Throughout the year FSDB offers capacity building events such as Parent Engagement Workshops, parent classes in American Sign Language (ASL), Braille, and Orientation & FSDB Mobility Classes, with travel reimbursement if needed to allow parents to visit the campus often. These events are often recorded and/or live streamed to allow parents to participate when they are unable to travel to the school.

FSDB offers a comprehensive range of opportunities for parents to stay informed on current FSDB events and programs. The school utilizes our home website, teacher webpages, electronic communications, social media pages, school newsletters, mail, and a variety of other formats to ensure that parents are informed about upcoming school events and activities.

Annually parents are provided with a Parent-Student Handbook with current and comprehensive information on the Academic and Boarding Programs, Healthcare Services, Transportation, Student Rights, Dining and Nutrition, Athletics, and more. FSDB has a Parent Involvement Policy (OPP 10.26E) in place to ensure that all FSDB departments are working cooperatively to meet our parent involvement goals.

Our school strives to build and maintain positive relationships with parents by offering a friendly and open campus, educational opportunities, and a variety of ways to stay informed on current FSDB events

PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

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

FSDB strives through the utilization of the Positive Behavior Support Program and Philosophy and the additional, supporting tools that we use such as Second Step Violence Prevention Curriculum, Love & Logic, prevention education on topics such as Stress and Suicide/Self Harm, Bullying/Harassment and Teen Dating Violence/Abuse to ensure that the social-emotional needs of all students are being met. Each school and classroom emphasizes being cooperative, respectful and responsible to self, peers/staff and community members. Through PBS students are provided the safety and predictability that they need. Staff have learned to be predictable in their interactions with their students in positive ways, be aware when a student(s) is/are becoming overwhelmed, utilize techniques/strategies taught in Crisis Prevention Intervention training, and give learning opportunities where students can experience success, give praise as a student progresses in his/her learning different skills.

Through Multi-Tiered Support System Meetings students who are having behavioral and/ or academic challenges can be identified. Sometimes a student may have behavioral or academic needs beyond those that can be addressed through Tier One Positive Behavior Support Program and Philosophy.

These students may

require Tier Two Interventions or Tier Three Individual Interventions. A student who moves on the continuum from Tier One to Tier Two or Three may be provided with such interventions as group counseling, transition and transition adjustment counseling, bullying behavior prevention counseling, recipient of bullying behavior counseling, mentoring from a peer or a staff member, be a participant in the Check-In/Check-Out Procedure, individual counseling, behavior contract or behavior plan. A student can move back and forth, between the tiers depending on the needs of the student which may include providing counseling, mentoring and other pupil services.

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

Toward the end of the year, incoming 5th graders are given an opportunity to meet the teachers and tour the Deaf Middle School. They are exposed to information on expectations and programming during their

tour. At the beginning of the sixth grade year, procedures are practiced in detail for the first week of school as a group. Cohorts transitioning into the Deaf High School attend a freshmen orientation that provides the same opportunities to receive instruction on the expectations at the high school level. Both incoming and outgoing cohorts have opportunities to participate the receiving school's summer reading initiative program.

Students that come into the campus from another school district participate in a "New Dragons" group with a counselor and social worker. During this group, students are taught the expectations, given social and emotional support, and provided with opportunities to adjust to campus life.

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.

During the 2019-20 school year, the Deaf Middle School will receive Title I funds. FSDB receives federal funding through NCLB Entitlements Title I part A, Title II part A, and Title IV, and the IDEA part B and Preschool grants. The campus Grants Coordinator works in tandem with the Title I Assistant and the Administrators of each school to monitor adherence to grant guidelines and regulations. An administrative leadership team, which includes members of the academic department, the grants department, and the parent services department, meets during the spring to plan each grant program in order that student, staff, and parent needs are met. In addition to supporting travel and registration for conferences, the Title I grant will include OPS funding for part time positions based on each school's needs. Funding also supports professional development and supplemental materials to support core curriculum instruction. The Assistant Principal conducts annual staff and administrative "Comprehensive Needs Assessments" to determine staff development needs; the information gathered from the survey is used to develop the Professional Development offerings and the priority needs for the next school year. The Assistant Principals review plans for Title 1 monies during their SubSAC meetings and input on parent wants and needs are taken into consideration. The plans are reviewed and then used to develop priorities for funding. Title II funds are used for professional development for teachers, administrators, and instructional assistants. These funds also enable teachers and paraprofessionals to participate in coursework and exams to earn Highly Qualified status. The supplementary professional development supported by Title II funds is planned in conjunction with other federal and state funding sources. Valuable supplementary professional development opportunities are funded through the federal NCLB and IDEA grants, and general revenue. These funds also support teachers and administrators to attend Pineapple Professional Development.

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

Every student in the Deaf Middle School is enrolled in a vocational class to get them college and career ready as well as give them practical hands on experience in different industries. 6th graders take Introduction to Agriscience and Computer Applications for Business. 7th graders take Introduction to Art and Robotics. 8th graders take Fundamentals of A/V Print and Technologies and Introduction to Architecture and Construction. Middle School students also use a wide variety of online materials to prepare them for the demands of online classes in the future as well as the use of technology in the work place.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Ambitious Instruction	\$0.00
2	III.A.	Areas of Focus: Collaborative Teachers	\$0.00
Total:			\$0.00