

Content Section Submission [Print this plan](#)**General Information****State:** GA**System Name:** State Schools**System Type:** Traditional**Fiscal Year:** 2014**Title II-A Coordinator:** Andrea Johnson**Email Address:** ajohnson@doe.k12.ga.us**RESA:** Metro RESA**Student Enrollment:** < 3,000**Student Minority Percentage:** 25% - 50%**Student Poverty Percentage:** 50% - 75%

I. Introduction

System Name: State Schools | Fiscal Year : 2014

I.1 Describe the LEA

The Georgia Department of Education operates three state schools for the deaf and blind: the State Schools District in Clarkston, the Georgia School for the deaf in Cave Spring, and the Georgia Academy for the Blind in Macon. The Atlanta Area School for the Deaf (AASD) The Atlanta Area School for the Deaf is managed by the Georgia Department of Education. The State Superintendent of Schools serves as the local superintendent, and the State Board of Education serves as the local board of education. The Atlanta Area School for the Deaf is funded through appropriations from the Georgia General Assembly and does not receive FTE funds. Public Law 94-142, the Individuals Disabilities Education Act, requires states to provide a free appropriate education to all handicapped students in the least restrictive environment possible. Placement at the Atlanta Area School for the Deaf is considered appropriate and necessary if it has been determined that the child's needs cannot be met by the local school system. The Atlanta Area School for the Deaf specialize in providing appropriate educational programs for students with hearing impairments, including students with multiple disabilities. The Atlanta Area School for the Deaf also serves as a resource center on deafness and offers training and technical assistance to parents, public school programs, community groups, and other agencies. The Atlanta Area School for the Deaf (AASD) is a state-operated day school established for children who are deaf and hard of hearing. AASD is located in Clarkston, Georgia. AASD opened in 1972 with two buildings and approximately 80 students in preschool, elementary, and middle school. In 1978, a high school program was added with the first graduating class in 1983. Currently AASD has five building with 198 students in preschool through high school. All students attending AASD are referred from their local school system. Consequently, AASD has a varied student body including students ages 3 through 21 coming from a large catchment area inclusive of students from rural districts as well as from urban Atlanta. AASD was first accredited by the Southern Association of Colleges and Schools (SACS) and the Conference of Educational Administrators of Schools and Programs for the Deaf (CEASD) in 1988. 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 very diversified backgrounds including ethnicity, religion, and socio-economic factors. The Georgia School for the Deaf specializes in providing appropriate educational programs for students with hearing impairments, both in the regular and the special needs setting. Students at GSD are also provided the unique opportunity for socialization with their peers and deaf adults in

the residential setting. This opportunity to be immersed in an ASL-rich environment 24/5 provides benefits that cannot be duplicated outside of this school. GSD also serves as a community center for resources on deafness and ASL, and participates in the community through work opportunities as well as service projects. The Georgia Academy for the Blind (GAB) GAB is one of three state schools in Georgia. Located in Macon, it is the only residential school serving students with visual impairments and students with additional disabilities in Georgia. Approximately 64% of students are residential with the remaining students commuting daily from area school systems. The campus program offers a safe and stimulating learning environment, providing high quality instruction for students in pre-kindergarten through 12th grade in the Common Core Georgia Performance Standards, as well as the Expanded Core Curriculum for Students with Visual Impairments (ECC). Low vision evaluations, assistive technology assessments, professional learning classes for vision educators, and a technology loan program are supports offered through the Smokey Powell Assistive Technology Center. Smokey Powell outreach vision consultants also provide onsite location support to teachers, families, and the student. Additional outreach services are offered through Short Course Weekends and Summer Programs, focusing on the ECC and available to students throughout the state. The GAB is home to two programs serving students with visual impairments throughout the state: the Georgia Instructional Materials Center and Georgia Parent Infant Network for Educational Services.

I.2 Provide LEA Equity Belief Statement

It is our belief that all students including economically-disadvantaged and minority students, should have access and equitable opportunities to high quality instruction. The State Schools District is committed to providing impartial and fair educational opportunities for all of our students. We believe that it is critical that students are served by highly qualified and effective teachers, administrators and support personnel who are knowledgeable about the unique educational needs of students with visual impairments, multiple disabilities and/or deaf and hard of hearing. It is our continued goal to provide highly qualified teachers for all our students. With focused efforts on the following:

- The teacher's instructional experience
- The teacher's ability to meet the diverse learning needs of each student
- Understanding that class size is integral to providing high quality instruction.
- The need for all staff to communicate fluently in American Sign Language at the two schools for the deaf.
- the need for double certification (content and Deaf Education and/or Visual Impairment)

II. Annual Needs Assessment Including Required Equity Components

Section Rating: Target

II.1 Provide a summary of how the needs assessment is conducted.

The State Schools District conducts an annual needs assessment that provides a comprehensive analysis of student, school, and system performance. The needs assessment focuses on student achievement, including student access to the general curriculum and achievement gaps between student subgroups based on gender, race/ethnicity, disability, and economic background. In addition, the needs assessment addresses the hiring and retention of highly qualified instructional staff and administrators. Needs assessment data were collected with the assistance and input of the State Schools District's stakeholders. Stakeholders include administrators, students, teachers, parents, School Council, Leadership Team, and DOE personnel.

II.2 Identify data sources used

Documentation used to assess the State Schools District's needs included but was not limited to the following data sources: • School Improvement Plan • SACS reports, GAPPS reports, CEASD reports • State Schools District's CORE Leadership meeting minutes • Certification records • Title IIA Needs Assessment • Informal surveys as needed throughout the year • Professional learning records • Student assessment data • Performance evaluations • Letters of intent • GAPSS Analysis • CRCT: ELA/Reading and Math • GHSMT: ELA and Math (Grade 11) • STAR Reading, STAR Math • The Basic Reading Inventory • 3rd 5th and 8th Grade Writing Assessments • GHSWT, Highly Qualified data • Teacher retention data • Class size data • Schoolwide Plan • Technology Plan • Teacher certification records • Teacher experience data • Retention data • IEP compliance data. • Survey data * Title I Parent Input for School Quality and Improvement survey * Equity Surveys for leaders, teachers, paraprofessionals, and community leaders *After School Program *Technology Needs *Expanded Core Program

II.3 Briefly summarize findings for:

a. HiQ status of teachers

Although we did not meet our goal of 100% highly qualified this year there have been some significant gains. Success can be measured by the following: • One-on-one mentoring through the consultative model • Increase in staff taking GACE assessments • Admissions to approved programs • Number of college courses taken • Successful completion of approved school programs • Conversion of temporary certificates to clear renewable • Successful completion of required GACE assessments • Addition of certificate fields • 100% participation in professional learning opportunities • 4 staff becoming highly qualified this year

b. HiQ status of paraprofessionals

HiQ status of paraprofessionals for – 100%

c. Teacher experience

AASD 16 staff with 0-3 years experience 12 staff with 4-8 years experience 9 staff with 9-14 years experience 2 staff with 15-20 years experience 0 staff with 21 -25 years experience GAB Teacher experience ranges from two years to 44 years. Teachers with less than 5 years of experience are evenly distributed across grade levels and between the K-12 and VI+ programs. However, both the Middle School and the High School science teachers are new teachers at GAB, having only 1-2 years of experience. GSD 41% of our teachers have 10 or more years experience, 17% have between 5-10 years experience, and 42% have less than 5 years experience

d. Teacher training to meet diverse student needs

Teachers have had training on meeting diverse student needs, job-embedded professional learning continues in this area as well. • On-site professional learning courses and activities • Off-campus trainings, workshops, and professional learning courses through other agencies • GPS trainings offered through DOE and RESA • State and national conferences attended • College/university coursework • QPVI training, routines for students with multiple disabilities • training in assistive technology, expanded core curriculum, assessment A professional learning data base is maintained by the Professional Learning Coordinator to track and document teacher participation in training to meet the diverse needs of our students. This data base includes all training resources. At two of the State Schools (GSD) and (AASD) teachers are assessed using the Teacher Keys Effectiveness System (TKES), the Georgia Department of Education teacher evaluation program. Data is collected throughout the year through class observations, individual meetings with teachers, and through the monitoring of written lesson plans. This information is used in determining professional learning activities needed by identified staff in meeting the diverse needs of our students. This information also assists us in planning for needed professional learning activities each school year.

e. Class Size

Class size was at or below the State of Georgia's class size requirement for IDEA regulations.

f. Retention

At the time of this report, State Schools District anticipates losing 7 teachers for SY 2013-14 (retention rate of 92%) due to retirement, other opportunities, family and transfer out of state. Methods for teacher retention include but are not limited to: Gathering of pertinent information annually from both the School Principal and the personnel department. Information sources include the following: • Letters of intent (filled out each spring by all teachers) • End of the year interviews/evaluations • Mentoring surveys It is important to note that teachers at the State Schools District do not sign annual contracts for employment, as they are considered state employees. However, teachers are asked each spring to respond to an intent survey and to

submit a letter of intent. The survey gauges teachers' intentions regarding their desire to return to teach for the upcoming school year. Strategies to assist retention:

- Providing teachers with teacher mentor and department chair support. This will especially target the larger number of teachers at the 0-3 years of experience range.
- Providing support to teachers in the areas of instruction and becoming highly qualified
- Having a supportive and highly involved administrative staff
- Providing technology support to all teachers
- Availability of numerous and varied instructional materials to both support and enhance teaching
- Instructional Coaches in the areas of Math, Literacy, and Special Needs that work closely with instructional staff in planning lessons and modeling lessons
- Providing quality professional learning courses on campus that focus on the needs of students
- Making available to staff numerous mini-professional development activities that they can participate in weekly and throughout the year on a variety of topics, all aimed at improving student achievement and improving teacher quality
- Opportunities for interested staff to assume leadership responsibilities and experiences that help them prepare for true leadership roles within the school:

- * Department Heads
- * Instructional Support Staff
- * Committee Chairs
- * Teacher Mentor Program

- Providing instructional support to teachers new to the profession
- Providing a safe environment for teachers new to the profession to be able to openly discuss concerns/problems they are facing
- Providing a culture of coaching

g. Recruitment

State Schools District strives to obtain only highly qualified teachers for all teaching assignments. We strive to obtain only highly qualified teachers for all teaching assignments through advertising, contacts with feeder colleges, internship opportunities, and support for staff members who pursue certification. Administration determines the number of teachers needed annually. The determined number of teachers is based on the following considerations:

- the anticipated number of students to be served
- cognitive levels of students
- class size
- content area class coverage needed

Efforts are diligent to staff highly qualified teachers for all classes.

II.4 List Prioritized Needs

- * Increase the number of highly qualified to 100% by the end of the 2013-2014 school year
- * Increase ability of teachers to meet the diverse needs of students
- * Recruit and retain highly qualified teachers
- * Equity of Stakeholder Involvement

III. Equity of Stakeholder Involvement

Section Rating: Adequate

III.1 Identify Stakeholder groups (internal and external)

III.2 Describe how internal and external stakeholders are involved in the planning process to:

a. Accomplish annual needs assessment

The development of this plan has been a collaborative effort. State Schools District works to include all relevant personnel, parents, students, community leaders and organizations in assessing the school needs, planning strategies to meet those needs, and evaluating the plan. Stakeholders have the opportunity to participate in the annual needs assessment through School Council meetings, Parent Engagement Meetings, Annual Title I Conference, Fall Festival for Parents, Students and Community members. Those whom wish to participate are able to attend any of the listed informational sessions. In addition we offer Needs Assessment feedback through the use of surveys. Links to the on-line edition of the surveys are distributed through e-mail and multiple newsletter announcements to teachers, paraprofessionals, students, and parents. Students were provided class time to complete the surveys. Community partners were provided with hard copies of the survey to complete. Documentation used to assess the State Schools District's needs include but was not limited to the following data sources: • School Improvement Plan • Surveys • SACS reports/GAPPS reports/CEASD reports • State Schools District's CORE Leadership meeting minutes • Certification records • Title IIA Needs Assessment • Informal surveys throughout the year as the need arises • Professional learning records • Student achievement and test data

b. Prioritize needs

External and internal stakeholder participation was integral to this planning process. Needs assessment data were collected with the assistance and input of the following groups: • Administrators • Students • Teachers • Parents • Paraprofessionals • School Council • Core Leadership Team • DOE personnel • Instructional Coaches

State Schools District focuses on teacher quality and effectiveness, retention of highly qualified and effective teachers, increased student achievement and meeting the diverse needs of our students when prioritizing our needs. Stakeholder representatives participated in planning and prioritizing needs and contributed to the equity plan. These stakeholder representatives, as well as parent partners at the Parent Meeting on Registration Day and Annual Title I Conference will also have the opportunity for input at their June and August meetings and the equity plan will be revised as needed.

c. Identify actions or strategies contributed to

Actions and strategies that can be contributed to our equity plan are as follows: * Improved remediation plans for all non highly qualified and

equity plan.

NNT certificate holders * Use of both formative and summative assessments * Development of our mentoring program * Use of Walk-Thru format for providing evaluation information of teacher effectiveness * Development of leadership opportunities for staff * Development of Data Teams to review both test results and student work and to aid in decision making regarding curriculum and instruction * Developing year long plan for professional learning * Developing and providing staff with study materials related to required GACE assessments * Improved recruitment efforts to include more job postings, job information and links on our website * Professional learning activities addressing differentiation in the classroom

IV. Highly Qualified Teacher Equity

Section Rating: Adequate

IV.1 Provide the teacher HiQ Percentage for the current year %

IV.2 Provide the paraprofessional HiQ Percentage for the current year %

IV.3 Describe how a remediation plan is developed for non-HiQ teachers, non-HiQ paraprofessionals, and core academic teachers who do not hold a clear renewable certificate. Remediation plans for non-highly qualified teachers, non -HiQ paraprofessionals and core academic teachers who do not hold a clear renewable certificate are developed and updated with the advice and assistance of the professional learning coordinator, the Principal and the teacher's HiQ mentor. At the initial meeting, certification and GACE assessment requirements leading to becoming a highly qualified are discussed, and the plan is written based on time and achievement requirements. The remediation plan is then signed by the teacher and the Principal. These plans are kept on file by the Professional Learning Coordinator.

IV.4 Describe the monitoring process to ensure each non-HiQ teacher, non-HiQ paraprofessional, and core academic teacher who does not hold a clear renewable certificate is implementing the remediation plan and making progress toward HiQ status or clear renewable certification. Remediation plans will be regularly monitored by the principal and documentation of monitoring will be maintained on the remediation document. Teachers provide updates on their progress toward complying with the requirements of the remediation plan and documentation of the required steps to achieve HiQ status or clear renewable certification. Progress is noted by the principal on the remediation plan at regular intervals. As certificates are renewed and HiQ status is achieved, teachers provide copies to the principal to update certification files. Documentation that must be provided to the Principal includes but is not limited to the following: • acceptance letter into an approved college/university program • transcript of courses taken • copy of GACE admission ticket • copy of GACE score report Updates from the Professional Standards Commission and GACE information are emailed to teachers throughout the year.

IV.5 Describe how LEA monitors HiQ assignment of teachers based on student demographics and diverse needs of students. Through the IEP process students are approved for placement at the assigned State School. Individual student goals are addressed via the IEP process. Subsequent to this process, student needs are matched to teacher strengths, ensuring that individual student goals are met. Copies of teacher certificates are kept on file. Student assignments are made based on teacher HiQ status by the student services coordinator, and principal. Schedules, IEPs, and caseloads are evaluated and monitored by administrators to ensure compliance with HiQ and IDEA regulations. Additional considerations for student assignment include student demographics, individual needs, graduation requirements, and interest.

IV.6 Describe how Title II-A

or other appropriate funds [Not applicable for 2014](#)
support the remediation of
plans.

V. Teacher Experience and Effectiveness Equity

Section Rating: Adequate

- V.1** Describe how the LEA assesses teacher effectiveness
- Teacher effectiveness is monitored closely through the following means: • Teacher Keys Effectiveness System (TKES), the Georgia Department of Education teacher evaluation program. • Lesson plans • Observations and/or Walk-Thru • Informal assessments of student work • School wide testing • STAR Math and Reading • Failure Free Reading • Fairview • Jerry L. Johns Basic Reading Inventory • Benchmark testing • End of Course Tests • State mandated testing (CRCT, GHSGT, GHSWT) • Georgia Alternate Assessment • Key Math • High/Scope Child Observation Record: Language and Literacy • Kendall Conversation Proficiency Levels • French Stages of Literacy Development Checklist • French Early Reading Checklist/French Reading Checklist • MacArthur Communicative Development Inventory • Jerry L. Johns Basic Reading Inventory • NWEA test results • Benchmark testing • End of course tests
- V.2** Describe how the LEA plans to address any identified inequities in teacher experience across schools and classrooms in the system and within its schools and programs.
- Based on results of the IEP process, student individual goals are matched to teacher strengths. The State Schools District has established a comprehensive mentoring program to address the equity issue for newly hired teachers. This program will provide new teachers with specialized training prior to preplanning days. These teachers are then mentored throughout the school year by an experienced teacher. Each classroom will be staffed with a teacher who is HiQ, or is working diligently to become HiQ in that area. Teacher observations and evaluations will determine future placement of ineffective teachers as well as specific additional training they may need to become more effective.
- V.3** Describe how the LEA plans to address any identified inequities in teacher effectiveness within its schools and programs.
- Since the State Schools District is a special education facility, all teachers are required to have dual certification (special education field and content area/s) and visual signed communication proficiency. As previously noted, hiring experienced and highly qualified teachers can be challenging and not always obtainable, due to the specialized nature of the services provided. In order to ensure that all students receive the most effective instructional services possible, given the variability of experience and certification preparation level, every teacher is provided with the following: • Support from Teacher Coaches, specifically in the areas of Reading, Math, and English Language Arts • Participation in our mentoring program • Training related to Best Practices, Standards Based Classroom, classroom management, behavior, use of effective instructional strategies, classroom assessment, data interpretation, differentiation • Weekly review of lesson plans with feedback • Modeling of instructional practices • Opportunities to observe highly qualified, effective teachers • Shared planning time • Participation in Data Teams and Content Groups
- V.4** Describe the procedure to
- Inexperienced and struggling teachers at the State Schools District are

ensure that no student will receive an inexperienced, ineffective teacher two years in a row. provided the support and training (described above) to acquire the skills needed to be effective in the classroom. Classroom Analysis of Teacher Keys Effectiveness System (TKES), the Georgia Department of Education teacher evaluation program was used on a school-wide basis for Georgia School for the Deaf (GSD) and Atlanta Area School for the Deaf (AASD). The data and results gained from the numerous strands of this evaluation assist in identifying inexperienced 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.

VI. Class Size Equity

Section Rating: Target

VI.1 Describe how the LEA plans to address identified [State Schools District follows teacher to student ratios determined by the inequities in class sizes across State of Georgia for deaf and hard of hearing students and/or students schools in the system and with visual impairments.](#) within its schools.

VII. Teacher Preparation and Ability to Meet Diverse Needs of Students

Section Rating : Adequate

VII.1 Describe the process the system uses to assess teacher ability to differentiate instruction based on diverse needs of their student population.

A professional learning data base is maintained by the Principal to track and document teacher participation in training to meet the diverse needs of our students. This data base includes all training resources: • Instructional Planning • Instructional Strategies • Differentiation • Bilingual Instruction • Thinking Maps • Technology in the Classroom • Writing Aviator • Fairview Methods (ASL/English bridging and vocabulary) • On-site professional learning courses and activities • Off-campus trainings, workshops, and professional learning courses through other agencies • GPS trainings offered through DOE and RESA • State and national conferences attended • College/university coursework Teachers are assessed using the TKES, the Georgia Department of Education teacher evaluation program. Data is collected throughout the year through class observations, individual meetings with teachers, and through the monitoring of written lesson plans. This information is used in determining professional learning activities needed by identified staff in meeting the diverse needs of our students. This information also assists us in planning for needed professional learning activities each school year.

VIII. Retention of Highly Qualified, Effective Teachers

Section Rating : Target

VIII.1 Describe the teacher retention program that includes specific plans for schools and/or programs that have been identified with retention needs.

Pertinent information is gathered annually from both the School Principal and the personnel department. Information sources include the following:

- Letters of intent (filled out each spring by all teachers)
- End of the year interviews/evaluations
- Mentoring surveys

It is important to note that teachers at the State Schools District do not sign annual contracts for employment, as they are considered state employees. However, teachers are asked each spring to respond to an intent survey and to submit a letter of intent. The survey gauges teachers' intentions regarding their desire to return to teach for the upcoming school year. Strategies to assist retention efforts include but are not limited to the following:

- Providing teachers with teacher mentor and department chair support. This will especially target the larger number of teachers at the 0-3 years of experience range.
- Providing support to teachers in the areas of instruction and becoming highly qualified
- Having a supportive and highly involved administrative staff
- Providing technology support to all teachers
- Availability of numerous and varied instructional materials to both support and enhance teaching
- Instructional Coaches in the areas of Math, Literacy, and Special Needs that work closely with instructional staff in planning lessons and modeling lessons
- Providing quality professional learning courses on campus that focus on the needs of students
- Making available to staff numerous mini-professional development activities that they can participate in weekly and throughout the year on a variety of topics, all aimed at improving student achievement and improving teacher quality
- Opportunities for interested staff to assume leadership responsibilities and experiences that help them prepare for true leadership roles within the school:
 - * Department Heads
 - * Instructional Support Staff
 - * Committee Chairs
 - * Teacher Mentor Program
- Providing instructional support to teachers new to the profession
- Providing a safe environment for teachers new to the profession to be able to openly discuss concerns/problems they are facing
- Providing a culture of coaching

VIII.2 Describe how Title II-A or other appropriate funds are used to support retention efforts.

Pertinent information is gathered annually from both the School Principal and the personnel department. Information sources include the following:

- Letters of intent (filled out each spring by all teachers)
- End of the year interviews/evaluations
- Mentoring surveys

It is important to note that teachers at the State Schools District do not sign annual contracts for employment, as they are considered state employees. However, teachers are asked each spring to respond to an intent survey and to submit a letter of intent. The survey gauges teachers' intentions regarding their desire to return to teach for the upcoming school year. Strategies to assist retention efforts include but are not limited to the following:

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- Providing support to teachers in the areas of instruction and becoming highly qualified
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- Opportunities for interested staff to assume leadership responsibilities and experiences that help them prepare for true leadership roles within the school:
 - * Department Heads
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 - * Committee Chairs
 - * Teacher Mentor Program
- * Providing instructional support to teachers new to the profession
- * Providing a safe environment for teachers new to the profession to be able to openly discuss concerns/problems they are facing
- Providing a culture of coaching

XI. Recruitment and Placement of Highly Qualified, Effective Teachers

Section Rating : Target

IX.1 Describe how the system plans for recruitment and placement of highly qualified, effective teachers to improve or maintain equivalent teacher experience at all grade levels and all content areas.

Administration determines the number of teachers needed annually. The determined number of teachers is based on the following considerations: • the anticipated number of students to be served • cognitive levels of students • class size • content area class coverage needed The State Schools District is diligent in its efforts to staff highly qualified teachers for all classes. However, this is a challenge considering that teachers are required to hold dual certification (content field/s and appropriate special education field/s) and be proficient in visual signed communication (American Sign Language or ASL) or visual impairments. The State Schools District has developed close professional relationships with Dr. Susan Easterbrooks of Georgia State University and with Dr. Nanci Scheetz of Valdosta State University. These partnerships have enabled the State Schools District to provide quality practicum experiences at various levels for students in their Deaf Education programs, as well as providing these students with meaningful classroom observations and educational interactions with deaf and hard-of-hearing students and staff. This has proved to be one of most successful avenues the school has cultivated to

IX.2 Describe how Title II-A or other appropriate funds are used to support recruitment efforts.

Not applicable for 2014

X. Summary of Impact for the Fiscal year 2013 selected Equity Indicator(s)

X.1 Prepare a brief Summary of Impact that describes the actions taken to reach "target" and the LEA's evidence of success in reaching "target".

AASD FY14 Equity Indicator(s) Selected for Focus * 100 % highly qualified, effective teachers by the end of 2013-2014 * Meet the diverse needs of students

GAB FY14 Equity Indicator(s) Selected for Focus * Equity of Stakeholder Involvement * Preparation and Ability to Meet Diverse Needs

GSD FY14 Equity Indicator(s) Selected for Focus * Highly Qualified Teacher Equity * Recruitment and placement of highly qualified teachers

Over the school year we implemented several strategies to improve teacher preparation and ability to meet the diverse needs of students. Specific areas of student needs that were addressed include: technology and assistive technology for students and teachers, CCGPS training in the content areas, and use of diagnostic, formative, and summative assessments to inform instruction. AASD did not meet goal of 100% highly qualified this school year despite their best efforts to do so. They selected Meeting the Diverse Needs of Students as an area to reach "target". Work has just begun regarding our RTI program and we feel this program is vital to meeting the diverse needs of our students.

- GAB's GEEK (Giving Enhanced Educational Knowledge) Squad to provide training, instruction, and technical assistance in the classrooms in all areas of assistive technology and new technologies adapted for students with visual impairments (i.e. iPads).
- State Schools District will hire a Parent Mentor for school year 2013-2014. Activities conducted by the Parent Mentor include: soliciting parents participation in meetings and survey completion, organizing parent trainings in response to survey data, increased parent communications and contacts, and soliciting parent volunteers for school activities.
- State Schools developed a Face book for AASD and GAB page to communicate with parents and other community partners regarding school events and opportunities for involvement (GSD previously had a Face book page).
- Teachers met in professional learning communities for common planning, vertical planning, and Teacher and Leader Effectiveness System (TKES/LKES). Topics included GPS, assessment strategies, student achievement results, identification and progress monitoring of IEP goals and objectives, sharing effective classroom strategies, and other professional learning topics. In addition, teachers in these PLCs worked collaboratively to conduct vision and disability-specific assessments that were used to inform instruction.
- All teachers and paraprofessionals developed a Professional Growth Plan. One component of the teacher plans was to develop a goal related to the improvement of student assessment and analyzing data. Teachers administered pre-tests in early fall and post-tests in late spring that documented student progress. This process and documentation was included in their Performance Management Form which is the annual evaluation required for state employees.
- GAB students received instruction in disability-specific technology equipment and tools to access

the curriculum (keyboarding, screen reader, screen enlargement, Braille display, keyboard commands, note takers, etc.). • GAB and GSD: One-on-one mentoring through the consultative model • Increase in staff taking GACE assessments • Admissions to approved programs • Number of college courses taken • Successful completion of approved school programs • Conversion of temporary certificates to clear renewable • Successful completion of required GACE assessments • Addition of certificate fields • 100% participation in professional learning opportunities • Continued cooperation and partnership with local college programs offering deaf education as a program of study • Participation in national conferences related to deaf education and early identification and intervention. • Posting of job opportunities both locally and on the internet through deaf education related sites • Effectiveness of our mentoring program • Administrative support

X.2 Prepare a brief summary describing the LEA's Evidence of Success. What data SUPPORTS THE RATING OF "target"? Or if the LEA did not reach "target," what prevented the LEA from doing so?

There have been some significant gains. Success can be measured by the following: * Participation in specialized classes to assist in preparation for the GACE Deaf Ed assessment * Participation in a study group to prepare for the GACE Deaf Ed * Increase in staff taking GACE assessments – required or to add additional fields * Admissions to approved programs * Number of college courses taken * Successful completion of approved school programs * Conversion of temporary certificates to clear renewable * Upgrades to certificates * Four staff becoming highly qualified this year * Successful completion of required GACE assessments * Addition of certificate fields * 100% participation in professional learning opportunities * Increased percentage of students passing CRCT Math and Reading * GAA increase in percentage in ELA and Math * Increase in percentage of students passing the EOCT Teachers participated in individual trainings in specific subject content focused on differentiation at RESAs and other agencies this year. Staff also participated in Paired Teaching training. We have seen an increase in differentiation in the classroom and this is documented by lesson plans and classroom observations.

XI. Equity Indicator Selected for Fiscal year 2014 Focus

Identify at least one equity indicator that will be a focus for movement to "target"

XI.1.A Equity Indicator 1: Highly Qualified Teacher Equity

XI.1.B Provide a statement identifying the Actions/Strategies/Interventions or Programs for the selected equity indicator as a focus for next year.

All teachers will meet the "highly qualified" standard by the end of 2013-2014. * Teachers not meeting HQ will be engaged in activities to attain the standard (GACE assessments, completion of approved programs, participation in professional learning trainings/workshops/courses * Each teacher not HQ will develop a remediation plan in cooperation with the principal and Principal with a timeline for completion of required elements. Staff will be closely monitored throughout the school year to document progress in meeting the requirements of the plan and meet formally no less than 3 times to update or make needed changes to the plan. * Participation in our mentoring program * Participation in Content Groups and Data Teams Remediation plans, meeting minutes, surveys, college transcripts, GACE test results, professional data base will all be utilized to measure the effectiveness of the actions above.

XI.2.A Equity Indicator 2: Teacher preparation and ability to meet diverse needs of students

XI.2.B Provide a statement identifying the Actions/Strategies/Interventions or Programs for the selected equity indicator as a focus for next year.

Meeting the diverse needs of students To assess teacher ability to differentiate instruction based on the diverse needs of students, the following methods will be utilized annually to determine if student needs are being met to develop strategies for better meeting their needs Principals and Content Specialists * Walk thru * Lesson plan evaluations * Informal and formal observations Data Teams * Informal assessments of student work * School wide testing (Key Math, High/Scope Child Observation Record, Kendall Conversation Proficiency Levels, French Stages of Literacy Development, MacArthur Communicative Development Inventory, Jerry L. Johns basic Reading Inventory) * NWEA test results * End of Course tests * State mandated testing Principal maintains data base of * On site professional learning courses and mini-trainings designed to meet the specific needs of our teachers, GPS trainings offered through DOE and RESA, State and national conference participation, college/university courses. * ASLPI Evaluation Test of American Sign Language level and proficiency. Title I, Tile II, SIG, SIP Program Manager, State Testing Coordinator/School Psychologist * Documentation of onsite professional learning courses and mini-trainings designed to meet the specific needs of our teachers, GPS trainings offered through DOE and RESA, State and national conference participation, college/university courses * Continue the roll out of our Response to Intervention or RTI program - facilitated by the State Test

Coordinator/ School Psychologist. Students will be closely monitored for progress or lack of progress in the classroom. We feel that we can effectively teach all of our children but that early intervention is critical to preventing problems from getting out of control. Monitoring will be instrumental in informing us about the effectiveness of current instruction and providing teachers with other strategies that would be more effective in instructing a particular child or children. Decisions for change would be data driven. Will be adding more tiers and working with additional classrooms. * Follow-up training on differentiation and CCGPS, paired teaching, classroom management

XII.Prioritized Needs and Impact of Spending for Fiscal year 2012 Focus

XII.1.A What were your prioritized needs in fiscal year 2012 (July 1, 2011 through September 30, 2012)?

1. Needs Assessment
 2. Highly Qualified Status
 3. Recruitment
 4. Meeting the Diverse Needs of Students
 5. Professional Learning for Teachers
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XII.2.A In reflecting on the previous year, what are the most substantive changes your district plans to make to your Title II-A program in the coming year?

The most substantive changes our district plans to make to our Title II program in the upcoming year are: •
 *Administer the ASLPI (America Sign Language Proficiency Interview) to all staff to determine whether they had met required skill level in signed communication as determined by their assignment/position. This will especially target the teachers communication level for quality of instruction making a standard of communication in instruction aimed at improving student achievement and improving teacher quality.
 *Increasing Stakeholder Equity • State Schools District will hire a Parent Mentor for school year 2013-2014. Activities conducted by the Parent Mentor include: soliciting parents participation in meetings and survey completion, organizing parent trainings in response to survey data, increased parent communications and 3. Conduct parent and community focus groups to increase opportunities for input and involvement.contacts, and soliciting parent volunteers for school activities.

XII.3.A How did you spend your Title II-A dollars in Fiscal year 2012?

Impact	Rating	Student Learning	Demographic	Perception	Process
Highly Qualified Status	Excellent	Yes	Yes	Yes	Yes
Professional Learning for Leaders	Excellent	No	No	No	Yes
Retention	Excellent	Yes	Yes	Yes	Yes
Recruitment	Excellent	Yes	Yes	No	Yes
