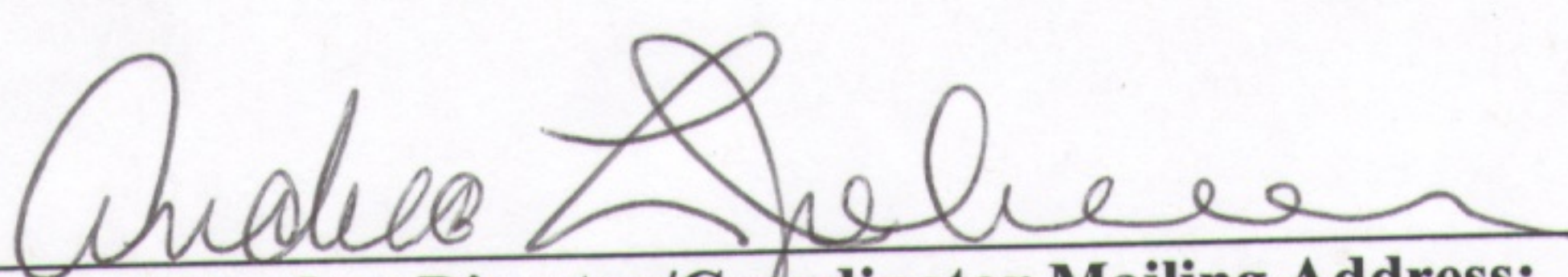




Georgia Department of Education
Title I Schoolwide Plan

School Name: Georgia School for the Deaf	
School Mailing Address: 232 Perry Farm Road SW Cave Spring, GA 30124	
LEA Name: Georgia School for the Deaf	
LEA Title One Director/Coordinator Name: Andrea Johnson	
LEA Title One Director/Coordinator Signature: 	Date: 9-3-13
LEA Title One Director/Coordinator Mailing Address: Andrea Johnson 890 North Indian Creek Dr. Clarkston, GA 30021	
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This plan is subject to the school improvement provisions of Section 1116.

SWP Checklist Instructions

Notes:

- All components of a schoolwide program plan/school improvement plan must be addressed. Those components/elements marked as “Not Met” need additional development.
- Please add your planning committee members on the next page.
- The asterisk (*) denotes required components as set forth in Section 1114 of the Elementary and Secondary Education Act of 1965 (ESEA).
- Please submit your school improvement plan as an addendum after the header page in this document.

Planning Committee Members

Leslie Jackson **Principal**
Connie Morris **School Psychologist**
Melissa Williams **Student Services Coordinator**
Katherine Kennedy **Parent Involvement/Title I Coordinator**

School Council members:

Lynn Batey **teacher**
Candace Heflin **teacher**
David Campbell **parent**
Sharon Raines **parent**
Michael Raines **parent**
Cathy Worthy **parent**
Erik Whitworth **Residential Life representative**

Leadership Team members:

Amanda Waits **teacher**
Loren Frick **teacher**
Paul Saunders **teacher**
Sharion Gooden **teacher**
Mike Kimbrough **IT Specialist**
Giselle McAllister **Social Worker**
Jamie Herston **Literacy Specialist**
Tiffany Brown **Math Coach**

Dean Evans

ASL Interpreter

Margaret Clelland

School Improvement Specialist

Tim Albert

Residential Life Coordinator

Gina Freeman

Business Operations Specialist

SIP Components

1

*1. A comprehensive needs assessment of the entire school that addresses all academic areas and other factors that may affect achievement.

- A. The Georgia School for the Deaf (GSD) has developed our Schoolwide Plan with the participation of individuals who will carry out the comprehensive Schoolwide/school Improvement program plan. These stakeholders involved were the principal, School psychologist, Student Services Coordinator, Parent Involvement/Title I Coordinator, parents, teachers, students, members of the School Council, members of the Leadership Team, and members of the Administrative Team. They were involved through participation in regularly scheduled meetings, surveys, discussions and strategic planning sessions that focused on school improvement strategies and initiatives.
- B. School needs have been identified, collected and analyzed from the following sources: SIG monitoring documentation, CRCT, ELA/Reading and Math and GHSGT ELA and Math Grade 11, STAR Reading, STAR Math, The Basic Reading Inventory, 3rd 5th and 8th Grade Writing Assessments, GHSWT, Highly Qualified data, teacher retention data, parent survey data, support staff survey data, student survey data, IEP compliance data, and technology needs. Input from stakeholders through meetings and brainstorming sessions was also utilized.
- C. No migrant children are currently enrolled in our school. We have on hourly staff a professional interpreter who is fluent in Spanish, American Sign Language (ASL), and English who could be utilized to facilitate communication between and among migrant students, their families, and our teachers and staff. If he was unavailable, we could contract for an interpreter as needed. The enrollment of one or more migrant children would require the development or transfer of an Individualized Education Plan which would engage support services provided by our on-campus school social worker, school psychologist, counselor, behavior specialist, nurse, and interpreter. Depending on the grade level and academic achievement level of the student(s), a paraprofessional could be assigned to provide additional learning support in the classroom.
- D. Georgia School for the Deaf is a residential school where approximately 80 percent of the students reside in a dorm during the school year. The enrollment for SY 2012-2013 has ranged from 98 students to 108 students. It is also a Provision Two school and is therefore not required to collect and process school meals applications, keep track of meal categories, or conduct verifications for at least three out of every four years. Records of the last 2010 collection period reflect that many of the students are no longer enrolled in the school. Further, a large number of students were not enrolled in 2010 so the data for economically disadvantaged is not sufficient or accurate for the purpose of prioritizing students.

Georgia School for the Deaf examined the Criterion-Reference Competency Test (CRCT), the Criterion-Referenced Competency Test-Modified (CRCT-M) and the End-of-Course Test (EOCT) in the areas of reading and math for SY 2012 and SY 2013.

*1. A comprehensive needs assessment of the entire school that addresses all academic areas and other factors that may affect achievement.

GSD has a unique population in that all students have individual education plans (IEP) and are thus identified as students with disabilities (SWD). All students are either deaf or hard of hearing. For this reason, GSD is not able to report a subgroup because there are not enough students to meet the n size of 15 by grade level or course enrollment. The data available for CRCT, CRCT-M, and EOCT is reported for the “all students group” which is also considered a subgroup for SWD for public schools.

Meet/Exceeds Percentages for State Assessments for School Years 2012 and 2013

N=Number of Students

Grade Level	Reading Meets CRCT			
	All Group		SWD	
	2013	2012	2013	2012
4 th	0% (N=1)	No Students	0% (N=1)	No Students
5 th	0% (N=1)	0%	0% (N=1)	0%
6 th	0% (N=2)	No Students	0% (N=2)	No Students
7 th	60% (N=5)	0%	60% (N=5)	0%
8 th	75% (N=4)	50%	75% (N=4)	50%

Grade Level	Reading Meets CRCT-M			
	All Group		SWD	
	2013	2012	2013	2012
3 rd	50% (N=2)	50% (N=2)	50% (N=2)	50% (N=2)
4 th	25%(N=4)	No Students	25%(N=4)	No Students
5 th	0% (N=2)	100% (N=3)	0% (N=2)	100% (N=3)
6 th	25% (N=4)	0% (N=3)	25% (N=4)	0% (N=3)
7 th	25% (N=4)	0% (N=2)	25% (N=4)	0% (N=2)
8 th	0% (N=1)	33% (N=3)	0% (N=1)	33% (N=3)

Grade Level	Math Meets CRCT			
	All Group		SWD	
	2013	2012	2013	2012
4 th	0% (N=1)	No students	0% (N=1)	No students
5 th	100% (N=2)	50%	100% (N=2)	50%
6 th	33% (N=3)	No Students	33% (N=3)	No Students
7 th	20% (N=5)	0%	20% (N=5)	0%
8 th	0% (N=4)	100%	0% (N=4)	100%

Grade Level	Math Meets CRCT-M			
	All Group		SWD	
	2013	2012	2013	2012
3 rd	50% (N=2)	0% (N=2)	50% (N=2)	0% (N=2)
4 th	50% (N=4)	No students	50% (N=4)	No students
5 th	0% (N=1)	100% (N=2)	0% (N=1)	100% (N=2)
6 th	33% (N=3)	50% (N=2)	33% (N=3)	50% (N=2)
7 th	25% (N=4)	0% (N=2)	25% (N=4)	0% (N=2)
8 th	0% (N=1)	33% (N=3)	0% (N=1)	33% (N=3)

A comparison of school years 2013 and 2012 for the all/SWD group reflects a 19 point

*1. A comprehensive needs assessment of the entire school that addresses all academic areas and other factors that may affect achievement.

improvement in the percentage of all/SWD students who met/exceed on the reading portion of the CRCT. When this percentage is compared to the State target for SWD there is still a gap of 33 percentage points. For CRCT-M, 28 percent of students met/exceeded for Reading/ELA in 2012 and 21 percent met/exceeded in 2013.

Reading was selected as a content-area focus for 2014-Title I focus for the following reasons:

- Children with prelingual deafness typically demonstrate delays of four to five years in reading development by the time they enter high school. Many of these children experience what teachers refer to as the “fourth grade problem,” meaning that they fail to make progress beyond identification of a limited number of words (Scarborough, 2001)
- The frequently reported low literacy levels among deaf students are, in part, due to the discrepancy between their incomplete spoken language system and the demands of reading a speech-based system (Perfetti & Sandak, 2000)
- Students must receive direct instruction in the use of bilingual education strategies at their instructional reading level in order to see the connection between their primary language (American Sign Language) and written English.
- The shift in the Common Core requires students to access text at higher levels of complexity. Students must have the opportunity to receive instruction in the use of comprehension strategies at their reading level to enable them to access the Common Core Georgia Performance Standards at the level of rigor determined to be college and career ready.

In the area of mathematics, there was a drop of 13 percentage points for the same group when comparing results from 2012 to 2013. Further, there is a 43 point gap for mathematics when the 2013 results are compared to the State target for SWD. For CRCT-M, 36% of students met/exceeded for 2012 and 33% for 2013.

Mathematics was selected as a content-area focus for the 2014 Title I Focus for the following reasons:

- Deaf and hard-of-hearing students typically perform well below grade level in mathematics, graduating on average with less than a sixth grade achievement level (Allen, 1995; Broadbent & Daniele, 1982; Traxler, 2000)
- Georgia’s transition to CCGPS-math subsequently increases the rigor and level of cognitive demand required of students.
- Student math comprehension and fluency skills are associated with low levels of student performance.
- Students have difficulty retaining the content that is delivered in math class

*1. A comprehensive needs assessment of the entire school that addresses all academic areas and other factors that may affect achievement.

Meet/Exceeds Percentages for EOCT for School Years 2012 and 2013

	N=Number of Students		SWD	
	All Group 2013	2012	2013	2012
9 th Literature	12% (N=8)	10% (N=10)	12% (N=8)	10% (N=10)
American Literature	22% (N=9)	11% (N=9)	22% (N=9)	11% (N=9)
Algebra	25% (N=8)	0% (N=11)	25% (N=8)	0% (N=11)
Math II/Geometry	20% (N=10)	0% (N=16)	20% (N=10)	0% (N=16)

Pass/Fail rates for EOCT

At the conclusion of the 2012-2013 year,

- 12.5% of all/SWD students met or exceeded standards on the 9th grade Literature EOCT (The SWD 2013 CCRPI target was 57.6% which a difference of 45.1%)
- 22.2% of all/SWD students met or exceeded standards on the American Literature EOCT (The SWD 2013 CCRPI target was 62.7% which is a difference of 40.5%)
- 25% of all/SWD students met or exceeded standards on the Coordinate Algebra EOCT (The SWD 2013 CCRPI target was 41.8% which is a difference of 16.8%)
- 20% of all/SWD students met or exceeded standards on the Geometry EOCT (The SWD 2013 CCRPI target was 37.7% which is a difference of 17.7%)

Students showed modest gains in the average of ELA and the average of math EOCT courses from the previous year. In 2012, the average percentage of meeting/exceeding for ELA was 10.5%. The average percentage for mathematics for 2012 was 0%.

E. The data has helped us reach conclusions regarding achievement or other related areas:

Reading

It has been shown that more instructional time leads to an increase in student achievement. As a result more instructional time is needed for students to build basic proficiency in order to access the Reading/ELA and literacy standards.

The following research based strategies will be implemented to support and guide students in gaining greater proficiency with reading comprehension and to guide students in using these strategies independently.

- Teacher and students make connections between sign and print representation (Paivio, 2008; Schleper, 1998)
- Use of student retell following reading (Shandilya, 2010)
- Teacher and students activate prior knowledge related to reading instruction (Strassman, 1997)
- Teacher and students review vocabulary (Ecalles, Bouchafa, Potocki, & Magnan, 2011)

*1. A comprehensive needs assessment of the entire school that addresses all academic areas and other factors that may affect achievement.

- Use of Fairview symbols for multiple meaning words and use of bridging embedded in text (Fairview Learning Program; Clifton & Duffy, 2001; Easterbrooks & Beal-Alvarez, 2013)
- Teacher and students scaffold for each other during reading (Vygotsky, 1978)
- Teacher and student use of higher-order thinking skills during instruction (Easterbrooks & Beal-Alvarez, 2013; Fritschmann, Deshler, & Schumaker, 2007; Whitehurst, 1994)
- Creation of vocabulary cards with direct instruction and review of them in context (Fairview; Explicit Instruction, Easterbrooks & Beal-Alvarez, 2013; Richardson, MacLeod-Gallinger, McKee, & Long, 2000)
- Students grouped based on Instructional Reading Level
- Motivation supports included giving students choices, hands-on activities, and interesting text (Guthrie, Wigfield, Barbosa, Perencevich, Taboada, and Davis, et al. (2004)
- Small Group Instruction
- Teachers implement daily lessons that incorporate a variety of instructional approaches, each of which is supported by research (Fountas & Pinnell, 2003).
- Matching books to readers and then providing strong instructional support provides the base for effective processing (Fountas & Pinnell, 1999).
- Fidelity checklists to monitor the teacher's implementation of these research-based strategies
- Use of Accelerated Reader/Renaissance Place
- Professional Learning for teachers that focuses on the protocol for this increased learning time in reading and the proper implementation of these research-based strategies.

Mathematics

It has been shown that more instructional time leads to an increase in student achievement. As a result more instructional time is needed for students to build basic proficiency in order to access the mathematics standards.

To address this need the following strategies/support will be utilized:

- Math Navigator
- Fact fluency instruction and practice
- Targeted instruction with differentiated practice
- Identification and targeted instruction to fill gaps in critical skill mastery
- Increased student engagement through modeling of think-aloud strategies that encourage students' own problem solving
- Informative assessments
- Use of laptop computers and iPads to facilitate learning
- Use of Renaissance Learning Software mathematics programs (Accelerated Math & Math Facts in a Flash).

*1. A comprehensive needs assessment of the entire school that addresses all academic areas and other factors that may affect achievement.

- Small Group Instruction
- Professional Learning for teachers that focuses on the protocol for this increased learning time in mathematics and the proper implementation of these research-based strategies.
- Fidelity checklists to monitor the teacher's implementation of these research-based strategies

The following scientifically researched-based instructional programs (noted above) will be utilized in the math time to improve math skill and application, math vocabulary, problem solving, numbers and operations, and pre-algebra readiness:

- 26% of the current instructional staff is not classified as highly qualified according to the federal No Child Left Behind Act.

F. The measurable goals/benchmarks we have established to address the needs are:

- We will increase the percentage of students in grades 3-8 who meet or exceed standards on the Reading/ELA CRCT by at least 10 percent over the 2013 passing rate.
- We will increase the percentage of students in grades 3-8 who meet or exceed standards on the Math CRCT by at least 10 percent over the 2013 passing rate.
- We will increase the percentage of students passing Math EOCTs by at least 5 percent over the 2013 passing rate.
- We will increase the percentage of students passing ELA EOCTs by at least 5 percent over the 2013 passing rate.
- We will increase the number of graduates earning a regular high school diploma by at least 10 percent over 2013.

*2. Schoolwide reform strategies that are scientifically researched based.

The transformational instructional program for the Georgia School for the Deaf will be comprised of two overarching components: adoption of an ASL/English bilingual learning environment and full implementation of standards based education.

A review of the student achievement data identifies a substantial weakness in the area of reading. Schoolwide data on reading achievement using STAR Reading, Basic Reading Inventory, and curriculum based measurement (CBM) in reading indicate that few students at GSD are reading at or above grade level. Documented classroom observations and teacher conferences verify that our students struggle with basic communicative competence and experiential knowledge. A review of our long standing language policies, staff interviews, and observations indicates that GSD has practiced a total communication philosophy wherein instruction is delivered through spoken and signed English, not ASL.

GSD contracted with Dr. Maribel Garate from Gallaudet University. Dr. Garate is recognized as expert in the field of bilingual education for deaf and hard of hearing students. Based on two days of classroom observations, her findings indicated that there is a major disconnect between

*2. Schoolwide reform strategies that are scientifically researched based.

the language of instruction and the language of the deaf students. Specifically, when a teacher tries to use American Sign Language (ASL) and spoken English simultaneously to instruct in the classroom (a mode called simultaneous communication or “sim com”), what actually occurs is that the student acquires neither accurate ASL or standard English language and, in fact, the information communicated to the students by the teacher is incomplete and in many cases incomprehensible.

The challenge facing GSD is not new or unique. In the past 30 years, the average reading achievement level of graduates of deaf schools has increased by one grade level. For the 17- and 18-year-olds in the deaf and hard of hearing student norming sample for the Stanford Achievement Test, 9th Edition, the median reading comprehension subtest score corresponded to about a 4.0 grade level for hearing students (Holt, Traxler, and Allen, 1997).

Although there are no valid, reliable assessments currently available to assess student mastery of ASL, these observations are reflected in the literature on language acquisition for deaf students (McAnnally, Rose, & Quigley, 2007).

Total communication (as practiced in schools for deaf and hard of hearing students) consists of auditory training, speech, speech reading, finger-spelling, and the language of signs (e.g. ASL) emphasizing the importance of using all means of communication with deaf children at the earliest possible age. Theoretically, this approach offers a reasonable compromise for effective communication. In practice, total communication has failed to provide students with complete access to either ASL or English and has not lead to expected gains in academic achievement for deaf students (Johnson, Liddell, & Erting, 1989).

Learning to read, then developing reading fluency is vital in order for individuals to adequately participate in society. Yet Marschark and Harris (1996) note that the average deaf high school graduate reads at the same level as an 8-year-old hearing child. Although small gains seem to have been made through the implementation of total communication programs, overall achievement remains considerably lower for deaf students than for their hearing peers. Deaf children of deaf parents, however, consistently outperform deaf children of hearing parents in reading skills and academic achievement (Kusche, Greenberg & Garfield, 1983; Strong & Prinz, 1997). This observation has triggered the development of bilingual programs which seek to develop ASL as a child’s first language, so that the acquisition of a second language (i.e. English) is made more efficient and effective (Israelite et al., 1992; Mason & Ewoldt, 1996). The empirical data show a strong positive relationship between signing and reading skills (Hoffmeister, 2000; Mann, 2006; Padden & Ramsey, 2000; Parisot, Dubuisson, Lelievre, Vercaingne-Menard & Villeneuve, 2005; Strong & Prinz, 1997, 1998). Since more than 90 percent of children who are deaf have hearing parents, this acquisition of ASL as a first language is often delayed or neglected.

“Bilingual-bicultural programs differ from other programs most notably by their approach to first language acquisition. While bilingual-bicultural programs have respect for both ASL and English, these programs advocate for ASL to be the first language of children who are deaf. ‘Research has shown that effective

*2. Schoolwide reform strategies that are scientifically researched based.

language has to be fast and clear. ASL is an efficient language for visual learning and is easier for deaf children to acquire as a first language than any form of English.’ (Finnegan, 1992, p. 7) Johnson, Liddell, Erting (1989) stated that ASL is the language choice of adults who are deaf, and it offers access to the school curriculum and other world knowledge. A solid foundation in a first language leads to better English performance over time, and skills transfer from one language to another.

“Teaching ASL as the first language for Deaf children has additional benefits. ASL is the language of deaf people throughout the United States. Proficiency in ASL automatically allows membership in the Deaf community and in cultural events that occur in communities where deaf people live. This membership is vital to deaf children because it promotes a healthy view of who they are as human beings and increases self-esteem and confidence in their abilities to interact in a wide array of situations.

“There are several benefits of bilingual-bicultural education. Early access to comprehensible language fosters early cognitive development which, in turn, promotes increased literacy and greater academic achievement. Students who attend bilingual-bicultural programs develop functional skills in two languages. The emphasis on early language acquisition and establishing a first language (ASL) provides a base upon which English is subsequently taught. Students in bilingual-bicultural programs have increased self-esteem and confidence due to the healthy view of deaf children, acceptance of who they are as human beings, and increased confidence to function in bilingual-bicultural environments.”
(Baker & Baker, 1997)

Data collected and research results that in order to continue improved student achievement, GSD must continue to address the language deficits of the students through a bilingual approach. That is, there must be consistent and pervasive use of teacher instruction that is delivered via ASL (in the air) and English (written) in a manner that gives students complete and comprehensible access to both languages.

The continued implementation and monitoring of an ASL/English bilingual learning environment represents the most progressive and promising reform in the education of deaf learners. The national movement toward standards-based instruction in public schools is equally transformational. At the GSD these two overarching components of our instructional program will be aligned to ensure consistency and rigor between grade levels and within the residential program as well.

Standards-based education is the foundation of planning, delivery and assessment of the Common Core Georgia Performance Standards (CCGPS) for our students. These research-based, data driven strategies have been proven to increase student achievement. As we develop the capacity in our teachers to use research-based instructional strategies as they teach the CCGPS in our bilingual learning environment, student academic growth will be positively

*2. Schoolwide reform strategies that are scientifically researched based.

impacted.

Full implementation of standards-based education in the following five areas (as defined in TKES) will benefit our students' academic achievement levels:

- Planning: Includes planning with knowledge of content and delivery, understanding of the curriculum, planning interdisciplinary instruction, using curriculum to plan instruction and assessment, using an organizing framework, and planning assessment for mastery (resources for planning include the GADOE website, specifically Learning Village)
- Instructional Delivery: Includes using research based strategies, engaging higher order thinking skills, using differentiation, using flexible grouping, using technology, demonstrating high expectations, communicating learning expectations, providing effective feedback
- Assessment: Includes using diagnostic, formative and summative assessment strategies and using data to design interventions and plan appropriate instruction
- Learning Environment: Includes developing and maintaining a positive learning environment as well as creating a student-centered academic environment where teaching and learning occur at high levels
- Professionalism: Includes maintaining a positive learning environment, maximizing instructional time, fostering a sense of community and belonging, helping students take responsibility for behavior and learning, establishing relationships with family and community, growing professionally through job embedded learning, enhancing knowledge and skills through professional learning and actively supporting the School Improvement Plan

As the GSD fully continues to expect, monitor and continue standards based education through professional development that includes training in TKES, modeling, monitoring, and support from instructional coaches, the Leadership Team, teacher leaders, and administrators, our students will reap the benefits. These benefits will be evidenced by increased student achievement across all content areas and grade levels.

The ways in which we will address the needs of all children in the school, particularly the needs of students furthest away from demonstrating proficiency related to the State's academic content and student academic achievement standard, are :

- Continuation, monitoring and supporting of standards-based instruction across all grade levels and content areas will positively influence student achievement. Planning, delivery, assessment, and monitoring of the CCGPS in our classrooms based on the elements in the TKES will ensure that students are learning and effectively mastering the CCGPS. Instruction aligned with these scientifically-based elements will give our students the best opportunity to meet or exceed standards on Georgia's assessments of student performance.
- The further development, monitoring, and support of a bilingual culture at GSD will help improve our students' overall performance on the State's assessments. As

***2. Schoolwide reform strategies that are scientifically researched based.**

previously stated, this cultural shift will allow the solid foundation in our students' first language, which leads to better performance in English over time. The ASL/English Bilingual Professional Development as described earlier, will be our means of transforming our culture at GSD.

I. Research indicates that the following programs to improve standards-based instruction can address the unique and specific academic deficiencies previously described in the data analysis:

- A.** The continuation of the Fairview Learning Program for the Deaf will positively impact our students' proficiency in writing standard English. This program combines the use of the adapted Dolch words, the implementation of the bridging process, and specifically the Spontaneous Written English component to increase student achievement in this important area.
- B.** Thinking Maps® is a language of eight visual patterns each based on a fundamental thought process. These patterns are used individually and in combination across every grade level and curriculum area as an integrated set of tools for life-long learning. Each Thinking Map is designed to answer guiding questions that are related to a specific thought process. Teaching everyone in your learning community to "ask and answer questions" (one of the elements of the Common Core Standards) is critical to mastering the cognitive demands of the Common Core and State Standards.

One of the six criteria for developing Common Core and State Standards was that they should "Include rigorous content and application of knowledge through higher order skills." During Thinking Maps training, teachers develop an understanding of how to visually represent, or map, the critical thinking embedded in the Common Core State Standards. Thinking Maps provide students with both the scaffolds and structures to support a deeper level of understanding which will empower them to become college and career ready.

C. Proven research-based reading strategies will be used during our hour-long and 30-minute Flexible Learning Plan additional instructional time. These include previewing, vocabulary development, predicting, group reading strategies, one-on-one work, etc.

***3. Instruction by highly qualified professional staff.**

We will strive to provide instruction by Highly Qualified teachers who meet the professional standards established by the GAPSC. Teachers that are not Highly Qualified have been placed on individual remediation plans that describe the actions necessary to become Highly Qualified, and using the collaborative model, are meeting bi-monthly with a highly qualified mentor. These remediation plans are in compliance with Title IIA requirements. 100 percent of our instructional paraprofessionals are currently Highly Qualified. A review of the school-based data associated with the recruitment of staff (e.g. number of applications, number of applicants possessing or eligible to possess Georgia teaching certificates, level of sign

***3. Instruction by highly qualified professional staff.**

communication proficiency, years of experience teaching deaf and hard of hearing students, cost of advertising and publicizing vacancies, length of existing vacancies, etc.) reveal a startling paucity of qualified applicants for teaching positions who possess the skills necessary to positively impact student learning and academic achievement.

We have identified the following strategies that represent broader thinking about how additional compensation and support can contribute to teacher effectiveness. These strategies are deliberately designed to support our staff's development and acquisition of the instructional skills necessary to meet the needs of students in our unique school that are identified in the Georgia Teacher Evaluation System known as TKES (Teacher Keys Effectiveness System).

Compounding our challenge of attracting skilled teachers is the well-documented dearth of available prospects (including recent college graduates) possessing the skills necessary to effectively teach at our school. We have begun to advertise our positions on TeachGeorgia, through Gallaudet University, and in the local newspaper, in addition to our website and the DOE website. We have also begun to coordinate with aGallaudet University representatives for student teacher internship placements.

***4. Professional development for staff to enable all children in the school**

In order to establish a transformational bilingual instructional program at GSD, we have chosen to narrow our professional development focus to support two instructional programs:

1) Maintaining, monitoring and supporting the ASL/English Bilingual) program and providing appropriate, research-based curriculum and intervention programs (e.g. RTI/FLP) and the associated professional development; and, 2) implementing standards-based instruction (CCGPS planning, delivery, assessment, and monitoring) through additional professional development that includes faculty study of the TKES, along with related programs intended to enhance teacher effectiveness.

1. Bilingual Education

A. 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 PL as needed.

B. Flexible Learning Plan (RTI) Reading and Math Interventions

An additional hour-and-a-half daily is set aside to focus on student achievement in Reading and Math through the Title I Flexible Learning Plan. PL that teaches rational, protocols, etc. will be delivered throughout the year. This program will be monitored by the Literacy and Mathematics Specialists.

C. American Sign Language (ASL): One-on-one sessions in American Sign Language (ASL) is available for all staff. These sessions are taught by staff interpreters and include intermediate

*4. Professional development for staff to enable all children in the school and advanced instruction tailored to the needs of our instructional staff.

2. Standards Based Instruction

A. Professional development on planning, delivery, assessment, and monitoring of CCGPS 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.

B. Professional development in the use of instructional technology will be provided by the school’s Instructional Technology Team (Geek Squad).

*5. Strategies to increase parental involvement.

A. Parents are provided opportunities to provide feedback on the following documents:

- Schoolwide Plan
- Consolidated LEA Improvement Plan (CLIP)
- School-Parent Compact
- School Parent Involvement Plan
- District Parent Involvement Plan
- School Improvement Plan
- Flexible Learning Plan (FLP)

Parents are informed of these opportunities during the Title I Annual Parent Meeting held on Registration Day at the beginning of the school year. The Parent Involvement Coordinator provides surveys on the school website and through mass e-mail for parents/families to provide feedback on these documents. These documents will also be placed in locations on campus and in the community that are frequented by parents along with comment boxes, in an effort to acquire as much feedback as possible. Opportunities for feedback will also be presented at six region meetings that will take place at different locations across the state. Parents/families are encouraged to contact the school at anytime to offer feedback on the documents listed above.

GSD utilizes varied methods to share information about the school and resources with parents/families. These methods include:

- Weekly newsletter
- School website (www.gsdweb.org)
- Facebook (GSD Tigers)
- Remind101 (mass text message)
- Mass e-mails
- Twitter (@KKennPIC)
- Mailings

- Surveys

These varied forms of communication used constantly throughout the school year to deliver up-to-date information keep parents abreast of opportunities in a timely fashion and provides them more opportunities to plan to participate in their child's academic life.

Parents/families are invited to participate in three different organizations on campus: the Parent Teacher Dorm Association, School Council and Athletic Boosters. Parents are invited to participate as members and officers in these organizations. Volunteer opportunities This information is shared with parents/families on Registration Day and presented in the school's Family Handbook, which is included in the Family Resource Book distributed to all GSD families on Registration Day.

Surveys are presented to parents throughout the school year through various means (mailings, website, mass e-mail, meetings). The surveys cover topics such as communication, parent involvement, website satisfaction and overall satisfaction with the school. This feedback is shared with the school's Leadership Team and School Council, and is concerned and used to refine school programs and performance.

In the 2013-2014 school year, the Parent Involvement Coordinator has developed the "All Hands In" Initiative, which will increase the number of opportunities for parent involvement. A calendar of events, including events such as Academic Nights, the aforementioned Region Meetings, volunteer opportunities, parent-teacher conferences, was shared with parents/families.

We have developed a Parent Involvement Plan that:

- includes strategies to increase parental involvement;
- describes how the school will provide individual student academic assessment results, including a interpretation of those results;
- makes the comprehensive Schoolwide program plan available to the LEA, parents, and the public (internet, newspaper, newsletters)
- compacts required – include with policy

Please see attachments for Parent Involvement Plan.

***6. Plans for assisting preschool children in the transition from early childhood programs to local elementary school programs.**

Transitions from early childhood programs to elementary school, from elementary school to middle school, and from middle school to high school all occur on one campus for GSD students. These transitions are made easier for the students because of the small size of our school. All students know the other students in the next grades, and have met all of the teachers that they will have at that level. Students visit the next grade level prior to the actual transition, so that they are familiar with new routines and schedules. Assistance is also provided to transitioning students through visits from the school counselor to discuss the change and explore possible issues that may arise. Students transitioning into our school from public or

other deaf schools are assigned a student mentor to help them through the first several weeks, The mentors are chosen by our student services staff to match the age/grade of the new student, as well as their gender, level of hearing, and academic experience. This mentor assists the student's transition both in the instructional and residential portions of our program.

Due to the unique nature of our program with residential students from all over the state, our parents are typically unavailable for mass parent meetings. We therefore utilize our students' annual IEP meetings to address with both the parents and the students their yearly transitions, with particular attention to those transitions from preschool to elementary, elementary to middle, and middle to high school. Placement meetings at the end of the Kindergarten, 5th grade, and 8th grade years afford an opportunity to directly address these pivotal transitions. Each meeting is individualized for the student, and all transition issues are discussed and action plans are determined. Student services such as counseling, social work, and speech-language pathology are discussed.

*7. Measures to include teachers in the decisions regarding the use of assessment to provide information on, and to improve, the performance of individual students and the overall instructional program.

The ways that we include teachers in decisions regarding use of academic assessment are through collaborative teacher meetings, content area meetings, departmental (elementary, middle, high school) meetings, and Leadership Team meetings. Teachers maintain and update individual remediation plans which document the use of assessment data to inform instruction. These individual remediation plans are shared with teacher teams, school-level staff, and parents as needed.

*8. Coordination and integration of Federal, State, and local services and programs. This component requires a description of how the school will implement the programs listed above, a description of how Title I resources and other resources will be coordinated to support student achievement goals in the school improvement plan, and a listing of all state and federal programs consolidated in the schoolwide plan.

- Georgia Department of Education
- Northwest Georgia RESA
- Regional ETTC
- Title I A
- Title I ARRA
- Title I – School Improvement
- Title II A
- Title II D
- IDEA VI B
- CTAE rotating funds
- Georgia Department of Labor

Funds for instruction, professional learning, parent involvement and technology will be acquired by coordinating expenditures of State funds with resources from the federal programs listed above. Salaries and benefits for personnel not allocated in State funding will be afforded through the School Improvement Grant.

Instructional materials and supplies will be funded through a coordination of State and federal funds to ensure that supplanting is not an issue.

Student work opportunities both on and off campus are facilitated through vocational instruction programs such as the Practical Assessment Exploration System (PAES lab), and through cooperation with the Department of Labor's Jobs for Georgia Graduates (JGG) Vocational Rehabilitation (VR) initiatives. In addition, every student 15 years of age or older has an IEP transition plan which details goals for these areas.

*9. Activities to ensure that students who experience difficulty mastering standards shall be provided with effective, timely assistance, which shall include:

We are providing activities to ensure that students who experience difficulty mastering proficient or advanced levels of academic achievement standards shall be provided with effective, timely additional assistance. Those activities include, but are not limited to after-school Flexible Learning Plan additional learning time/intervention based on individual data, which includes Mathematics and Reading remediation using flexible grouping (elementary), reading intervention with flexible grouping (grades 1-12); GHSGT English, Writing, Math, Social Studies and Science support classes (identified students) which provides monitored, supported practice on Study Island, USA Test Prep and other GPS-correlated websites; and evening support from residential Paraprofessionals.. Auditing of previously passed classes for support in any area of the GHSGT is available to identified students. Furthermore, all students' individual instruction is driven by (CC)GPS-aligned IEP goals.

We have measures in place that assure students' difficulties are identified in a timely manner such as scheduled benchmarking (quarterly), progress monitoring (monthly), and computer adaptive tests (CATs) in addition to ongoing classroom formative assessment. We also conduct annual and called IEP meetings, parent conferences via phone or VP (video phone), and in-house academic/behavior referral meetings. We monitor grades through progress reports (mid-quarter) and report cards (quarterly).

We provide periodic training for teachers in the identification of difficulties and appropriate assistance for identified difficulties. The training includes a focus on language, literacy, math, and essentials of effective teaching, as well as innovative integration of technology.

Teacher-parent conferences including IEP meetings as well as other methods of communication detail what the school will do to help the student, what the parents can do to help the student, and any additional assistance available to the student through the school or community.

10. Description of how individual student assessment results and interpretation will be provided to parents.

Individual student assessment results and interpretations are provided to parents through dissemination of these documents provided by the State through the mail. Additional copies of these materials can be obtained by request through the Student Services office. Discussion and further explanation of the results is available through the testing coordinator, school psychologist, principal, or teaching team. In addition, these results and interpretations are discussed at each student's annual IEP meeting. Progress Monitoring assessment results are mailed home with Progress Reports and/or Report Cards.

11. Provisions for the collection and disaggregation of data on the achievement and assessment results of students.

Rationale/Research:

Regular and frequent monitoring of student progress is a critical part of standards based instruction. Historically, for students with disabilities, acceptable goals and appropriate rates of progress were determined by teachers, parents, and school personnel rather than any external criteria. In order to meet higher expectations, an effective assessment system must include assessments that will project how students are doing against grade-level standards and provide immediate and ongoing feedback to modify instruction. The National Center on Educational Outcomes recommends the use of multiple measures including the use of formative classroom assessments, curriculum based measurements (CBM), adaptive assessments, and large-scale assessments (Quenemoen, Thurlow, Moen, Thompson, & Morse, 2004). Each type of measure has unique attributes that, depending on when they are administered in the teaching/learning cycle, may be used as diagnostic, interim and summative assessments.

Diagnostic/ baseline assessment provides the instructional staff with an understanding of what the student is bringing to the learning task and is conducted at the beginning of the year or instructional unit. For students with IEPs, the "beginning" may be marked by the beginning of the school year, entry into the school program or at the student's annual IEP meeting.

Eighty years of research indicate that deaf and hard of hearing students read significantly below that of their hearing peers (McAnally, Rose, & Quigley, 1999). Analysis of our reading achievement data indicates that only 13% of current high school seniors at GSD are at or above the median grade equivalency score reported for the deaf and hard of hearing sample group for the Stanford Achievement Test, Ninth Edition (Holt, Traxler, & Allen, 1997).

Interim assessments are used to monitor progress during the teaching/learning cycle. Measures administered during the instructional cycle may assess mastery of skills that have already been introduced (e.g. teacher created unit tests, homework assignments, and framework assessments) Black & William (1998) consider an assessment "formative" when the feedback from learning activities is actually used to adapt the teaching to meet the learner's needs (i.e. differentiated instruction). By using assessments in a formative way, teachers are permitted to make adjustments to promote greater success for their students (Stiggins, 2005).

Progress monitoring tools are also administered on a regular basis during the instructional

cycle using alternative forms that either systematically sample items from the annual curriculum or represent global behavior that simultaneously requires the many skills taught in the annual curriculum (Fuchs, 2004). Progress is determined based on growth rate relative to grade level expectations, the student's performance on baseline assessments and in comparison peers within his/her classroom. These assessments are crucial to the identification of students who require more intensive instruction and require more frequent assessment (Fuchs, 1994) (Fuchs, Fuchs, Hamlett, Phillips, & Bentz, 1994) and instrumental for the development of goals, benchmarks, or short-term objectives for IEPs for students with disabilities (Deno, 1987).

Summative assessments occur at the end of the instructional task, school year, unit, or IEP annual meeting.

Actions:

- A schoolwide assessment schedule will be created and disseminated prior to the beginning of each school year.
- Training on schoolwide assessments currently in use will be redelivered annually to all instructional staff.
- Subscriptions to online assessments (e.g. AIMSWeb and Renaissance Learning) will be renewed yearly.
- Diagnostic/baseline assessments will be administered to determine student achievement.
- New students entering GSD at any time during the school year will be administered all pertinent baseline assessments (based on grade placement) included in the schoolwide assessment program prior to the 30 day placement IEP meeting
- Every student at GSD will have an individually administered informal reading inventory at least annually performed by the student's primary reading and/or ELA teacher.
- Data from the diagnostic/baseline assessments will be use to adjust or add IEP goals and plan instruction.
- Formative/Interim assessments will be used to monitor student mastery of the GPS and to determine needs for additional instructional supports.
- Ongoing support including modeling and coaching will be provided to all classroom teachers by the instructional coaches.
- Assessments are integrated into daily lesson plans and occur continuously during the teaching and learning process.
- Teachers and instructional leaders will monitor results of ongoing assessments.
- Interventions will be developed or adjusted for students not achieving rates of progress sufficient to meet end of year goals.
- Teachers and students will maintain data notebooks for each student that include the results of classroom, schoolwide, and state assessments
- Summative assessments will be used to measure year end achievement levels compared with grade level expectations and the expected rate of academic progress.
- Teachers will use year end results to make decisions regarding promotion and retention and determine the need for additional instructional supports and/or remediation for the

following school year.

12. Provisions to ensure that disaggregated assessment results for each category are valid and reliable.

Through the Georgia Department of Education portal, disaggregated assessment results for each category are checked and validated through collaboration of the director, principal, testing coordinator, and director of student services.

13. Provisions for public reporting of disaggregated data.

Public reporting of disaggregated data is available on the GaDOE website. A link is provided on the GSD website.

14. Plan developed during a one-year period, unless LEA, after considering the recommendation of its technical assistance providers, determines that less time is needed to develop and implement the schoolwide program.

Although formal development of this plan has taken less than the one-year period, the SEA has determined that our development of the comprehensive plan needed for the School Improvement Grant qualifies us for an exception. Since most pieces of this schoolwide plan were already developed for SIG purposes, and implementation has already begun, we will not require a full year for development.

15. Plan developed with the involvement of the community to be served and individuals who will carry out the plan including teachers, principals, other school staff, and pupil service personnel, parents and students (if secondary).

As previously noted, The Georgia School for the Deaf (GSD) has developed our schoolwide plan with the participation of individuals who will carry out the comprehensive schoolwide/school improvement program plan. These stakeholders involved were the director, principal, school psychologist, parents, teachers, students, members of the School Council, members of the Parent Teacher Dorm Association (PTDA), members of the Leadership Team, and members of the Administrative Team. They were involved through participation in regularly scheduled meetings, surveys, discussions and strategic planning sessions that focused on school improvement strategies and initiatives.

16. Plan available to the LEA, parents, and the public.

The plan will be available to the LEA (SEA) through this submission, to the parents through a link on our GSD website (printed copies available upon request), and to the public through the same avenue.

17. Plan translated to the extent feasible, into any language that a significant percentage of the parents of participating students in the school speak as their primary language.

Since we do not have enough students to form a subgroup in any other primary language, our plan will not be translated into any other languages. If such a subgroup was identified, such a

translation would be provided.

18. Plan is subject to the school improvement provisions of Section 1116.

This plan is subject to the school improvement provisions of Section 1116. All guidelines will be followed.