



2016-17 SCHOOLWIDE IMPROVEMENT PLAN (SIP) TITLE I SCHOOLWIDE PROGRAM (SWP) PLAN

NAME OF SCHOOL/PRINCIPAL:

Georgia School for the Deaf/Leslie Jackson,

NAME OF DISTRICT/SUPERINTENDENT:

State Schools/Dr. Kenney Moore

Comprehensive Support School *Targeted Support School* *Schoolwide Title I School* *Targeted Assistance Title I School* *Non-Title I School* *Opportunity School*

DIVISION OF SCHOOL AND DISTRICT EFFECTIVENESS

Advancing Leadership | Transforming Schools

All required components of the Title I Schoolwide and Targeted Assistance are included in this template.

SIGNATURES:

Superintendent _____ Date _____

Principal Supervisor _____ Date _____

Principal _____ Date _____

Title 1 Director _____ Date _____
(Title 1 Schools only)

Planning Committee Members (SWP 8, 16)

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Name	Position/Role	Signature
Leslie Jackson	School Level Superintendent	
Sharion Gooden	Assistant Principal	
Connie Morris	School Psychologist/Test Coordinator	
Gisele McAllister	School Social Worker	
Bobby Bond	Transition Coordinator	
Jamie Herston	Instructional Coach	
Jamie Anderson	Elementary Teacher	
Loren Frick	Middle School Teacher	
Paul Saunders	High School Teacher	
Mike Kimbrough	IT	
Patsy Hamilton	Residential Life Coordinator	

Title I only (SWP 10, 15, 19)

The Letter of Intent for Title I Schoolwide was submitted on _____.

Please indicate the programs that are consolidated in this plan: _____

School Designated as a Priority School Yes (Yes or No)

School Designated as a Focus School No (Yes or No)

Needs Assessment/ Data Review Results (SWP 1, 11, 12, 13, 14, 17, 18)

Prioritized Needs	Data Source	Participants Involved	Communication to Parents and Stakeholders
Elementary School ELA/Reading Elementary School Math Elementary School Reading	CCRPI – 27.79% of students scored at Developing Learner or above CCRPI – 13.89% of students scored at Developing Learner or above STAR Reading - 100% of students below grade level with 32% unable to test into the program and 48% 2 or more years below	GSD Leadership Team: Teachers, administrators, school psychologist, school social worker, residential director, transition specialist, school IT specialist, instructional coach	All State test results were mailed to parents/students upon receipt. Links to CCRPI were posted, and data was included in the Title I letters that were received by each parent at registration.
Middle School ELA Middle School Math Middle School	CCRPI – 16.67% of students scored at Developing Learner or above CCRPI – 31.25% of students scored at Developing Learner or above STAR Reading -100% of students below grade level with 83% 4 or more years below	GSD Leadership Team: Teachers, administrators, school psychologist, school social worker, residential director, transition specialist, school IT specialist, instructional coach	All State test results were mailed to parents/students upon receipt. Links to CCRPI were posted, and data was included in the Title I letters that were received by each parent at registration.
High School ELA High School Math High School Reading	CCRPI – 12.50% of students scored at Developing Learner or above CCRPI – 23.85% of students scored at Developing Learner or above STAR Reading - 100% of students below grade level with 85% 5 or more years below	GSD Leadership Team: Teachers, administrators, school psychologist, school social worker, residential director, transition specialist, school IT specialist, instructional coach	All State test results were mailed to parents/students upon receipt. Links to CCRPI were posted, and data was included in the Title I letters that were received by each parent at registration.

- SMART GOAL #1 By the end of the 2016-17 school year, GSD teachers will consistently create and use clear learning targets, collect and document evidence of student learning, and use evidence and feedback to increase learning (SWP 2, 7, 9, 10)

Georgia School Performance Standard	Student Group (All or Subgroup, Parents, Teachers) (SWP 9)	Action /Strategies Include description of SWP 2, 7, 9, 10)	Evaluation of Implementation and Impact on Student Learning		Monitoring Actions of Implementation	Estimated Cost, Funding Source, and/or Resources
			Artifacts	Evidence		
A2- Uses a balanced system of assessments including diagnostic, formative and summative to monitor learning and to inform instruction	Teachers Leaders Coaches	<p>Teachers will complete FIP Foundations Modules 1-4 in grade-level PLCs:</p> <ul style="list-style-type: none"> Introduction of formative assessment strategies Creating and using clear learning targets Collecting and documenting evidence of student learning Using evidence and feedback to increase learning <p>This professional development resource assists educators in learning about formative instructional practices and how to use these strategies to improve teaching and student learning. Formative instructional practices include learning targets and assessment processes for teachers and students to gather and respond to evidence about student learning. Research has shown that FIP strategies, when used appropriately during teaching and learning, increase student achievement.</p>	<p>FIP electronic completion logs</p> <p>PLC sign-in sheets and minutes</p> <p>Lesson plans</p> <p>FIP planning meetings sign in and minutes</p> <p>TKES data</p> <p>Peer observation data</p> <p>Teachers' reflective questions record</p>	<p>School Leaders Demonstrate:</p> <ul style="list-style-type: none"> *Establish a learning environment where trust is high, and risk-taking is rewarded. *Keep a record of your reflection question answers from each module. *Share and discuss your learning with other school leaders. *Determine if you need to identify other initiatives for selective abandonment in order to implement FIP with fidelity. *Set a few personal goals for further implementation of FIP in your school. *Link FIP to existing school improvement initiatives. *Plan how FIP will be implemented across the school. *In a professional learning team, determine collaboratively a specific FIP strategy that teachers will implement in classrooms with students. *Allow teachers to practice and observe each other using the strategy and provide feedback *Observe classrooms for use of the FIP strategy and offer feedback to teachers. 	<ul style="list-style-type: none"> *Instructional Coach will monitor required FIP pieces in lesson plans and through coaching observations *Administrators will monitor implementation through TKES and other informal observations *Administrators will monitor through quarterly data meetings with teachers *Leadership Team will monitor through grade level and vertical content meetings discussions *Teachers will note observed FIP practices in peer observations * Leadership Team uses the DOE Leadership Guide and Wise Ways documents to guide monitoring 	No cost

Georgia School Performance Standard	Student Group (All or Subgroup, Parents, Teachers) (SWP 9)	Action /Strategies Include description of SWP 2, 7, 9, 10)	Evaluation of Implementation and Impact on Student Learning		Monitoring Actions of Implementation	Estimated Cost, Funding Source, and/or Resources
			Artifacts	Evidence		
			GSD assessment notebook (used in IEP meetings)	<p>*Chart, share, and discuss with the faculty the percentage of observed use of the FIP strategy by teachers and the leader</p> <p>Teachers Demonstrate: *Keep a record of reflection question answers from each module. *Begin to try a few of the strategies in the classroom. *Ask students to comment on their experience with FIP. *Share learning and successes with a teaching colleague or a grade-level/ subject team. *Set a few goals for further implementation in the classroom.</p> <p>Students Demonstrate: *knowledge of learning target * understanding of FIP process</p> <p>Parents Demonstrate: * Understanding of GSD’s State and local assessments including FIP process (IEP meetings)</p>		

SMART GOAL #2 By the end of the b2016-17 school year, GSD teachers will demonstrate standards-based instructional strategies and bilingual instructional strategies consistently and effectively.

(SWP 2, 7, 9, 10)

Georgia School Performance Standard	Student Group (All or Subgroup, Parents, Teachers) (SWP 9)	Action /Strategies Include description of SWP 2, 7, 9, 10)	Evaluation of Implementation and Impact on Student Learning		Monitoring Actions of Implementation	Estimated Cost, Funding Source, and/or Resources
			Artifacts	Evidence		
I4- Uses research-based instructional strategies that positively impact student learning	Teachers	<p>FIP PLC work (described in SMART Goal #1)- clear learning targets and formative practices</p> <p>Professional learning for bilingual instruction will include maintaining and monitoring the bilingual strategies embedded at GSD through the consultant training and feedback offered in 2011-12 and 2012-13. Bilingual strategies will be a topic during each collaborative PL (vertical and horizontal) as well as specialized PLs as scheduled. SIG funds will be used to resume the partnership with Gallaudet University to continue this emphasis, and to give the American Sign Language Proficiency Interview (ASLPI) for all new instructional employees of GSD, and instructional employees who have not met their target goal.</p> <p>ASL PL for individuals, small groups, and full staff will be taught by the ASL Specialist throughout the year. . Based on ASLPI scores and positional relationship to student achievement, we would like to offer staff the opportunity to attend Gallaudet University’s summer ASL Immersion program. We found this to be a successful way to support growth in ASL which is tied to student achievement. Student’s ASL skill levels will be supported through use of a consultant as well as a strong focus on teacher ASL use.</p>	<p>See above</p> <p>Sign in sheets and feedback forms from PL</p> <p>Observation notes, PowerPoints, sign in sheets from bilingual consultant</p> <p>Lesson plans Grade-level and vertical content meeting sign-in sheets and minutes</p> <p>TKES TAP data</p>	<p>See above</p> <p>School Leaders Demonstrate: * Can describe the effectiveness of instructional strategies and how they impact student achievement</p> <p>* observation of teachers (TKES and informal) with appropriate feedback for both instructional strategies</p> <p>Teachers Demonstrate: * Can describe the effectiveness of instructional strategies and how they impact student achievement *Can explain the instructional strategies used and why they were selected</p>	<p>See above</p> <p>*Instructional Coach will monitor required FIP pieces in lesson plans and through coaching observations *Administrators will monitor implementation through TKES and other informal observations *Administrators will monitor through quarterly data meetings with teachers *Leadership Team will monitor through grade level and vertical content meetings discussions *Teachers will note observed standards-based and bilingual practices in peer observations * Bilingual consultant will complete classroom observations for monitoring, coaching and evaluative purposes</p>	<p>No cost</p> <p>ASL Specialist administration of ASLPI and ASL/ English Bilingual Consultant salary/fee funded with SIG (if approved)</p>

Georgia School Performance Standard	Student Group (All or Subgroup, Parents, Teachers) (SWP 9)	Action /Strategies Include description of SWP 2, 7, 9, 10)	Evaluation of Implementation and Impact on Student Learning		Monitoring Actions of Implementation	Estimated Cost, Funding Source, and/or Resources
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		<p>Professional development on planning, delivery, assessment, and monitoring of GSE and GPS in a standards-based classroom will be addressed through continuing through TKES Professional learning. This is delivered to all instructional staff members through orientation and familiarization activities. New staff receives training in each area, and returning staff are required to attend specific PL to address “Needs Development” areas. New staff is given continual PL through New Teacher PLC with the Instructional Coach, as well as through the GSD Mentoring program. As lesson plan, assessment or TKES data indicates, additional PL is scheduled.</p> <p>Professional development in the use of instructional technology will be provided by the school’s Instructional Technology Team (Geek Squad). This PLC meets every 3 weeks to discuss current implementation of technology for bilingual learning, research/test new technology, and provide support to staff members in this area. Needed PL is delivered based on need-individually, small group, or large group.</p> <p>GSD has a comprehensive calendar that maps all Professional Learning Community meetings. This calendar is a living document that is updated and changed as needs arise. The PL plan with regards to SIG and pending changes will be developed during the pre-implementation year.</p>		<p>*Teachers can articulate evidence of feedback given to students related to the standards and learning targets</p> <p>*Appropriate implementation of selected instructional strategies</p> <p>Students Demonstrate:</p> <ul style="list-style-type: none"> * Can articulate the learning target *Can articulate feedback relative to the learning target <p>Parents Demonstrate:</p> <ul style="list-style-type: none"> * Can articulate the value of bilingual and standards-based instruction 		

SMART GOAL #3 By the end of the b2016-17 school year, GSD teachers will engage all students in active monitoring of progress (use of tools such as rubrics, checklists, exemplars, etc.) in Basic Reading (RtI) as well as content-area progress at the standard level.

Georgia School Performance Standard	Student Group (All or Subgroup, Parents, Teachers) (SWP 9)	Action /Strategies Include description of SWP 2, 7, 9, 10)	Evaluation of Implementation and Impact on Student Learning		Monitoring Actions of Implementation	Estimated Cost, Funding Source, and/or Resources
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I8: Establishes a learning environment that empowers students to actively monitor their own progress		<p>FIP PLC work - Module 5: Preparing students to take ownership of their learning through reflection, peer feedback, and self-assessment. A key expectation of FIP is that teachers develop the skills to guide students to take ownership of their own learning.</p> <p>Use DOE</p>	<p>FIP electronic completion logs</p> <p>PLC sign-in sheets and minutes</p> <p>Lesson plans</p> <p>FIP planning meetings sign in and minutes</p> <p>TKES data</p> <p>Peer observation data</p> <p>Teachers' reflective questions record</p> <p>GSD assessment notebook (used in IEP meetings)</p>	<p>School Leaders Demonstrate:</p> <p>*Establish a learning environment where trust is high, and risk-taking is rewarded.</p> <p>*Keep a record of your reflection question answers from each module.</p> <p>*Share and discuss your learning with other school leaders.</p> <p>*Determine if you need to identify other initiatives for selective abandonment in order to implement FIP with fidelity.</p> <p>*Set a few personal goals for further implementation of FIP in your school.</p> <p>*Link FIP to existing school improvement initiatives.</p>	<p>*Instructional Coach will monitor required FIP pieces in lesson plans and through coaching observations</p> <p>*Administrators will monitor implementation through TKES and other informal observations</p> <p>*Administrators will monitor through quarterly data meetings with teachers</p> <p>*Leadership Team will monitor through grade level and vertical content meetings discussions</p> <p>*Teachers will note observed FIP practices in peer observations</p> <p>* Leadership Team uses the DOE Leadership Guide and Wise Ways documents to guide monitoring</p>	No cost

Georgia School Performance Standard	Student Group (All or Subgroup, Parents, Teachers) (SWP 9)	Action /Strategies Include description of SWP 2, 7, 9, 10)	Evaluation of Implementation and Impact on Student Learning		Monitoring Actions of Implementation	Estimated Cost, Funding Source, and/or Resources
			Artifacts	Evidence		
				*Plan how FIP will be implemented across the school. *In a professional learning team, determine collaboratively a specific FIP strategy that teachers will implement in classrooms with students. *Allow teachers to practice and observe each other using the strategy and provide feedback *Observe classrooms for use of the FIP strategy and offer feedback to teachers. *Chart, share, and discuss with the faculty the percentage of observed use of the FIP strategy by teachers and the leader Teachers Demonstrate: *Keep a record of reflection question answers from each module. *Begin to try a few of the strategies in the classroom. *Ask students to comment on their experience with FIP.		

Georgia School Performance Standard	Student Group (All or Subgroup, Parents, Teachers) (SWP 9)	Action /Strategies Include description of SWP 2, 7, 9, 10)	Evaluation of Implementation and Impact on Student Learning		Monitoring Actions of Implementation	Estimated Cost, Funding Source, and/or Resources
			Artifacts	Evidence		
				*Share learning and successes with a teaching colleague or a grade-level/ subject team. *Set a few goals for further implementation in the classroom. Students Demonstrate: *knowledge of learning target * understanding of FIP process Parents Demonstrate: * Understanding of GSD’s State and local assessments including FIP process (IEP meetings)		

Georgia School Performance Standard	Student Group (All or Subgroup, Parents, Teachers) (SWP 9)	Action /Strategies Include description of SWP 2, 7, 9, 10	Evaluation of Implementation and Impact on Student Learning		Monitoring Actions of Implementation	Estimated Cost, Funding Source, and/or Resources
			Artifacts	Evidence		
		Teachers and students will use Achievement Level Descriptors (ALD) to monitor student progress at the standard level. Achievement levels succinctly describe how much mastery a student has. Achievement levels give meaning and context to scale scores by describing the knowledge and skills students must demonstrate to achieve each level. More detailed and content-specific concepts and skills are provided for each grade, content area, and course in the Achievement Level Descriptors (ALDs) . ALDs are narrative descriptions of the knowledge and skills expected at each of the four achievement levels and were developed for each grade level, content area, and course by committees of Georgia educators in March 2015 and July 2015. The ALDs are based on the state-adopted content standards.	ALD logs kept by students/ teachers	Students can describe their own achievement at the standard level Teachers can articulate student mastery of standards based on ALDs	Teachers will include ALD data in their quarterly data meetings with administration.	No cost

Professional Learning Plan to Support School Improvement Plan

Professional Learning Strategy to Support Achievement of SMART Goals	Professional Learning Timeline	Estimated Cost, Funding Source, and/or Resources	Person(s)/ Position Responsible	Monitoring Teacher Implementation of Professional Learning	Artifacts/Evidence of Impact on Student Learning
FIP Foundation Modules	Leader Meetings 09/07/16, 09/19/16 Teacher rollout: 10/01/16 – 05/25/16	No cost	Superintendent Assistant Principal Instructional Coach School Psychologist	*Instructional Coach will monitor required FIP pieces in lesson plans and through coaching observations *Administrators will monitor implementation through TKES and other informal observations *Administrators will monitor through quarterly data meetings with teachers *Leadership Team will monitor through grade level and vertical content meetings discussions *Teachers will note observed FIP practices in peer observations	<p>Teachers Demonstrate:</p> <ul style="list-style-type: none"> *Keep a record of reflection question answers from each module. *Begin to try a few of the strategies in the classroom. *Ask students to comment on their experience with FIP. *Share learning and successes with a teaching colleague or a grade-level/ subject team. *Set a few goals for further implementation in the classroom. <p>Students Demonstrate:</p> <ul style="list-style-type: none"> *knowledge of learning target * understanding of FIP process <p>Parents Demonstrate:</p> <ul style="list-style-type: none"> * Understanding of GSD’s State and local assessments including FIP process (IEP meetings)

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<p>Bilingual Instructional Strategies</p>	<p>Weekly in content and grade level meetings As contracted with SIG funding</p>	<p>ASL Specialist administration of ASLPI and ASL/English Bilingual Consultant salary/fee funded with SIG (if approved)</p>	<p>Superintendent</p>	<p>Instructional Coach will monitor required bilingual pieces in lesson plans and through coaching observations *Administrators will monitor implementation through TKES and other informal observations *Administrators will monitor through quarterly data meetings with teachers *Leadership Team will monitor through grade level and vertical content meetings discussions *Teachers will note observed standards-based and bilingual practices in peer observations * Bilingual consultant will complete classroom observations for monitoring, coaching and evaluative purposes</p>	<p>Teachers Demonstrate: * Can describe the effectiveness of instructional strategies and how they impact student achievement *Can explain the instructional strategies used and why they were selected Teachers can articulate evidence of feedback given to students related to the standards and learning targets *Appropriate implementation of selected instructional strategies</p> <p>Students Demonstrate: * Can articulate the learning target *Can articulate feedback relative to the learning target</p> <p>Parents Demonstrate: * Can articulate the</p>
<p>ASL PL</p>	<p>Weekly after hire of SIG funded ASL Specialist</p>	<p>ASL Specialist administration of ASLPI and ASL/English Bilingual Consultant salary/fee funded with SIG (if approved)</p>	<p>ASL Specialist</p>	<p>ASL Specialist observations ASLPI scores</p>	<p>Teachers Demonstrate: * Can describe the effectiveness of instructional strategies and how they impact student achievement *Can explain the instructional strategies used and why they were selected Teachers can articulate evidence of feedback given to students related to the standards and learning targets *Appropriate implementation of selected instructional strategies</p> <p>Students Demonstrate: * Can articulate the learning target *Can articulate feedback relative to the learning target</p> <p>Parents Demonstrate: * Can articulate the</p>

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Standards-based instruction PL	Weekly (New Teacher PLC), as needed for consistent “Needs Development” areas See FIP	No cost	Instructional Coach	<p>Instructional Coach will monitor required standards-based pieces in lesson plans and through coaching observations</p> <ul style="list-style-type: none"> *Administrators will monitor implementation through TKES and other informal observations *Administrators will monitor through quarterly data meetings with teachers *Leadership Team will monitor through grade level and vertical content meetings discussions *Teachers will note observed standards-based and bilingual practices in peer observations * ASL Specialist will complete classroom observations for monitoring, coaching and evaluative purposes 	<p>Teachers Demonstrate:</p> <ul style="list-style-type: none"> * Can describe the effectiveness of instructional strategies and how they impact student achievement *Can explain the instructional strategies used and why they were selected Teachers can articulate evidence of feedback given to students related to the standards and learning targets *Appropriate implementation of selected instructional strategies <p>Students Demonstrate:</p> <ul style="list-style-type: none"> * Can articulate the learning target *Can articulate feedback relative to the learning target <p>Parents Demonstrate:</p> <ul style="list-style-type: none"> * Can articulate the
Instructional Technology	As needed	No cost	Geek Squad	<p>Instructional Coach will monitor required instructional technology pieces in lesson plans and through coaching observations</p> <ul style="list-style-type: none"> *Administrators will monitor implementation through TKES and other informal observations *Administrators will monitor through quarterly data meetings with teachers *Leadership Team will monitor through grade level and vertical content meetings discussions *Teachers will note observed standards-based and bilingual practices in peer observations 	<p>Teachers Demonstrate:</p> <ul style="list-style-type: none"> * Can describe the effectiveness of instructional strategies and how they impact student achievement *Can explain the instructional strategies used and why they were selected Teachers can articulate evidence of feedback given to students related to the standards and learning targets *Appropriate implementation of selected instructional strategies <p>Students Demonstrate:</p> <ul style="list-style-type: none"> * Can articulate the learning target *Can articulate feedback relative to the learning target <p>Parents Demonstrate:</p> <ul style="list-style-type: none"> * Can articulate the

Highly Qualified Staff

(SWP 3, 5)

All courses are taught by highly qualified staff. Yes (Yes or no)

If no, explain

Resources:

Georgia School Performance Standards – <http://www.gadoe.org/School-Improvement/School-Improvement-Services/Pages/default.aspx>

Professional Learning Plan Template Guidelines - <http://www.gadoe.org/School-Improvement/School-Improvement-Services/Documents/Professional%20Learning/Learning%20Forward%20Professional%20Learning%20Plan%20Template.pdf>

System for Effective School Instruction: <http://www.gadoe.org/School-Improvement/School-Improvement-Services/Documents/System%20for%20Effective%20School%20Instruction/System%20for%20Effective%20School%20Instruction.pdf>

Title 1 - <http://www.gadoe.org/School-Improvement/Federal-Programs/Pages/default.aspx>

QCIS (Indistar) - <http://www.indistar.org/>

Statewide Longitudinal Data System (SLDS) - <http://www.gadoe.org/Technology-Services/SLDS/Pages/SLDS.aspx>