Comprehensive Needs Assessment
2022 - 2023 School Report

State Schools
Georgia School for the Deaf

1. PLANNING AND PREPARATION

1.1 Identification of Team

The comprehensive needs assessment team consists of people who are responsible for working collaboratively throughout the needs assessment process. Ideal team members possess knowledge of programs, the capacity to plan and implement the needs assessment, and the ability to ensure stakeholder involvement. A required team member's name may be duplicated when multiple roles are performed by the same person. Documentation of team member involvement must be maintained by the LEA. Watch the Planning and Preparation webinar for additional information and guidance.

Leadership Team

	Position/Role	Name
Team Member # 1	Director, Division of State Schools	Dr. Kenney Moore
Team Member # 2	GSD Superintendent	Leslie Jackson
Team Member # 3	Principal	Sharion Gooden
Team Member # 4	Federal Programs Coordinator	Marie Dickinson
Team Member # 5	Special Education Director	Jamie Herston
Team Member # 6	Chief Academic Officer, State Schools Division	Dr. Cassandra Matthews
Team Member # 7	School Effectiveness Specialist	Ron Fuss

Additional Leadership Team

	Position/Role	Name
Team Member # 1	School Psychologist/Testing Coordinator	Connie Morris
Team Member # 2	Technology Specialist	Soibhan Wolcott
Team Member # 3	ASL Teacher	Julie Burton
Team Member # 4	Teacher/Math Coach	Loren Frick
Team Member # 5	Residential Life Director	Bobby Bond
Team Member # 6		
Team Member # 7		
Team Member # 8		
Team Member # 9		
Team Member # 10		

1. PLANNING AND PREPARATION

1.2 Identification of Stakeholders

Stakeholders are those individuals with valuable experiences and perspective who will provide the team with important input, feedback, and guidance. Required stakeholders must be engaged in the process to meet the requirements of participating federal programs. Documentation of stakeholder involvement must be maintained by the LEA. Watch the Planning and Preparation webinar for additional information and guidance.

Stakeholders

	Position/Role	Name
Stakeholder # 1	Parent	Tasha Long
Stakeholder # 2	Parent/Administrative Assistant	Jennifer Sanford
Stakeholder # 3	Nurse	Kathy Cantrell Barnes
Stakeholder # 4		
Stakeholder # 5		
Stakeholder # 6		
Stakeholder # 7		
Stakeholder # 8		

How will the team ensure that stakeholders, and in particular parents and/or guardians, were able to provide meaningful input into the needs assessment process?	Stakeholders are invited to attend Leadership Team meetings in order to be involved in the educational process at GSD and provide feedback on the needs assessment process. Minutes of each meeting are made available to stakeholders. Representatives from each department (elementary, middle school, high school, residential, etc.) share the proceedings of the Leadership Team meetings with their department each month. Representatives bring feedback back to the Leadership Team. Questions are also addressed through meeting minutes with emailed responses. Surveys are also used as a means of collecting input on the Needs Assessment and School Improvement Plan. These surveys are made available to stakeholders via email, school website, and social media. The surveys are available in English and Spanish.

2. DATA COLLECTION ANALYSIS

2.1 Coherent Instructional System

Analyze the LEA's data (including sections 2.6) and answer the guiding questions to determine existing trends and patterns that support the identification of instructional needs. Complete a data-informed self-rating for each Georgia School Performance Standard (GSPS). See the Coherent Instructional System webinar for additional information and guidance.

Coherent Instruction Data

Curriculum Standard 1 -Uses systematic, collaborative planning processes so that teachers share an understanding of expectations for standards, curriculum, assessment, and instruction		
1. Exemplary	A systematic, collaborative process is used proactively for curriculum planning. Nearly all teachers or groups of teachers, support staff, and leaders within the school have common expectations for standards, curriculum, assessment, and instruction.	
2. Operational	A systematic, collaborative process is used regularly for curriculum planning. Most teachers or groups of teachers within the school have common expectations for standards, curriculum, assessment, and instruction.	✓
3. Emerging	A collaborative process is used occasionally for curriculum planning. Some teachers or groups of teachers within the school have common expectations for standards, curriculum, assessment, and instruction.	
4. Not Evident	A collaborative process is rarely, if ever, used for curriculum planning. Few, if any, teachers or groups of teachers within the school have common expectations for standards, curriculum, assessment, and instruction.	

Coherent Instruction Data

Curriculum Standard 2 -Designs curriculum documents and aligns resources with the intended rigor of the required standards		
1. Exemplary	Curriculum documents (e.g., lesson plans, unit plans, performance tasks, curriculum maps, scope, and sequence documents, guides) that are aligned with the intended rigor of the required standards are the products of a systematic, collaborative process. These curriculum documents and resources are used and continuously revised by teachers and support staff to ensure an alignment with the intended, taught, and tested standards.	
2. Operational	Curriculum documents (e.g., lesson plans, unit plans, performance tasks, curriculum maps, scope and sequence documents, guides) have been designed, and resources are aligned with the intended rigor of the required standards. These curriculum documents and resources guide the work of teachers and instructional support staff.	✓
3. Emerging	Curriculum documents and resources exist, but they are not complete in all content areas or grade levels or lack the intended rigor of the required standards.	
4. Not Evident	Few, if any, curriculum documents and resources exist to support the implementation of the intended rigor of the required standards.	

Instruction Standard 1 -Provides a supportive and well -managed environment conducive to learning		
1. Exemplary	A supportive and well-managed environment conducive to learning is evident throughout the school. Students consistently stay on-task and take responsibility for their own actions.	
2. Operational	A supportive and well-managed environment conducive to learning is evident in most classrooms.	✓
3. Emerging	A supportive and well-managed environment conducive to learning is evident in some classrooms.	
4. Not Evident	A supportive and well-managed environment conducive to learning is evident in few, if any, classrooms.	

Instruction Standard 2 -Creates an academically challenging learning environment		
1. Exemplary	Nearly all teachers create an academically challenging, learning environment (e.g., higher-order thinking skills and processes, active student engagement, relevance, collaboration). Students consistently work independently and in teams to solve real-world problems that require advanced effort, decision-making, and critical and creative thinking.	
2. Operational	Most teachers create an academically challenging, learning environment (e.g., higher-order thinking skills and processes, active student engagement, relevance, collaboration).	✓
3. Emerging	Some teachers create an academically challenging learning environment.	
4. Not Evident	Few, if any, teachers create an academically challenging learning environment.	

Coherent Instruction Data

Instruction Standard 3 -Establishes and communicates clear learning targets and success criteria aligned to curriculum standards		
1. Exemplary	Nearly all teachers establish and communicate clear learning targets and success criteria aligned to the required curriculum standards. Learning targets are evident throughout the lesson and in student work. Articulation of the learning targets is consistent and pervasive among like content areas and grade levels.	
2. Operational	Most teachers establish and communicate clear learning targets and success criteria aligned to the required curriculum standards. Learning targets are evident throughout the lesson and in student work.	✓
3. Emerging	Some teachers establish and communicate clear learning targets and success criteria aligned to the required curriculum standards.	
4. Not Evident	Few, if any teachers establish clear learning targets and success criteria aligned to the required curriculum standards.	

Instruction Standard 4 -Uses research based instructional practices that positively impact student learning		
1. Exemplary	Nearly all teachers pervasively demonstrate a repertoire of highly effective, research-based instructional practices that positively impact student learning (e.g., providing feedback, cooperative learning, advance organizers, questioning techniques, similarities and differences, reinforcing effort, goal setting, summarizers, graphic representations, reciprocal teaching).	
2. Operational	Most teachers demonstrate a repertoire of effective, research-based instructional practices that positively impact student learning (e.g., providing feedback, cooperative learning, advance organizers, questioning techniques, similarities and differences, reinforcing effort, goal setting, summarizers, graphic representations, reciprocal teaching).	✓
3. Emerging	Some teachers demonstrate a repertoire of effective, research-based instructional practices that positively impact student learning.	
4. Not Evident	Few, if any, teachers demonstrate a repertoire of effective, research-based instructional practices that positively impact student learning.	

Coherent Instruction Data

Instruction Standard 5 -Differentiates instruction to meet specific learning needs of students		
1. Exemplary	Nearly all teachers differentiate instruction (e.g., using flexible grouping, making adjustments, providing choices based upon readiness levels, interests, or needs) to meet the specific learning needs of students. Nearly all teachers plan and implement multiple means of representation, engagement, action, and expression to meet the learning needs of students (UDL). Remediation, enrichment, and acceleration are pervasive practices.	
2. Operational	Most teachers differentiate instruction (e.g., using flexible grouping, making adjustments, providing choices based upon readiness levels, interests, or needs) to meet the specific learning needs of students. Most teachers plan and implement multiple means of representation, engagement, action, and expression to meet the learning needs of students (UDL).	✓
3. Emerging	Some teachers differentiate instruction to meet the specific learning needs of students.	
4. Not Evident	Few, if any, teachers differentiate instruction to meet the specific learning needs of students.	

Instruction Standard 6 -Uses appropriate, current technology to enhance learning		
1. Exemplary	The use by staff members and students of appropriate, current technology to enhance learning is an institutional practice (e.g., facilitate communication, collaboration, research, design, creativity, problem-solving).	
2. Operational	Most staff members and students use appropriate, current technology to enhance learning (e.g., facilitate communication, collaboration, research, design, creativity, problem-solving).	✓
3. Emerging	Some staff members, students, or both use appropriate, current technology to enhance learning.	
4. Not Evident	Few, if any, teachers demonstrate a repertoire of effective, research-based instructional practices that positively impact student learning.	

Coherent Instruction Data

Instruction Standard 7 -Provides feedback to students on their performance on the standards or learning targets		
1. Exemplary	Nearly all teachers use the language of the standards or learning targets to provide students with specific, timely, descriptive feedback on their performance. Nearly all teachers systematically elicit diagnostic information from individual students regarding their understanding of the standards or learning targets.	
2. Operational	Most teachers use the language of the standards or learning targets to provide students with specific, timely, descriptive feedback on their performance.	
3. Emerging	Some teachers use the language of the standards or learning targets to provide students with specific, descriptive feedback on their performance.	✓
4. Not Evident	Few, if any, teachers use the language of the standards or learning targets to provide students with feedback on their performance, or the feedback that is provided is not specific, timely, or understandable.	

Instruction Standard 8 -Establishes a learning environment that empowers students to actively monitor their own progress		
1. Exemplary	Nearly all students use tools (e.g., rubrics, checklists, exemplars) to actively monitor their own progress. Nearly all students develop a sense of personal responsibility and accountability by engaging in record keeping, self-monitoring, sharing, exhibiting, and self-reflection.	
2. Operational	Most students use tools (e.g., rubrics, checklists, exemplars) to actively monitor their own progress.	
3. Emerging	Some students use tools to actively monitor their own progress.	✓
4. Not Evident	Few, if any, students use tools to actively monitor their own progress.	

Instruction Standard 9 -Provides timely, systematic, data -driven interventions		
1. Exemplary	Nearly all students are provided timely, systematic, data-driven interventions to support their learning needs. Interventions are designed to meet the needs of each student. The effectiveness of those interventions is consistently monitored and adjustments are made.	
2. Operational	Most students are provided timely, systematic, data-driven interventions to support their learning needs.	✓
3. Emerging	Some students are provided extra assistance or needed support in a timely manner.	
4. Not Evident	Few, if any, students are provided extra assistance or effective support in a timely manner.	

Coherent Instruction Data

Assessment Standard 1 -Aligns assessments with the required curriculum standards		
1. Exemplary	Nearly all assessments are aligned with the required curriculum standards. Assessments are reviewed during the school year to ensure alignment.	
2. Operational	Most assessments are aligned with the required curriculum standards.	✓
3. Emerging	Some assessments are aligned with the required curriculum standards.	
4. Not Evident	Few, if any, assessments are aligned with the required curriculum standards.	

Assessment Standard 3 -Uses common assessments aligned with the required standards to monitor student progress, inform instruction, and improve teacher practices		
1. Exemplary	Teachers consistently use common assessments aligned with the required standards in nearly all content areas, grade levels, or both for diagnostic, summative, and formative purposes. The data from the common assessments are analyzed down to the item level, and the results are used to inform instruction and improve teacher practices.	
2. Operational	Teachers use common assessments aligned with the required standards in most content areas to monitor student progress, inform instruction, and improve teacher practices.	✓
3. Emerging	Teachers use some common assessments aligned with the required standards in a few content areas with a limited amount of data analysis to monitor student progress, inform instruction, or improve teacher practices.	
4. Not Evident	Teachers use few, if any, common assessments to monitor student progress, inform instruction, or improve teacher practices.	

Assessment Standard 4 -Implements a process to collaboratively analyze assessment results to adjust instruction		
1. Exemplary	Teachers extensively use a systematic, collaborative process to analyze assessment results. Instruction is consistently adjusted based on the analysis of assessment results across all content areas, grade levels, or both.	
2. Operational	Teachers regularly use a collaborative process to analyze assessment results. Instruction is routinely adjusted based on the analysis of assessment results.	
3. Emerging	Teachers occasionally use a collaborative process to analyze assessment results. Instruction is sometimes adjusted based on the analysis of assessment results.	✓
4. Not Evident	A collaborative process to analyze assessment results does not exist. Instruction is rarely, if ever, adjusted based on the analysis of assessment results.	

Coherent Instruction Data

Assessment Standard 5 -Implements grading practices that provide an accurate indication of student progress on the required standards		
1. Exemplary	The grading practices used by teachers across nearly all content areas, grade levels, or both, consistently provide an accurate indication of student progress on the required standards.	
2. Operational	The grading practices used by teachers in most content areas, grade levels, or both provide an accurate indication of student progress on the required standards.	✓
3. Emerging	The grading practices used by teachers in some content areas, grade levels, or both provide an accurate indication of student progress on the required standards.	
4. Not Evident	The grading practices used by teachers rarely, if ever, provide an accurate indication of student progress on the required standards.	

2. DATA COLLECTION ANALYSIS

2.2 Effective Leadership

Analyze the LEA's data (including sections 2.6) and answer the guiding questions to determine existing trends and patterns that support the identification of leadership needs. Complete a data-informed self-rating for each Georgia School Performance Standard (GSPS). See the Effective Leadership webinar for additional information and guidance.

Effective Leadership Data

Leadership Standard 1 -Builds and sustains relationships to foster the success of students and staff		
1. Exemplary	Administrators consistently build and sustain relationships to foster the success of students and staff. The school staff is fully engaged in relationship building through collaboration, internal and external communication, and building trust with staff, students, families, and community stakeholders.	
2. Operational	Administrators regularly build and sustain relationships to foster the success of students and staff.	✓
3. Emerging	Administrators sometimes build relationships to foster the success of students and staff.	
4. Not Evident	Administrators seldom, if ever, build relationships to foster the success of students and staff.	

Leadership Standard 2 -Initiates and manages change to improve staff performance and student learning		
1. Exemplary	Administrators, the school leadership team, and other teacher leaders initiate and sustain change to improve staff performance and student learning. Administrators, the school leadership team, and other teacher leaders create a sense of urgency for change and effectively communicate a common vision.	
2. Operational	Administrators and the school leadership team initiate and sustain change to improve staff performance and student learning. The principal provides an appropriate balance of pressure and support to manage the change process for desired results.	✓
3. Emerging	Administrators initiate change to improve staff performance and student learning but do not sustain the change, remove barriers, or both.	
4. Not Evident	Administrators initiate few, if any, changes that impact staff performance and student learning.	

Effective Leadership Data

Leadership Standard 3 -Uses systems to ensure effective implementation of curriculum, assessment, instruction, and professional learning practices		
1. Exemplary	The principal and other school leaders continually use systems to ensure effective implementation of curriculum, assessment, instruction, and professional learning practices. The principal and other school leaders have a comprehensive knowledge and understanding of the best practices for curriculum, assessment, instruction, and professional learning.	✓
2. Operational	The principal and other school leaders often use systems to ensure effective implementation of curriculum, assessment, instruction, and professional learning practices.	
3. Emerging	The principal and other school leaders occasionally use systems to ensure effective implementation of curriculum, assessment, instruction, and professional learning practices.	
4. Not Evident	The principal and other school leaders rarely, if ever, use systems to ensure effective implementation of curriculum, assessment, instruction, and professional learning practices.	

Leadership Standard 4 -Uses processes to systematically analyze data to improve student achievement		
1. Exemplary	Extensive, comprehensive processes, including root cause analysis, are used consistently to analyze data (e.g., multiple sources of data: classroom, grade level, departmental, and subgroup, perception data) to improve student achievement.	
2. Operational	Numerous processes are used frequently to analyze data (e.g., multiple sources of data: classroom, grade level, departmental, and subgroup, perception data) to improve student achievement.	✓
3. Emerging	Some processes are in place and used occasionally to analyze data to improve student achievement.	
4. Not Evident	Few, if any, processes are in place to analyze data to improve student achievement.	

Leadership Standard 5 -Builds leadership capacity through shared decision-making and problem-solving		
1. Exemplary	Extensive structures exist for staff to engage in shared decision-making and problem-solving and to build their leadership capacities. Administrators collaborate consistently with staff members to gather input.	
2. Operational	Numerous structures exist for staff to engage in shared decision-making and problem-solving and to build their leadership capacities.	✓
3. Emerging	Some structures exist for staff to engage in shared decision-making, problem-solving, or both.	
4. Not Evident	Few, if any, structures exist for staff to engage in shared decision-making or problem-solving.	

Effective Leadership Data

Leadership Standard 6 -Establishes and supports a data-driven school leadership team that is focused on student learning		
1. Exemplary	A highly effective, proactive, and data-driven school leadership team is focused on student learning. The leadership team addresses nearly all areas of student and staff learning and school leadership, including the development, implementation, and regular monitoring of the school improvement plan.	
2. Operational	A data-driven school leadership team is established with stakeholder representation (e.g., core and non-core teachers, certified support staff) and is focused on student learning. The school leadership team meets regularly and uses norms and protocols to work effectively and efficiently.	✓
3. Emerging	The school leadership team is established and has some stakeholder representation but is focused chiefly on school operations rather than student learning.	
4. Not Evident	A school leadership team does not exist or does not have adequate stakeholder representation.	

Leadership Standard 7 -Monitors and evaluates the performance of teachers and other staff using multiple data sources		
1. Exemplary	Monitoring the performance of teachers and other staff through observations, surveys, data, and documentation is consistent and comprehensive, resulting in highly accurate performance evaluations. A comprehensive system is in place to provide teachers and staff with ongoing, accurate, timely, detailed, descriptive feedback related to their performance. Administrators use the evaluation process to identify role models, teacher leaders, or both.	
2. Operational	Monitoring the performance of teachers and other staff regularly occurs using data or documentation, generally resulting in accurate performance evaluations. Teachers and staff receive accurate, timely, descriptive feedback related to their performance.	✓
3. Emerging	Monitoring the performance of teachers and other staff is inconsistent, incomplete, or lacks data or documentation, sometimes resulting in inaccurate performance evaluations. Teachers and staff receive some descriptive feedback related to their performance.	
4. Not Evident	Monitoring the performance of teachers and other staff rarely occurs or often results in inaccurate performance evaluations. Teachers and staff receive little or no descriptive feedback related to their performance.	

Effective Leadership Data

Leadership Standard 8 -Provides ongoing support to teachers and other staff		
1. Exemplary	A comprehensive support system that is timely and targeted to individual needs is provided to teachers and other staff.	✓
2. Operational	Most support provided to teachers and other staff is targeted to individual needs.	
3. Emerging	Some support provided to teachers and staff is targeted to individual needs.	
4. Not Evident	Support to teachers and staff does not exist or is not targeted to individual needs.	

Planning and Organization Standard 1 -Shares a common vision and mission that define the school culture and guide the continuous improvement process		
1. Exemplary	A common vision and mission have been collaboratively developed and communicated to nearly all stakeholders. The culture of the school has been deeply defined over time by the vision and mission, which are updated as needed. The daily work and practices of staff consistently demonstrate a sustained commitment to continuous improvement.	
2. Operational	A common vision and mission have been developed through a collaborative process and communicated to most stakeholders. The vision and mission define the culture of the school and guide the continuous improvement process.	✓
3. Emerging	A common vision and mission have been developed by some staff members but have not been effectively communicated so that they guide the continuous improvement process.	
4. Not Evident	A common vision and mission have not been developed or updated or have been developed by a few staff members.	

Effective Leadership Data

Planning and Organization Standard 2 -Uses a data-driven and consensus-oriented process to develop and implement a school improvement plan that is focused on student performance		
1. Exemplary	A school improvement plan has been developed using a data-driven and consensus-oriented process with input from nearly all stakeholders. The plan includes appropriate goals and strategies with a strong focus on increasing student performance. This process and plan consistently guide the work of the school staff.	
2. Operational	A school improvement plan has been developed using a data-driven and consensus-oriented process with input from most plan stakeholders. The plan includes appropriate goals and strategies with a focus on increasing student performance.	✓
3. Emerging	A school improvement plan has been developed with input from some stakeholders. The school improvement plan is based on incomplete data analysis with limited focus on student performance.	
4. Not Evident	An up-to-date, data-driven school improvement plan focused on student performance is not in place.	

Planning and Organization Standard 3 -Monitors implementation of the school improvement plan and makes adjustments as needed		
1. Exemplary	The goals and strategies of the school improvement plan are continually monitored by administrators, the school leadership team, and teacher leaders to evaluate the impact on student performance. Ongoing adjustments are made based on various performance, process, and perception data.	
2. Operational	he goals and strategies of the school improvement plan are regularly monitored by administrators and the school leadership team to evaluate the impact on student performance. Adjustments are made to the plan, as needed, based on the analysis of data.	✓
3. Emerging	The goals and strategies of the school improvement plan are occasionally monitored by administrators.	
4. Not Evident	The goals and strategies of the school improvement plan are rarely, if ever, monitored.	

Effective Leadership Data

Planning and Organization Standard 4 -Monitors the use of available resources to support continuous improvement		
1. Exemplary	The use of available resources (e.g., personnel, time, facilities, equipment, materials) to support continuous improvement is consistently monitored. School schedules and processes are designed to make effective use of personnel, time, materials, and equipment.	
2. Operational	The use of available resources (e.g., personnel, time, facilities, equipment, materials) to support continuous improvement is frequently monitored.	✓
3. Emerging	The use of available resources to support continuous improvement is inconsistently monitored.	
4. Not Evident	The use of available resources to support continuous improvement is rarely, if ever, monitored.	

Planning and Organization Standard 5 -Develops, communicates, and implements rules, policies, schedules, and procedures to maximize student learning and staff effectiveness		
1. Exemplary	Rules, policies, schedules, and procedures are developed with stakeholder input, effectively communicated, and consistently implemented throughout the school to maximize student learning and staff effectiveness. These rules, policies, schedules, and procedures are consistently reviewed and revised as needed.	
2. Operational	Rules, policies, schedules, and procedures are developed, communicated, and implemented throughout the school to maximize student learning and staff effectiveness. These rules, policies, schedules, and procedures are periodically reviewed and systematically revised as needed.	✓
3. Emerging	Rules, policies, schedules, and procedures are developed but are not effectively communicated or are implemented inconsistently across the school.	
4. Not Evident	Rules, policies, or procedures are not developed, are poorly communicated, or are ineffectively implemented. In some cases, rules, policies, schedules, or procedures are out of date or have become barriers to student learning or staff effectiveness.	

Effective Leadership Data

Planning and Organization Standard 6 -Uses protocols to maintain the school campus and equipment providing a safe, clean, and inviting learning environment		
1. Exemplary	Protocols (e.g., safety drills, tornado drills, inclement weather plans, current crisis plan, school-wide safety plan, maintenance protocols, facility-use protocols, functional custodial schedules) are used extensively to maintain the school campus and equipment providing a safe, clean, and inviting learning environment. A proactive maintenance process is in place, and repairs are completed in a satisfactory and timely manner, when needed.	
2. Operational	Protocols (e.g., safety drills, tornado drills, inclement weather plans, current crisis plan, school-wide safety plan, maintenance protocols, facility-use protocols, functional custodial schedules) are used to maintain the school campus and equipment providing a safe, clean, and inviting learning environment. The school and campus are clean, well-maintained, inviting, and safe.	✓
3. Emerging	Protocols are sometimes used to maintain the school campus and equipment. The school and campus are partially clean, maintained, and inviting, but some safety issues exist.	
4. Not Evident	Protocols do not exist or are rarely, if ever, used to maintain the school campus and equipment. The school and campus are not clean, maintained, or inviting, and safety issues exist.	

2. DATA COLLECTION ANALYSIS

2.3 Professional Capacity

Analyze the LEA's data (including sections 2.6) and answer the guiding questions to determine existing trends and patterns that support the identification of professional capacity needs. Complete a data-informed self-rating for each Georgia School Performance Standard (GSPS). See the Professional Capacity webinar for additional information and guidance.

Professional Capacity Data

Leadership Standard 5 -Builds leadership capacity through shared decision-making and problem-solving		
1. Exemplary	Extensive structures exist for staff to engage in shared decision-making and problem-solving and to build their leadership capacities. Administrators collaborate consistently with staff members to gather input.	
2. Operational	Numerous structures exist for staff to engage in shared decision-making and problem-solving and to build their leadership capacities.	✓
3. Emerging	Some structures exist for staff to engage in shared decision-making, problem-solving, or both.	
4. Not Evident	Few, if any, structures exist for staff to engage in shared decision-making or problem-solving.	

Professional Learning Standard 1 -Aligns professional learning with needs identified through analysis of a variety of data		
1. Exemplary	Professional learning needs are identified and differentiated through a collaborative analysis process using a variety of data (e.g., student achievement data, examination of student work, process data, teacher and leader effectiveness data, action research data, perception data from students, staff, and families). Ongoing support is provided through differentiated professional learning.	
2. Operational	Professional learning needs are identified through a collaborative analysis process using a variety of data (e.g., student achievement data, examination of student work, process data, teacher and leader effectiveness data, action research data, perception data from students, staff, and families).	✓
3. Emerging	Professional learning needs are identified using limited sources of data.	
4. Not Evident	Professional learning needs are identified using little or no data.	

Professional Capacity Data

Professional Learning Standard 2 -Establishes a culture of collaboration among administrators and staff to enhance individual and collective performance		
1. Exemplary	Administrators and staff, as a foundational practice, consistently collaborate to support leadership and personal accountability and to enhance individual and collective performance (e.g., construct knowledge, acquire skills, refine practice, provide feedback). Teachers conduct action research and assume ownership of professional learning processes.	
2. Operational	Administrators and staff routinely collaborate to improve individual and collective performance (e.g., construct knowledge, acquire skills, refine practice, provide feedback).	✓
3. Emerging	Administrators and staff sometimes collaborate to improve individual and collective performance.	
4. Not Evident	Administrators and staff rarely collaborate to improve individual and collective performance.	

Professional Learning Standard 3 -Defines expectations for implementing professional learning		
1. Exemplary	Administrators, teacher leaders, or both consistently define expectations for the implementation of professional learning, including details regarding the stages of implementation and how monitoring will occur as implementation progresses.	
2. Operational	Administrators, teacher leaders, or both regularly define expectations for the implementation of professional learning.	✓
3. Emerging	Administrators, teacher leaders, or both occasionally define expectations for the implementation of professional learning.	
4. Not Evident	Administrators, teacher leaders, or both rarely, if ever, define expectations for the implementation of professional learning.	

Professional Capacity Data

Professional Learning Standard 4 -Uses multiple professional learning designs to support the various learning needs of the staff		
1. Exemplary	Staff members actively participate in job-embedded professional learning that engages collaborative teams in a variety of appropriate learning designs (e.g., collaborative lesson study, analysis of student work, problem solving sessions, curriculum development, coursework, action research, classroom observations, online networks). Professional learning includes extensive follow-up with descriptive feedback and coaching.	
2. Operational	Staff members actively participate in professional learning, most of which is job-embedded, which includes multiple designs (e.g., collaborative lesson study, analysis of student work, problem-solving sessions, curriculum development, coursework, action research, classroom observations, online networks) to support their various learning needs. Professional learning includes follow-up with feedback and coaching.	✓
3. Emerging	Some staff members are engaged in professional learning that makes use of more than one learning design to address their identified needs.	
4. Not Evident	Staff members receive single, stand-alone professional learning events that are informational and mostly large-group presentation designs.	

Professional Learning Standard 5 -Allocates resources and establishes systems to support and sustain effective professional learning		
1. Exemplary	Extensive resources (e.g., substitute teachers, materials, handouts, tools, stipends, facilitators, technology) and systems (e.g., conducive schedules, adequate collaborative time, model classrooms) are allocated to support and sustain effective professional learning. Opportunities to practice skills, receive follow-up, feedback, and coaching are provided to support the effectiveness of professional learning.	
2. Operational	Adequate resources (e.g., substitute teachers, materials, handouts, tools, stipends, facilitators, technology) and systems (e.g., conducive schedules, adequate collaborative time, model classrooms) are in place to support and sustain professional learning.	✓
3. Emerging	Some resources and systems are allocated to support and sustain professional learning.	
4. Not Evident	Few, if any, resources and systems are provided to support and sustain professional learning.	

Professional Capacity Data

Professional Learning Standard 6 -Monitors and evaluates the impact of professional learning on staff practices and student learning		
1. Exemplary	Monitoring and evaluating the impact of professional learning on staff practices and increases in student learning occurs extensively. Evaluation results are used to identify and implement processes to extend student learning.	
2. Operational	Monitoring and evaluating the impact of professional learning on staff practices and student learning occurs routinely.	
3. Emerging	Monitoring and evaluating the impact of professional learning on staff practices occurs sporadically.	✓
4. Not Evident	Monitoring and evaluating the impact of professional learning on staff practices occurs rarely, if ever.	

2. DATA COLLECTION ANALYSIS

2.4 Family and Community Engagement

Analyze the LEA's data (including sections 2.6) and answer the guiding questions to determine existing trends and patterns that support the identification of needs related to family and community engagement. Complete a data-informed self-rating for each Georgia School Performance Standard (GSPS). See the Family and Community Engagement webinar for additional information and guidance. Visit Georgia's Family Connection Partnership's KIDS COUNT for additional data.

Family and Community Engagement Data

Family and Community Engagement Standard 1 -Creates an environment that welcomes, encourages, and connects family and community members to the school		
1. Exemplary	The school has a well-established, inviting learning environment that welcomes, encourages, and connects family and community members to the school. Numerous opportunities are given to family members to become actively engaged in school-related events and improvement efforts as participants, event managers, and workers.	
2. Operational	The school has created an environment that welcomes, encourages, and connects family and community members to the school.	✓
3. Emerging	The school has made some progress toward creating an environment that welcomes, encourages, and connects family and community members to the school.	
4. Not Evident	The school has not created an environment that welcomes, encourages, or connects family and community members to the school.	

Family and Community Engagement Standard 2 -Establishes structures that promote clear and open communication between the school and stakeholders		
1. Exemplary	Extensive structures that promote clear and open communication between the school and stakeholders have been effectively established and implemented. Structures are continuously monitored for reliable and interactive communication.	
2. Operational	Most structures that promote clear and open communication between the school and stakeholders have been effectively established and implemented.	✓
3. Emerging	Some structures that promote clear and open communication between the school and stakeholders exist.	
4. Not Evident	Few, if any, structures that promote clear and open communication between the school and stakeholders exist.	

Family and Community Engagement Data

Family and Community Engagement Standard 3 -Establishes relationships and decision-making processes that build capacity for family and community engagement in the success of students		
1. Exemplary	A wide variety of relationships and collaborative decision-making processes (e.g., business partnerships, school councils, parent or family organizations, academic and extra-curricular booster clubs, civic organizations, tutoring services, post-secondary partnerships) are pervasive in promoting student success and well being. Expectations for family and community engagement are embedded in the culture and result in stakeholders being actively involved in decision-making.	
2. Operational	Numerous relationships and decision-making processes (e.g., business partnerships, school councils, parent or family organizations, academic and extra-curricular booster clubs, civic organizations, tutoring services) effectively build capacity for family and community engagement in the success of students.	
3. Emerging	Limited relationships and decision-making processes have been initiated by the school to build capacity for family and community engagement.	✓
4. Not Evident	Relationships and decision-making processes for families and the community are non-existent, or those that do exist contribute minimally to student success.	

Family and Community Engagement Standard 4 -Communicates academic expectations and current student achievement status to families		
1. Exemplary	The school staff provides families with ongoing, detailed academic expectations and/or graduation status (e.g., four-year graduation plans, syllabi, academic advisement protocols). Extensive communication related to the current achievement level of individual students is provided (e.g., progress reports, student-led parent conferences, report cards, reading level reports, state test reports, school-based assessment reports, online reporting system).	
2. Operational	The school staff communicates academic expectations and/or graduation status (e.g., four-year graduation plans, syllabi, academic advisement protocols) throughout the year. Regular communication related to the current achievement level of individual students is provided (e.g., progress reports, parent conferences, report cards, reading level reports, state test reports, school-based assessment reports, online reporting system).	✓
3. Emerging	The school staff communicates some academic expectations at the start of the year. Some communication related to the current achievement level of individual students is provided.	
4. Not Evident	The school staff does little to inform families of academic expectations. Little, if any, communication related to the current achievement level of individual students is provided.	

Family and Community Engagement Data

Family and Community Engagement Standard 5 -Develops the capacity of families to use support strategies at home that will enhance academic achievement		
1. Exemplary	The school continually develops the capacity (e.g., parent training, lunch and learn, make-it and take-it) of families to use support strategies at home that will enhance academic achievement.	
2. Operational	The school frequently develops the capacity (e.g., parent training, lunch and learn, make-it and take-it) of families to use support strategies at home that will enhance academic achievement.	
3. Emerging	The school occasionally develops the capacity of families to use support strategies at home that will enhance academic achievement.	✓
4. Not Evident	The school seldom, if ever, develops the capacity of families to use support strategies at home that will enhance academic achievement.	

Family and Community Engagement Standard 6 -Connects families with agencies and resources in the community to meet the needs of students		
1. Exemplary	The school has a systematic process in place to connect families with an array of agencies and resources (e.g., Y-Clubs, after-school programs, health and counseling services, community service agencies, civic organizations, tutoring services) to meet the needs of students.	
2. Operational	The school regularly connects families to agencies and resources in the community (e.g., Y-Clubs, after-school programs, health and counseling services, community service agencies, civic organizations, tutoring services) to meet the needs of students.	✓
3. Emerging	The school sometimes connects families to agencies and resources in the community to meet the needs of students.	
4. Not Evident	The school does little to connect families with agencies and resources in the community to meet the needs of students.	

2. DATA COLLECTION ANALYSIS

2.5 Supportive Learning Environment

Analyze the LEA's data (including sections 2.6) and answer the guiding questions to determine existing trends and patterns that support the identification of needs related to a supportive learning environment. Complete a data-informed self-rating for each Georgia School Performance Standard (GSPS). Student subgroups with a count of less than 15 are denoted by "TFS" (too few students). See the Supportive Learning Environment webinar for additional information and guidance.

Supportive Learning Environment Data

Instruction Standard 1 -Provides a supportive and well-managed environment conducive to learning		
1. Exemplary	A supportive and well-managed environment conducive to learning is evident throughout the school. Students consistently stay on-task and take responsibility for their own actions.	
2. Operational	A supportive and well-managed environment conducive to learning is evident in most classrooms.	✓
3. Emerging	A supportive and well-managed environment conducive to learning is evident in some classrooms.	
4. Not Evident	A supportive and well-managed environment conducive to learning is evident in few, if any, classrooms.	

Instruction Standard 2 -Creates an academically challenging learning environment		
1. Exemplary	Nearly all teachers create an academically challenging, learning environment (e.g., higher-order thinking skills and processes, active student engagement, relevance, collaboration). Students consistently work independently and in teams to solve real-world problems that require advanced effort, decision-making, and critical and creative thinking.	
2. Operational	Most teachers create an academically challenging, learning environment (e.g., higher-order thinking skills and processes, active student engagement, relevance, collaboration).	✓
3. Emerging	Some teachers create an academically challenging learning environment.	
4. Not Evident	Few, if any, teachers create an academically challenging learning environment.	

Supportive Learning Environment Data

Instruction Standard 8 -Establishes a learning environment that empowers students to actively monitor their own progress		
1. Exemplary	Nearly all students use tools (e.g., rubrics, checklists, exemplars) to actively monitor their own progress. Nearly all students develop a sense of personal responsibility and accountability by engaging in record keeping, self-monitoring, sharing, exhibiting, and self-reflection.	
2. Operational	Most students use tools (e.g., rubrics, checklists, exemplars) to actively monitor their own progress.	
3. Emerging	Some students use tools to actively monitor their own progress.	✓
4. Not Evident	Few, if any, students use tools to actively monitor their own progress.	

School Culture Standard 1 -Develops, communicates, and implements rules, practices, and procedures to maintain a safe, orderly learning environment		
1. Exemplary	Rules, practices, and procedures that maintain a safe, orderly learning environment are proactively developed, communicated, and consistently implemented across the school. These rules, practices, and procedures are continually monitored and revised as needed.	
2. Operational	Rules, practices, and procedures that maintain a safe, orderly learning environment are developed, communicated, and implemented.	✓
3. Emerging	Rules, practices, and procedures are developed and communicated but are ineffective or inconsistently implemented across the school.	
4. Not Evident	Rules, practices, and procedures that maintain a safe, orderly, learning environment are not developed nor updated or are poorly communicated.	

Supportive Learning Environment Data

School Culture Standard 2 -Establishes a culture of trust and respect that promotes positive interactions and a sense of community		
1. Exemplary	Extensive evidence (e.g., positive and respectful interactions, appreciation of diversity, tolerance, understanding) exists that a culture of trust and respect has been established. A pervasive commitment to promoting positive interactions and a sense of community is evident.	
2. Operational	Evidence (e.g., positive and respectful interactions, appreciation of diversity, tolerance, understanding) exists that a culture of trust and respect has been established. A sustained commitment to promoting positive interactions and a sense of community is evident.	✓
3. Emerging	Some evidence exists that a culture of trust and respect has been established. A limited commitment to promoting positive interactions and a sense of community is evident.	
4. Not Evident	Little or no evidence exists that a culture of trust and respect has been established. Unresolved conflicts interfere with a sense of community.	

School Culture Standard 3 -Establishes a culture that supports the college and career readiness of students		
1. Exemplary	Extensive evidence (e.g., advisement, career counseling, transition coaching, high expectations) exists that the beliefs and practices of the school support the college and career readiness of students. The school culture supports addressing individual achievement needs and strengths to prepare students for success.	
2. Operational	Evidence (e.g., advisement, career counseling, transition coaching, high expectations) exists that the beliefs and practices of the school support the college and career readiness of students.	✓
3. Emerging	Some evidence exists that the school supports the college and career readiness of students.	
4. Not Evident	Little or no evidence exists that the school supports the college and career readiness of students.	

Supportive Learning Environment Data

School Culture Standard 4 -Supports the personal growth and development of students		
1. Exemplary	The school staff consistently provides a comprehensive system of support (e.g., counseling, mentoring, advisement, coaching, goal setting, time management, problem solving) to maximize the personal growth and development of nearly all students.	
2. Operational	The school staff regularly provides support (e.g., counseling, mentoring, advisement, coaching, goal setting, time management, problem solving) to enhance the personal growth and development of students.	✓
3. Emerging	The school staff sporadically supports the personal growth and development of students.	
4. Not Evident	The school staff does little to support the personal growth and development of students.	

School Culture Standard 5 -Recognizes and celebrates achievements and accomplishments of students and staff		
1. Exemplary	The school community consistently recognizes and celebrates the achievements and accomplishments of students and staff. The celebrations are publicized within the school and to the community and support the culture of the school.	
2. Operational	The school community regularly recognizes and celebrates the achievements and accomplishments of students and staff.	✓
3. Emerging	The school community periodically recognizes or celebrates the achievements or accomplishments of students and/or staff.	
4. Not Evident	The school community rarely, if ever, recognizes or celebrates the achievements or accomplishments of students or staff.	

Supportive Learning Environment Data

Planning and Organization Standard 1 -Shares a common vision and mission that define the school culture and guide the continuous improvement process		
1. Exemplary	A common vision and mission have been collaboratively developed and communicated to nearly all stakeholders. The culture of the school has been deeply defined over time by the vision and mission, which are updated as needed. The daily work and practices of staff consistently demonstrate a sustained commitment to continuous improvement.	
2. Operational	A common vision and mission have been developed through a collaborative process and communicated to most stakeholders. The vision and mission define the culture of the school and guide the continuous improvement process.	✓
3. Emerging	A common vision and mission have been developed by some staff members but have not been effectively communicated so that they guide the continuous improvement process.	
4. Not Evident	A common vision and mission have not been developed or updated or have been developed by a few staff members.	

2. DATA COLLECTION ANALYSIS

2.6 Data Analysis Questions

Analyze the LEA's data and answer the guiding questions to determine existing trends and patterns that support the identification of demographic and financial needs. Student subgroups with a count of less than 15 are denoted by "TFS" (too few students).

What perception data did you use? [examples: student perceptions about school climate issues (health survey, violence, prejudice, bullying, etc.); student/parent perceptions about the effectiveness of programs or interventions; student understanding of relationship of school to career or has an academic plan]	Data: post-professional learning evaluations; parent surveys (variety of topics), school climate survey (students and staff); staff survey on professional learning; needs assessment survey (stakeholders); Parent Climate and Culture Survey (AdvancED survey 2018); School Climate and CCRPI Scores

What does the perception data tell you? (perception data can describe people's knowledge, attitudes, beliefs, perceptions, competencies; perception data can also answer the question "What do people think they know, believe, or can do?")	Staff Professional Learning Survey A survey was taken in pre-planning (July/August 2022) to determine teachers' opinions on professional development at GSD and their specific interests in professional development. The instructional staff felt there is plenty of professional development available at GSD. The teachers identified several topics of interest, some of which tied directly into our School Improvement Plan. This provides evidence that the school improvement plan is targeting the needs perceived by a high percentage of GSD staff. Specific feedback provided on the current PL provided by GSD will be considered in order to make improvements as needed. Parent Surveys During registration in July 2021, all parents were asked to complete a feedback form. A strong majority stated they were satisfied with the ways the school communicated (teacher contacts, emails, calls, newsletter, Facebook, etc.). Respondents indicated they were satisfied overall with the IEP process, but some comments indicated they desired more information regarding transition to be shared. Developing student independence was also mentioned. The most common need listed was support in learning ASL (finding local classes, wanting GSD to offer classes, resources for online support, etc.). Overall, respondents indicated they were satisfied or very satisfied with the services and education GSD provided for their child(ren). However, there is still a lot of room for improvement. Stakeholder Survey Survey data was collected from parents, staff, and other stakeholders on the Needs Assessment and the School Improvement Plan. We collected XX responses. DATA NEEDS UPDATING: The first Overarching Need and the associated SIP goal identified by the planning team met with strong agreement from those responding to the survey: 100% agreed with Need #1 and 53/54 supported Goal #1. The second Overarching Need and associated SIP goal was also strongly supported: 52/54 respondents agreed with Need #2 and 50/54 supported Goal #2. Based on this data, GSD's leadership team feels that the

needs and goals decided on by the planning team are supported by stakeholders.

School Climate

Student responses on the Georgia Student Health Survey 2.0 (2021-2022) provide positive results. Most students agreed or strongly agreed that they feel connected to the school, get along with their peers, that teachers respect and value them, and they feel safe at school. Most students did not report issues with bullying or harassment. A large majority of students reported no alcohol, tobacco, or drug use. Self-harm reporting was minimal, and most answers indicated students perceived themselves as having good mental health. GSD will continue to provide specific training regarding bullying and other negative social behaviors (as well as teaching and reinforcing positive social behaviors) via PBIS and by focusing on better communication skills, as language development is crucial for improved social communication.

GSD received a 5-star Climate Rating in 2018 and 2019. No Climate Ratings were provided for 2020 or 2021. No Climate Rating for 2022 is available yet.

What process data did you use? **(examples: student participation in school activities, sports, clubs, arts; student participation in special programs such as peer mediation, counseling, skills conferences; parent/student participation in events such as college information meetings and parent workshops)**	Data sources: instructional practices, lesson plans, observations, assessments, curriculum, interventions, materials, administrative practices, extracurricular involvement

What does the process data tell you? **(process data describes the way programs are conducted; provides evidence of participant involvement in programs; answers the question "What did you do for whom?")**	GSD follows the Georgia Standards of Excellence. Teachers develop lesson plans which align learning targets based on the selected standard(s). The learning targets are developed using Formative Instructional Practice (FIP) strategies and methods. FIP is also used to develop and use a variety of assessments to determine student mastery. Mastery is also determined using progress monitoring tests. Lesson plans and observations are used to monitor standard/instruction alignment as well as evaluate instruction. Teachers needing support are assigned a mentor (as are all induction teachers). A variety of instructional strategies and materials are used. Some grade levels and subject areas use the Engage New York math curriculum. Various research-based bilingual strategies are used. Bilingual literacy programs specifically designed for deaf and hard of hearing students are used in grades PreK-5: Foundations for Literacy and Fingerspelling Our Way to Reading. In 2021-2022, selected teachers began training and implementation of other programs and teaching strategies: Numeracy Project, Bilingual Grammar, Evaluating a Signed Narrative, Eight Effective Mathematics Teaching Practices, Wonders, Study Sync, and Unique. Response to Intervention methods are employed to address the needs of struggling students; additional approaches are also used. Logistical concerns are addressed by planning for resources to be in place where and as needed for instruction processes to proceed as planned. Teachers use a Purchase Request

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<td>form if supplies are needed, or an Activity Request form to request a room reservation, special technology, transportation, interpreters, etc. Administrative concerns are addressed through accessing support from the Department of Education specialists, the Director of the Division of State Schools, and/or the assigned School Improvement Specialist.

Students can be involved in a variety of extracurricular and enrichment activities. High school students may choose between 4 different enrichment classes held daily. Student activities include sports (will resume in 2022-2023 after hiatus due to COVID) and clubs (Academic Bowl, Jr. NAD, Battle of the Books, Robotics, Beta Club, etc.) as well as activities our residential students participate in, such as trips to the local YMCA. All activities have coaches or sponsors, who are responsible for completing all necessary processes for sport/club events: activity requests, request for funds, fundraiser approvals, room reservations, parental permission forms, etc.

This data shows processes are in place to not only ensure quality instruction is happening, but to identify weak areas needing to be addressed in a timely fashion. There is evidence of multiple instructional strategies used, which lends itself to meeting the needs of individual students. FIP was used to develop and apply learning targets and to choose and implement assessments. More practice is needed in this area and it will continue to be supported this year. Processes in place for extracurricular and enrichment activities are defined and followed.</td>
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<td>What achievement data did you use?</td>
<td>Data sources: Milestones EOC and EOG

On the Georgia Milestones Assessments, very few of our students receive proficient or above scores (in 2019, there was one proficient score in 8th grade Math; in 2018, there was one proficient score in Geometry; in 2017, none did; in 2016, there was one proficient score in Social Studies). To some extent, most of our students are affected by delayed language acquisition, which impacts test achievement. On a comparative scale, we typically have "too few students" to compare our students with students from other schools/districts.

NEED TO UPDATE DATA WHEN IT IS AVAILABLE:

In 2022, based on the growth model:

EOG:

Math: below average growth, below average achievement for grades 4-6; average growth, average achievement for grade 7; average achievement, above average growth in grade 8

ELA:

below average growth, below average achievement

EOC:

9thGrade Lit: above average growth, below average achievement

American Lit: below average growth, below average achievement

Algebra I: average growth, below average achievement

Geometry: average growth, above average achievement

Due to the coronavirus pandemic, no Milestones assessments were given in 2020. Results for the 2022 Milestones are pending.</td>
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What does your achievement data tell you?	Data analysis indicates several issues. English, Math, and ASL literacy are significant problems for most students. Poor literacy drastically impedes students' ability to learn, communicate, and demonstrate what they know on English-based assessments. Analysis shows most students need to develop foundational skills in reading, numeracy, and ASL (for some) in order to access the curriculum and demonstrate knowledge and skill growth on assessments. Another issue is the need for better assessments that can more accurately measure student progress, as well as the need for teachers to continue to improve upon their ability to develop, complete, analyze, and apply results from targeted assessments.

What demographic data did you use?	Data categories: CCRPI (economically disadvantaged, students with disabilities, students with IEPs, attendance, race, migrant); SWIS (discipline)

What does the demographic data tell you?	All students at GSD are categorized as economically disadvantaged, special education, and have IEPs. We do not have English Language Learners; all of our students are, however, part of a language minority. These are some of the reasons why GSD emphasizes a bilingual approach to education and why this approach is used school-wide. All of our students are identified special education due to deafness, which makes literacy in ASL and English critical. Literacy is typically a key concern among economically disadvantaged students, so the bilingual approach succeeds across many levels.
	We do not have any migrant students. In general there is not an attendance issue with most students; however, due to our school being residential, it is typical for a student to miss an entire week of school if they are sick on transportation day or have an appointment during the week. Geographic distance also impacts family involvement. Ensuring students have access to work electronically while they are home is a need, as is creating ways for families living far from the school to participate in school meetings, events, etc. We plan to use what we learned while providing distance learning in spring 2019/fall 2020 due to coronavirus to improve our ability to make sure students who are not physically on campus in school still have their educational needs met.
	Last year we did not serve any students who qualified for McKinney-Vento. Our social worker will be key in assisting any students we have dealing with homelessness in the future. CHECKING WITH JACKIE AND JAMIE H
	GSD is ethnically mixed. Most students identify as Black (43%) or white (35%). There are a fair number of Hispanic students (16%), and a small number of Asian (5%) students. The ethnic makeup of the student body is not reflected in the staff makeup, which is overwhelmingly white. This can be explained in part by the fact that the number of educators qualified to work with deaf and hard of hearing students is small; within that small group, the majority are white. However, while the staff may not be racially diverse, GSD does have a good percentage of Deaf staff who can relate to and serve as models to our fully Deaf student body. We need to continue to keep in mind diversity and the need for role models.
	PBIS is used to support and manage behavior. PBIS has been successfully implemented and comparative data shows the number of students who

	received one or zero Office Disciplinary Referrals (ODR) has been maintained at 93% or above for the past three years (and was at 89% four years ago). Both the number of ISS and OSS days declined from 2018-2019 to 2019-2020, as did the total number of ODRs. NED TO UPDATE WITH CURRENT DATA--SENT REQUEST TO CONNIE MORRIS

3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

3.1 Strengths and Challenges Based on Trends and Patterns

Read the trends and patterns summaries from each section of the data analysis process. Use the information in these summaries to complete 3.2 and 3.3. Using the summaries in 3.1 and other local data, describe the strengths and challenges or answer the guiding questions for each program. Include strengths and challenges related to: a) general program implementation, and b) students and adults involved in or affected by the program. Focus on strengths and challenges that will assist in the identification of needs during 3.2. Watch the Identifying Need webinar for additional information and guidance.

Strengths and Challenges Based on Trends and Patterns

Coherent Instructional: Summarize the coherent instructional system trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?	A supportive and well-managed environment for student success has been established and is maintained via the consistent use and monitoring of PBIS. Academically challenging courses with high expectations are implemented via the use of learning targets and the consistent use of rigorous, standards-based lesson plans which are evaluated regularly. Consistent analysis and application of data from a variety of sources enables teachers to instruct and monitor student progress effectively. A bilingual environment promoting dual literacy (ASL and English) and cultural pride is fostered, with emphasis on the use of technology. Continued training and implementation of Formative Instructional Practices (FIP) will identify ways to improve in both operational and emerging areas (e.g., differentiation, providing descriptive feedback to students on their progress, and improving active student monitoring of their progress) and PL needs. Continued analysis and application of data from various sources will identify needs in the area of providing maximum benefit from interventions. Analysis of TKES data will identify general and individual needs of teachers.
Effective Leadership: Summarize the effective leadership trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?	Leadership has established a safe, orderly, positive learning environment with a common vision using data to implement and monitor the school improvement plan, staff performance, and student learning. Systems to ensure effective use of curriculum, assessments, instruction, and resources are in place. Continued monitoring of lesson plans, data analysis/application, and observations will identify needs for PL across all levels. Continuing to provide leadership opportunities that build professional capacity and allow staff to be involved in decision-making will identify ways to improve relationships, foster trust, respect, and collaboration, and provide more accurate data regarding student learning, staff performance, and general school improvement.

Strengths and Challenges Based on Trends and Patterns

Professional Capacity: Summarize the professional capacity trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?	Processes in place to recruit and retain effective teachers and staff are showing good results. Staff development opportunities, both job-embedded and self-selected, are numerous. Resources are allotted to allow for improving professional capacity (fees, travel, and lodging). Continuing to provide staff with opportunities to be involved in decision-making and leadership will help identify needs in professional learning. Teachers recently completed FIP training, which enables them to identify strengths and weaknesses in instruction, data analysis, application and monitoring of interventions, and student self-sufficiency. This in turn helps with determining PL needs (and therefore budgetary needs). Recognition of the ongoing need for developing and maintaining bilingual proficiency of staff will lead to the implementation of assessment and PL in this area. A combination of a variety of factors (assessment results and other data, observations, teacher self-reports, etc.) identified bilingual literacy as a key weakness for many of our students, as well as a need for teachers to be trained in evidence-based strategies to address this weakness. Ongoing PL works to address these needs, with Foundations for Literacy, Fingerspelling Our Way to Literacy, Bilingual Grammar, and Assessing a Signed Narrative program training and implementation the most recent targeted PL provided.

Family and Community Engagement: Summarize the family and community engagement trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?	Family engagement, while a priority, is an ongoing challenge due to our families being scattered across the state. It is difficult for families to travel to school events. Language barriers also negatively impact family involvement, as many of our students' parents do not use American Sign Language and struggle to communicate with their children. To help with this, GSD offers ASL classes (on campus and online, in rotation) and provides all families with a subscription to SignIt!, an online ASL learning platform. GSD continues to provide multiple means of access and opportunities for involvement while seeking new ways to help parents connect with their child's academic progress. Important trends such as success with direct teacher-parent contact (via phone, videophone, email, text, or note home) have been noted and making registration day mandatory has seen a positive increase in getting parents onto campus and in contact with the school. Installing videophones in Deaf teachers' classrooms has enabled more frequent contact with parents. Expansion of the use of communication technology is needed; the use of a mass texting app (one designed for teachers and that provides translations into languages other than English called Talking Points) was used throughout 2020-2022, and received a positive response, with a notable increase in parent/family response to messages and an increase in contacts initiated by a family member. Encouraging parents to participate in IEP meetings via conference call/video conference from their LEA with any necessary interpreters is also successful at increasing parent involvement. Continuing to develop community service opportunities for students and partnerships with alumni and local civic organizations and businesses will aid in positive growth for students and the school.

Strengths and Challenges Based on Trends and Patterns

Supportive Learning Environment: Summarize the supportive learning environment trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?	The implementation of PBIS has had a positive effect on the school climate and in establishing a stronger supportive learning environment. Drug and alcohol usage is not an issue and acts of aggression are minimal. Students have multiple opportunities to engage in activities that promote academic and social growth. Continued use of PBIS and SWIS data will identify needs across all levels. Further use of TAA lesson plans with student/teacher feedback on effectiveness will assist in monitoring needs of students in regard to personal academic and social progress. High expectations will continue to maintain and improve GSD's supportive learning environment. Creating and maintaining a bilingual environment that supports Deaf Culture and nurtures a strong, positive Deaf identity is essential to our students and is an area that remains a high priority need for continual improvement.

Demographic and Financial: Summarize the demographic and financial trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?	GSD serves a small, unique population: all students are Deaf or Hard-of-Hearing, use American Sign Language (and are therefore part of a language minority), and come to school from all over the state. Many students come from families with low socio-economic status. These patterns present special challenges in regard to academic achievement, school environment, and family and community engagement. Despite these challenges, GSD provides a rich learning environment that allows students to embrace their Deaf identity while developing bilingual literacy in conjunction with pursuing academic success. Continuing to educate the public about the services GSD provides and the importance of ASL and Deaf Culture through direct outreach and community involvement will aid in identifying students needing services across the state. Continued development of bilingual strategies and ASL proficiency will indicate needed areas of improvement for students, staff, and leaders.

Student Achievement: Summarize the student achievement trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?	NEED TO UPDATE Delays in acquisition of language due to language deprivation and late exposure to language continue to impact literacy in both English and ASL. Recent changes in state testing (and 2020's waiving of state assessments) make it difficult to determine trends and patterns with such a small student population so far. Milestones Growth Modal data is not yet available for 2022.

Additional data from state testing gathered over the long term will help provide more valid data for identifying needs. Continued use of local assessments will generate data that allows teachers to address individual student needs. Collaboration among teachers and leaders will support further identification of needs. |

IDEA – Special Education, Economically Disadvantaged Children, and English Learners.

> **Using the summaries in 3.1 and other local data, describe the strengths and challenges or answer the guiding questions for each program. Include strengths and challenges related to: a) general program implementation, and b) students and adults involved in or affected by the program. Focus on strengths and challenges that will assist in the identification of needs during 3.3. Watch the Identifying Need webinar for additional information and guidance.**

Strengths	All students at Georgia School for the Deaf are classified as special education and have IEPs. The student population we serve is unique; all students are deaf or hard of hearing. As such, our entire educational program is designed to meet the needs of this unique population. Our biggest strength lies in our bilingual approach. ASL and English are valued equally and skills in both languages are specifically targeted in order to develop all aspects of literacy: expressive and receptive (ASL) and reading and writing (English) (depending on a student's IEP, spoken English may also be addressed via speech and language services). Literacy in both languages is not only crucial for communication, but also academic advancement, career readiness, and social development. As part of our bilingual philosophy, GSD teachers use a variety of strategies, including (but not limited to) concurrent language use, lexicalized fingerspelling, code-switching, Foundations for Literacy, Fingerspelling Our Way to Reading, the Numeracy Project, Thinking Maps, and direct ASL instruction. All instructional staff are fluent in both ASL and English and serve as language models. Additionally, GSD has many Deaf staff who serve as role models and provide our students with much needed access to Deaf culture (the vast majority of Deaf children are born into hearing families and often do not have exposure to ASL or Deaf culture outside of school). This access to Deaf culture is critical to social development and personal growth for our students. Students attending GSD are referred from school systems throughout the state of Georgia. We serve students aged 3-21 from highly diversified backgrounds in terms of race, ethnicity, and socioeconomic status. Literacy is a challenge faced by almost all Deaf people, regardless of their family's economic situation. We work to level the playing field by focusing on bilingual literacy for all of our students.

Challenges	Most Deaf children do not have full access to language from birth the way their hearing peers do. As a result, language deprivation is common and language acquisition is often delayed, which causes serious challenges to literacy (English and ASL, as well as numeracy in some cases). Depending on a child's home environment and educational experiences, a student who enrolls at GSD may be several years behind academically and/or have communication skills well below that of their peers.

3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

3.2 Identification and Prioritization of Overarching Needs

Use the results of 3.1 to identify the overarching needs of the LEA. Determine the priority order of the identified needs based on data, team member and stakeholder knowledge, and answers to questions in the table below. Be sure to address the major program challenges identified in 3.1. Watch the Identifying Need webinar for additional information and guidance.

Overarching Need # 1

Overarching Need	Improving student written English and math literacy via the use of bilingual strategies that promote acquisition of missing foundational skills in these areas.
How severe is the need?	High
Is the need trending better or worse over time?	No Change
Can Root Causes be Identified?	Yes
Priority Order	1

Additional Considerations	

Overarching Need # 2

Overarching Need	Improving student literacy in ASL (expressive/receptive).
How severe is the need?	High
Is the need trending better or worse over time?	Better
Can Root Causes be Identified?	Yes
Priority Order	2

Additional Considerations	

3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

3.3 Root Cause Analysis

Select the top 2-4 overarching needs from 3.2. Conduct a separate root cause analysis (RCA) for each need. Any RCA tools and resources can be used, but suggestions are available as part of the Identifying Need webinar. After describing the RCA process, complete a table for each selected overarching need.

> **Overarching Need - Improving student written English and math literacy via the use of bilingual strategies that promote acquisition of missing foundational skills in these areas.**

Root Cause # 1

Root Causes to be Addressed	The majority of students are not reading or performing math on grade level.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged

Additional Responses	

Root Cause # 2

Root Causes to be Addressed	Students need to develop foundational skills in reading, writing, and math.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged

Additional Responses	

Root Cause # 3

Root Causes to be Addressed	Teachers need more training in bilingual reading, writing, and math literacy strategies and tools.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders

Additional Responses	

Root Cause # 4

Root Causes to be Addressed	Teachers need training in assessing student progress during implementation of the selected bilingual reading, writing, and math literacy strategies.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders

Additional Responses	

Root Cause # 5

Root Causes to be Addressed	Not all teachers have been trained in the selected bilingual reading, writing, and math literacy programs and strategies.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness

Root Cause # 5

Impacted Programs	Title I - Part A - Improving Academic Achievement of Disadvantaged Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders

Additional Responses	

Overarching Need - Improving student literacy in ASL (expressive/receptive).

Root Cause # 1

Root Causes to be Addressed	Students do not have age-appropriate ASL expressive and receptive language skills.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Parent and Family Engagement Program Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders Title IV, Part A - Student Support and Academic Enrichment

Additional Responses	

Root Cause # 2

Root Causes to be Addressed	Student knowledge and understanding of ASL's system of vocabulary and grammar is below grade/age appropriate levels.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Parent and Family Engagement Program Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and

Root Cause # 2

Impacted Programs	Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders Title IV, Part A - Student Support and Academic Enrichment

Additional Responses	

Root Cause # 3

Root Causes to be Addressed	Students lack sufficient exposure to language models at both the academic/instructional level and the social/conversational level.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Parent and Family Engagement Program Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders Title IV, Part A - Student Support and Academic Enrichment

Additional Responses	

Root Cause # 4

Root Causes to be Addressed	Students come to GSD with language deficiencies in ASL due to language deprivation and/or a lack of language exposure/access.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	No
Impacted Programs	IDEA - Special Education Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Parent and Family Engagement Program

Additional Responses	The average grade level for students enrolling at GSD is 6.5. This is well past the critical period for language acquisition. The vast majority of GSD students arrive with significant

Root Cause # 4

Additional Responses	language delays in both English and ASL.

Root Cause # 5

Root Causes to be Addressed	Students do not experience sufficient linguistic or cultural exposure in their home environment.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Parent and Family Engagement Program

Additional Responses	

GaDOE
Georgia Department of Education

School Improvement Plan
2022 - 2023

Identify Needs

Select Interventions

Plan Implementation

Implement Plan

Examine Progress

Coherent Instruction

Effective Leadership

Professional Capacity

Family & Community Engagement

Supportive Learning Environment

READY TO LEARN

READY TO LIVE

WHOLE CHILD

READY TO LEAD

State Schools
Georgia School for the Deaf

<div style="text-align:center">**SCHOOL IMPROVEMENT PLAN**</div>

1 General Improvement Plan Information

General Improvement Plan Information

District	State Schools
School Name	Georgia School for the Deaf
Team Lead	Leslie Jackson
Federal Funding Options to Be Employed (SWP Schools) in this Plan (Select all that apply)	Traditional funding (all Federal funds budgeted separately)

Factors(s) Used by District to Identify Students in Poverty (Select all that apply)	
✓	Free/Reduced meal application
	Community Eligibility Program (CEP) - Direct Certification ONLY
	Other (if selected, please describe below)

2. SCHOOL IMPROVEMENT GOALS

2.1 Overarching Need # 1

Overarching Need

Overarching Need as identified in CNA Section 3.2	Improving student written English and math literacy via the use of bilingual strategies that promote acquisition of missing foundational skills in these areas.
Root Cause # 1	Not all teachers have been trained in the selected bilingual reading, writing, and math literacy programs and strategies.
Root Cause # 2	Students need to develop foundational skills in reading, writing, and math.
Root Cause # 3	Teachers need more training in bilingual reading, writing, and math literacy strategies and tools.
Root Cause # 4	Teachers need training in assessing student progress during implementation of the selected bilingual reading, writing, and math literacy strategies.
Root Cause # 5	The majority of students are not reading or performing math on grade level.
Goal	In ELA and Math, 60% of students taking the Georgia Milestones Assessment will demonstrate "typical growth" as measured by the student growth performance measure (SGP). 60% of students will show growth on the Basic Reading Inventory (BRI) as measured by the number of print words read correctly on graded word lists and the number of reading comprehension questions answered correctly across the Fall, Winter, and Spring administration points.

Action Step # 1

Action Step	Teachers will begin or continue training in the following evidence-based programs designed to foster improved literacy in English, ASL, and Math: Foundations for Literacy, Fingerspelling Our Way to Reading, Bilingual Grammar Curriculum, Evaluating a Signed Narrative, Eight Effective Mathematics Teaching Practices, and Numeracy Project.
Funding Sources	Title I, Part A SIG
Subgroups	Economically Disadvantaged Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity
Success Criteria for Implementation	PL calendar; PL materials; PL contracts; material PRs
Success Criteria for Impact on Student Achievement	GA Milestones Growth percentiles; Growth in BRI scores
Position/Role Responsible	teachers, leaders
Timeline for Implementation	Monthly

Action Step # 1

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	

Action Step # 2

Action Step	Teachers and leaders will implement bilingual (ASL/English) and math literacy strategies learned during PL.
Funding Sources	Title I, Part A SIG
Subgroups	Economically Disadvantaged Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Professional Capacity
Success Criteria for Implementation	lesson plans and feedback; observation; PLC minutes
Success Criteria for Impact on Student Achievement	Growth in BRI and Numeracy Project assessment scores
Position/Role Responsible	teachers and leaders
Timeline for Implementation	Weekly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	

2.1 Overarching Need # 1   **48**

Action Step # 3

Action Step	Students will begin implementing the English and math literacy strategies taught through direct instruction and modeling.
Funding Sources	Title I, Part A Title I, Part A SIG N/A
Subgroups	Economically Disadvantaged Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Supportive Learning Environment
Success Criteria for Implementation	progress monitoring logs; grade book; work samples; observations
Success Criteria for Impact on Student Achievement	Growth in BRI and Numeracy Project assessment scores
Position/Role Responsible	students, teachers
Timeline for Implementation	Weekly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	

Action Step # 4

Action Step	Teachers will be provided with professional learning, teacher/student technology, appropriate software/subscriptions, and technology training (if needed) to implement and assess the English and math literacy strategies.
Funding Sources	Title I, Part A Title I, Part A SIG
Subgroups	Economically Disadvantaged Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment

Action Step # 4

Success Criteria for Implementation	twice-yearly inventory checks; reported needs; PRs; budgets; PL calendar/notes
Success Criteria for Impact on Student Achievement	Growth in BRI and Numeracy Project assessment scores
Position/Role Responsible	IT specialist, technology committee, leaders
Timeline for Implementation	Others : ongoing through year

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	

Action Step # 5

Action Step	Administrators will monitor the implementation of the selected English and math literacy strategies via observations and checklists.
Funding Sources	Title I, Part A Title I, Part A SIG N/A
Subgroups	Economically Disadvantaged Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity
Success Criteria for Implementation	observation feedback; checklists
Success Criteria for Impact on Student Achievement	Growth in BRI and Numeracy Project assessment scores
Position/Role Responsible	administrators
Timeline for Implementation	Weekly

Action Step # 5

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	

Action Step # 6

Action Step	Induction teachers will meet at least twice per month with their assigned mentor teacher, who will assist them with lesson planning, formative assessment, bilingual approaches and resources, and other topics as needed.
Funding Sources	Title I, Part A SIG
Subgroups	Economically Disadvantaged Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Professional Capacity
Success Criteria for Implementation	lesson plan feedback; observations; informal notes from mentoring sessions; calendar invitations
Success Criteria for Impact on Student Achievement	Growth in BRI and Numeracy Project assessment scores; formative assessment data
Position/Role Responsible	Induction teachers, mentor teachers
Timeline for Implementation	Others : at least twice/month

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	

Action Step # 7

Action Step	Students will be provided with technology (and related accessories) loaded with appropriate software/subscriptions that will allow them to develop skills and be assessed on those skills.
Funding Sources	Title I, Part A Title IV, Part A
Subgroups	Economically Disadvantaged Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Supportive Learning Environment
Success Criteria for Implementation	lesson plans; observation; assessment samples; assessment results; twice-yearly inventory checks; PRs; budgets
Success Criteria for Impact on Student Achievement	Growth in BRI and Numeracy Project assessment scores
Position/Role Responsible	teachers, students, IT
Timeline for Implementation	Weekly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	

2. SCHOOL IMPROVEMENT GOALS

2.2 Overarching Need # 2

Overarching Need

Overarching Need as identified in CNA Section 3.2	Improving student literacy in ASL (expressive/receptive).
Root Cause # 1	Student knowledge and understanding of ASL's system of vocabulary and grammar is below grade/age appropriate levels.
Root Cause # 2	Students come to GSD with language deficiencies in ASL due to language deprivation and/or a lack of language exposure/access.
Root Cause # 3	Students do not experience sufficient linguistic or cultural exposure in their home environment.
Root Cause # 4	Students do not have age-appropriate ASL expressive and receptive language skills.
Root Cause # 5	Students lack sufficient exposure to language models at both the academic/instructional level and the social/conversational level.
Goal	At least 30% of GSD students will demonstrate (1) growth of one level for those scoring below age-appropriate ASL language levels or (2) maintenance for those scoring at or above age-appropriate ASL language levels based on pre- and post-test "total ASL" scores on the American Sign Language – Expressive Skills Test (ASL-EST) during the 2022-2023 school year.

Action Step # 1

Action Step	Teachers will use visual-rich teacher/student instructional materials, technology, and appropriate software to support the bilingual environment and to enhance instruction and student engagement.
Funding Sources	Title I, Part A Title I, Part A SIG Title IV, Part A
Subgroups	Economically Disadvantaged Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Success Criteria for Implementation	lesson plans; observations; PRs; work samples
Success Criteria for Impact on Student Achievement	Growth in ASL-EST scores; formative assessments
Position/Role Responsible	teachers
Timeline for Implementation	Monthly

Action Step # 1

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	

Action Step # 2

Action Step	Students will be assessed using the American Sign Language – Expressive Skills Test (ASL-EST) to establish baseline (pre-test) scores.
Funding Sources	Title I, Part A SIG
Subgroups	Economically Disadvantaged Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Professional Capacity
Success Criteria for Implementation	test schedules; calendar invites; pre-test score data; notes from data analysis meetings
Success Criteria for Impact on Student Achievement	ASL-EST baseline score
Position/Role Responsible	staff trained in administering ASL-EST; teachers; students
Timeline for Implementation	Others : August 2021

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	

Action Step # 3

Action Step	Leaders/teachers will facilitate/attend professional development related to improving the bilingual learning environment, cultural awareness, ASL, and associated technology.
Funding Sources	Title I, Part A SIG
Subgroups	Economically Disadvantaged Race / Ethnicity / Minority Student with Disabilities
Systems	Effective Leadership Professional Capacity Supportive Learning Environment
Success Criteria for Implementation	PL requests; PRs; PL agendas/attendance/calendar
Success Criteria for Impact on Student Achievement	Growth in ASL-EST scores; formative assessments
Position/Role Responsible	administrators, teachers
Timeline for Implementation	Others : as appropriate

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	

Action Step # 4

Action Step	GSD will offer and participate in literacy-rich cultural events (storytelling, performances, programs, classes, workshops, etc.) for students, staff, families, and the community.
Funding Sources	Title I, Part A Title I, Part A SIG Title IV, Part A
Subgroups	Economically Disadvantaged Race / Ethnicity / Minority Student with Disabilities
Systems	Effective Leadership Family and Community Engagement Supportive Learning Environment
Success Criteria for Implementation	contracts; PRs; advertisements; school calendar

Action Step # 4

Success Criteria for Impact on Student Achievement	Growth in ASL-EST scores; formative assessments
Position/Role Responsible	leaders, event coordinators. family engagement coordinator
Timeline for Implementation	Others : multiple

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	

Action Step # 5

Action Step	Administrators will monitor the use of selected ASL/bilingual instructional strategies in lesson plans and through coaching observations.
Funding Sources	Title I, Part A Title I, Part A SIG N/A
Subgroups	Economically Disadvantaged Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership
Success Criteria for Implementation	lesson plans with feedback; observations
Success Criteria for Impact on Student Achievement	Growth in ASL-EST scores; formative assessments
Position/Role Responsible	leaders
Timeline for Implementation	Weekly

Action Step # 5

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	

Action Step # 6

Action Step	GSD will advertise job openings and/or attend job fairs to recruit bilingual staff from qualified institutions.
Funding Sources	Title I, Part A SIG Title IV, Part A
Subgroups	Economically Disadvantaged Race / Ethnicity / Minority Student with Disabilities
Systems	Professional Capacity
Success Criteria for Implementation	job postings; travel documents/material for job fairs; analysis of new hires associated with recruitment locations
Success Criteria for Impact on Student Achievement	Growth in ASL-EST, Milestones, BRI, and Numeracy Project scores; formative assessments
Position/Role Responsible	leaders, HR
Timeline for Implementation	Others : as needed for anticipated vacancies

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	

Action Step # 7

Action Step	Students will again be assessed using the American Sign Language – Expressive Skills Test (ASL-EST) after receiving instruction that includes selected bilingual strategies (post-test).
Funding Sources	Title I, Part A SIG
Subgroups	Economically Disadvantaged Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Professional Capacity
Success Criteria for Implementation	test schedules; calendar invites; post-test score data; notes from data analysis meetings
Success Criteria for Impact on Student Achievement	Growth in ASL-EST scores; formative assessments
Position/Role Responsible	staff trained in administering ASL-EST; teachers; students
Timeline for Implementation	Others : April/May 2022

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	

Action Step # 8

Action Step	GSD will provide opportunities for students to engage in the community through the local Rec Department and CTAE/enrichment courses, in addition to providing opportunities that allow students to practice social language (ASL) via recreational activities.
Funding Sources	Title I, Part A Title I, Part A SIG Title II, Part A Title IV, Part A
Subgroups	Economically Disadvantaged Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Professional Capacity Family and Community Engagement Supportive Learning Environment

Action Step # 8

Success Criteria for Implementation	Rec schedules; CTAE schedules; enrichment class schedules; activity requests; purchase requests
Success Criteria for Impact on Student Achievement	Growth in ASL-EST scores; formative assessments
Position/Role Responsible	residential director and staff, coaching staff, CTAE/enrichment staff
Timeline for Implementation	Others : ongoing

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	

Action Step # 9

Action Step	GSD will provide certified interpreters for students, parents, and other stakeholders for IEP meetings, cultural events, school programs, etc.
Funding Sources	Title I, Part A IDEA
Subgroups	Economically Disadvantaged Race / Ethnicity / Minority Student with Disabilities
Systems	Family and Community Engagement Supportive Learning Environment
Success Criteria for Implementation	invoices; activity requests; IEP invitation responses; PRs
Success Criteria for Impact on Student Achievement	Growth in ASL-EST scores; formative assessments
Position/Role Responsible	student services, administration
Timeline for Implementation	Others : as needed

Action Step # 9

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	

Action Step # 10

Action Step	GSD will provide ASL dictionaries (new students), subscriptions to SignIt (an ASL teaching website) and summer reading books to families to facilitate ASL and English literacy.
Funding Sources	Title I, Part A Title I, Part A SIG N/A
Subgroups	Economically Disadvantaged Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Success Criteria for Implementation	student services spreadsheet; invoices for books; PR for subscriptions
Success Criteria for Impact on Student Achievement	Growth in ASL-EST scores; formative assessments
Position/Role Responsible	student services
Timeline for Implementation	Weekly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	

Action Step # 11

Action Step	GSD will provide a charter bus service staffed by monitors fluent in ASL for students who live 3+ hours from GSD.
Funding Sources	Title I, Part A SIG IDEA
Subgroups	Economically Disadvantaged Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Success Criteria for Implementation	invoice from approved charter company; bus monitor schedules
Success Criteria for Impact on Student Achievement	Growth in ASL-EST, Milestones, BRI, and Numeracy Project scores; formative assessments
Position/Role Responsible	administration, business office
Timeline for Implementation	Others : twice weekly as scheduled

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	

Action Step # 12

Action Step	GSD will offer ASL classes to families of GSD students (free or reduced cost) and community members and ASL classes for staff.
Funding Sources	Title I, Part A Title I, Part A SIG Title IV, Part A
Subgroups	Economically Disadvantaged Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Professional Capacity Family and Community Engagement Supportive Learning Environment

Action Step # 12

Success Criteria for Implementation	advertisements; school calendar; PRs; activity requests; post-class feedback surveys
Success Criteria for Impact on Student Achievement	Growth in ASL-EST, Milestones, BRI, and Numeracy Project scores; formative assessments
Position/Role Responsible	family engagement coordinator, ASL teacher
Timeline for Implementation	Weekly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	

Action Step # 13

Action Step	Teachers will receive training in selected ASL literacy programs (Foundations for Literacy, Fingerspelling Our Way To Reading, Bilingual Grammar, and Evaluating a Signed Narrative).
Funding Sources	Title I, Part A SIG
Subgroups	Economically Disadvantaged Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Professional Capacity
Success Criteria for Implementation	PL calendar; PL materials; PRs
Success Criteria for Impact on Student Achievement	Growth in ASL-EST scores; formative assessments
Position/Role Responsible	administrators, teachers, trainers
Timeline for Implementation	Others : July/August 2021; periodically throughout year

Action Step # 13

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	

Action Step # 14

Action Step	Teachers will use visual- and sensory-rich teacher/student equipment that encourages hands-on learning to support the bilingual environment and to enhance instruction and student engagement in STEM and other instructional/enrichment areas.
Funding Sources	Title I, Part A Title I, Part A SIG Title II, Part A
Subgroups	Economically Disadvantaged Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Supportive Learning Environment
Success Criteria for Implementation	lesson plans; observations; PRs; work samples
Success Criteria for Impact on Student Achievement	Growth in ASL-EST, Milestones, BRI, and Numeracy Project scores; formative assessments
Position/Role Responsible	teachers
Timeline for Implementation	Weekly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	

3. REQUIRED QUESTIONS

3.1 Stakeholders, Coordination of Activities, Serving Children, and PQ

Required Questions

1. In developing this plan, briefly describe how the school sought advice from individuals (teachers, staff, other school leaders, paraprofessionals, specialized instructional support personnel, parents, community partners, and other stakeholders).	Stakeholders were chosen from across all departments representing the various aspects of education at GSD. The parent representatives were selected from among our most actively engaged parents. Stakeholders are invited to attend Leadership Team meetings in order to be involved in the educational process at GSD and provide feedback on the needs assessment process. Minutes of each meeting are made available to stakeholders. Representatives from each department (elementary, middle, high, residential, etc.) share the proceedings of the Leadership Team meetings with their department each month. Representatives bring back feedback to the Leadership Team. Questions are also addressed through meeting minutes with emailed responses. Surveys were used to solicit input from staff, parents, and community stakeholders.

2. Describe how the school will ensure that low-income and minority children enrolled in the Title I school are not served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers.	Each classroom will be staffed with a teacher who is in-field, or is working diligently to become in-field in that area. Induction teachers will be paired with mentors who are experienced, and will lend their expertise to that classroom. Departments (ES, MS, HS) will be balanced as much as possible between experienced and less experienced teachers, given the difficulties of recruiting and retaining dual-certified (special education and content area(s)) and experienced staff. Induction and struggling teachers at GSD are provided the support and training to acquire the skills needed to be effective in the classroom through mentoring and professional learning (including but not limited to: instructional planning, classroom management, and assessment). The data and results gained from the numerous methods of evaluation assist in identifying induction and/or ineffective teachers and assists leadership staff in their efforts to not place students with a teacher that is inexperienced and/or ineffective two years in a row.

3. Provide a general description of the Title I instructional program being implemented at this Title I school. Specifically define the subject areas to be addressed and the instructional strategies/methodologies to be employed to address the identified needs of the most academically at-risk students in the school. Please include services to be provided for students living in local institutions for neglected or delinquent children (if applicable).	The Georgia School for the Deaf (GSD) is the State's only residential school for deaf and hard of hearing students. All students attending GSD are referred from school systems throughout the State of Georgia, and include students ages 3 – 21 from highly diversified backgrounds including ethnicity and socioeconomic factors. GSD provides a bilingual learning environment (American Sign Language (ASL) and English) to meet the needs of our Deaf and Hard of Hearing student population. Bilingual literacy (written English and ASL) and math literacy (numeracy) are the areas to be addressed. Strategies and programs: --Bilingual (ASL/English) strategies (i.e., concurrent language use, code-switching, lexicalized fingerspelling, preview-view-review, translation,

	and translanguaging) --Thinking Maps --Formative Instructional Practices (FIP) --Cultural awareness, development, and support --Direct ASL instruction --Foundations for Literacy and Fingerspelling Our Way to Reading--programs designed specifically for Deaf and Hard of Hearing children to facilitate early language development) --8 Effective Mathematics Teaching Practices --Numeracy Project --Bilingual Grammar Curriculum --Evaluating a Signed Narrative

4. If applicable, provide a description of how teachers, in consultation with parents, administrators, and pupil services personnel, will identify eligible children most in need of services in Title I targeted assistance schools/programs. Please include a description of how the school will develop and implement multiple (a minimum of 2) objective, academic-based performance criteria to rank students for service. Also include a description of the measurable scale (point system) that uses the objective criteria to rank all students.	GSD is not a targeted assistance school.

3. REQUIRED QUESTIONS

3.2 PQ, Federally Identified Schools, CTAE, Discipline

Required Questions

5. If applicable, describe how the school will support, coordinate, and integrate services with early childhood programs at the school level, including strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.	Not applicable.

6. If applicable, describe how the school will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:Coordination with institutions of higher education, employers, and local partners; andIncreased student access to early college, high school, or dual or concurrent enrollment opportunities or career counseling to identify student interest and skills.	Students in grades 8-12 have transition plans as part of their IEPs. Students, teachers, parents, and the IEP team set transition goals. Students will work on transition goals in weekly Teachers As Advisors (TAA) classes with their TAA teacher and with the graduation coach. GSD's Transition Team (Special Ed Director, Graduation Coach, Social Worker, Family Engagement Coordinator) works to develop appropriate plans for students transitioning at different levels (Elementary to Middle, Middle to High, etc.) and evaluate the needs of students and teachers. High school students will receive vocational rehab services from the Vocational Rehabilitation Cave Spring Center as appropriate (determined by IEP). GSD partners with the Floyd County College and Career Academy to provide services for students as appropriate (determined by IEP). The graduation coach works with high school students on researching and completing necessary steps for postsecondary education and transition to work. In their TAA class, students complete interest inventories and other activities using the website www.gafutures.org. High school students also take Transition classes that teach skills necessary for independent living and careers. Eligible students can engage in the dual enrollment program with Georgia Northwestern Technical College. Students are provided with opportunities to take the Accuplacer test to determine if dual enrollment is appropriate; students may receive tutoring to improve their Accuplacer scores if desired. Middle school students complete activities designed to facilitate success in middle school and in transitioning to high school and beyond in weekly TAA classes with their TAA teacher.

7. Describe how the school will support efforts to reduce the overuse of discipline practices that remove students from the classroom, specifically addressing the effects on all subgroups of students.	GSD will continue to implement PBIS in both the school and residential settings. Teachers, administrators, paraprofessionals, and residential staff are trained in the use of PBIS strategies and use of strategies will be monitored by the school psychologist and the Leadership Team through PBIS and SWIS data. GSD's social worker will work with individual students and small groups on specific issues and skills as needed to encourage, teach, and model school-appropriate behaviors and coping strategies.

	Students will be taught PBIS using teacher-delivered lesson plans targeted to individual situations (classroom, restroom, cafeteria, etc.) and reminded/coached on a continuous basis. A PBIS reward system will continue to be implemented in age-appropriate ways (Peace Days, etc.). PBIS and SWIS data will be evaluated quarterly by the Leadership Team to determine effects of PBIS practices on the school as a whole and specific subgroups of students. Teachers, leaders, and other other staff have participated in professional learning designed to help improve/reinforce GSD staff's cultural competency and awareness of mental and emotional wellness. The school social worker will provide support in the area of mental and emotional awareness as needed. Leadership and staff will continue to maintain and improve upon a bilingual, supportive learning environment in which a strong Deaf identify and awareness of Deaf culture is fostered among students and staff. All staff will use ASL at all times during instruction and in all public areas. A strong, bilingual, supportive learning environment will positively impact student behavior via high expectations, the promotion of cultural pride, and the development of respect for self and others.

ADDITIONAL RESPONSES

8. Use the space below to provide additional narrative regarding the school's improvement plan.	A. GSD operates with several funding sources including legislative appropriation, Title I, Title I SIP, Title II, IDEA, IDEA Preschool (every three years), and Title IV. Please note that GSD has several significant annual and on-going expenditures required to provide services for the students that attend GSD: technology infrastructure, technology software/programs, professional learning (travel, registration, lodging, etc.), and IEP-related services including transportation. B. Definitions: ASL: American Sign Language PLCs: Professional Learning Communities PL: Professional Learning FIP: Formative Instructional Practices PBIS: Positive Behavioral Interventions and Supports