

**LEA Consolidated Application****District Code:**

799

**District Name:**

State Schools

**Fiscal Year:**

2014

**Plan Descriptors** **LEA has reviewed the Plan and no changes have been made for this school year.****1. Title I, Part A; Title I, Part C; Title I, Part D; Title II, Part A and Part D; Title III; Title IV; IDEA; Perkins; EHCY**

A description of the process the LEA used to determine the academic needs of its student body including the unique needs of students served through each applicable federal program. An analysis of the results should be included.

Students are placed at either Georgia Academy for the Blind, Georgia School for the Deaf, or Atlanta Area School for Deaf of the State Schools District through the IEP process. Students in accordance with their needed goals are matched with the teachers that can help students make progress. The IEP drives how instruction will be delivered and ensures that students meet the mandates of IDEA.

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. External and internal stakeholders participation was integral to the planning process. Stakeholders include administrators, students, teachers, parents, School Council, Leadership Team, and GaDOE personnel. Groups met including the School Council, instructional staff meetings, department teams, leadership team, and the school improvement team to review the plan and elicit buy-in and support.

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

**Current performance data to support LEAs Title I Program needs**

While state assessments continue to be a challenge for state schools, even more challenging has been the GHSMT-Math and ELA for deaf and hard of hearing students. Title I funds will be focused on building a strong foundation on math and literacy program initiatives such as Before/After school tutorials and weekend student/family engagement programs. Through After School and Extended Learning Time programs, GAB has used its Title I funds to provide remediation and tutoring opportunities in the core content areas, in addition to braille, abacus, and assistive technology, which are requisite to accessing the core content.

State assessment results are reviewed to determine areas of academic needs of students. Action plan for increasing achievement for the SWD subgroup: Review student records and assess students as needed to identify students in the "severely disabled category" that will need to participate in the Georgia Alternate Assessment. Provide appropriate accommodations to permit maximum student access to the regular assessments for all students.

The accommodations should be part of each student's individualized education plan. Provide instruction at the appropriate academic levels and in appropriate content areas to facilitate student participation in the appropriate grade level assessments.

\*Implement school level activities to inform parents of the importance of student attendance during testing dates.

\*Implement activities to provide remedial support for students that are having difficulty meeting the performance standards.

\*Provide professional development in accordance with the criteria set forth in the Elementary Secondary Education Act (ESEA) to assist staff in addressing the delivery of the performance standards for students with disabilities.

Self-study

The State Schools District School Improvement Plans are designed based on priority needs identified during a comprehensive analysis of student, staff, school, and system performance. The needs assessment focused on the student achievement gap for the students with disabilities subgroup. In addition, data were reviewed that pertained to the hiring and retention of highly qualified instructional staff, including teachers, paraprofessionals, and administrators.

**Georgia School for the Deaf examined the Criterion-Reference Competency Test (CRCT), the Criterion-Referenced Competency Test-Modified (CRCT-M) and the End-of-Course Test (EOCT) in the areas of reading and math for SY 2012 and SY 2013. GSD has a unique population in that all students have individual education plans (IEP) and are thus identified as students with disabilities (SWD). All students are either deaf or hard of hearing. For this reason, GSD is not able to report a subgroup because there are not enough students to meet the n size of 15 by grade level or course enrollment. The data available for CRCT, CRCT-M, and EOCT is reported for the all group which is also considered a subgroup for SWD for public schools.**

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

**N=Number of Students**

**Reading Meets CRCT**

Grade Level	All Group		SWD	
	2013	2012	2013	2012
4 <sup>th</sup>	0% (N=1)	No Students	0% (N=1)	No Students
5 <sup>th</sup>	0% (N=1)	0%	0% (N=1)	0%
6 <sup>th</sup>	0% (N=2)	No Students	0% (N=2)	No Students
7 <sup>th</sup>	60% (N=5)	0%	60% (N=5)	0%
8 <sup>th</sup>	75% (N=4)	50%	75% (N=4)	50%

#### Reading Meets CRCT-M

Grade Level	All Group		SWD	
	2013	2012	2013	2012
3 <sup>rd</sup>	50% (N=2)	50% (N=2)	50% (N=2)	50% (N=2)
4 <sup>th</sup>	25% (N=4)	No Students	25% (N=4)	No Students
5 <sup>th</sup>	0% (N=2)	100% (N=3)	0% (N=2)	100% (N=3)
6 <sup>th</sup>	25% (N=4)	0% (N=3)	25% (N=4)	0% (N=3)
7 <sup>th</sup>	25% (N=4)	0% (N=2)	25% (N=4)	0% (N=2)
8 <sup>th</sup>	0% (N=1)	33% (N=3)	0% (N=1)	33% (N=3)

#### Math Meets CRCT

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

#### Math Meets CRCT-M

Grade Level	All Group		SWD	
	2013	2012	2013	2012
3 <sup>rd</sup>	50% (N=2)	0% (N=2)	50% (N=2)	0% (N=2)
4 <sup>th</sup>	50% (N=4)	No students	50% (N=4)	No students
5 <sup>th</sup>	0% (N=1)	100% (N=2)	0% (N=1)	100% (N=2)
6 <sup>th</sup>	33% (N=3)	50% (N=2)	33% (N=3)	50% (N=2)
7 <sup>th</sup>	25% (N=4)	0% (N=2)	25% (N=4)	0% (N=2)
8 <sup>th</sup>	0% (N=1)	33% (N=3)	0% (N=1)	33% (N=3)

A comparison of school years 2013 and 2012 for the all/SWD group reflects a 19 point improvement in the percentage of all/SWD students who met/exceed on the reading portion of the CRCT. When this percentage is compared to the State target for SWD there is still a gap of 33 percentage points. For CRCT-M, 28% of students met/exceeded for Reading/ELA in 2012 and 21% met/exceeded in 2013.

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

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

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

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

- Deaf and hard-of-hearing students typically perform well below grade level in mathematics, graduating on average with less than a sixth grade achievement level (Allen, 1995; Broadbent & Daniele, 1982; Traxler, 2000)
- Georgia’s transition to CCGPS-math subsequently increases the rigor and level of cognitive demand required of students.

- Student math comprehension and fluency skills are associated with low levels of student performance.
- Students have difficulty retaining the content that is delivered in math class

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

N=Number of Students

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

#### Pass/Fail rates for EOCT

At the conclusion of the 2012-2013 year,

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

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

#### Reading

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

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

- Teacher and students make connections between sign and print representation (Paivio, 2008; Schleper, 1998)
- Use of student retell following reading (Shandilya, 2010)
- Teacher and students activate prior knowledge related to reading instruction (Strassman, 1997)
- Teacher and students review vocabulary (Ecalte, Bouchafa, Potocki, & Magnan, 2011)
- Use of Fairview symbols for multiple meaning words and use of bridging embedded in text (Fairview Learning Program; Clifton & Duffy, 2001; Easterbrooks & Beal-Alvarez, 2013)
- Teacher and students scaffold for each other during reading (Vygotsky, 1978)
- Teacher and student use of higher-order thinking skills during instruction (Easterbrooks & Beal-Alvarez, 2013; Fritschmann, Deshler, & Schumaker, 2007; Whitehurst, 1994)
- Creation of vocabulary cards with direct instruction and review of them in context (Fairview; Explicit Instruction, Easterbrooks & Beal-Alvarez, 2013; Richardson, MacLeod-Gallinger, McKee, & Long, 2000)
- Students grouped based on Instructional Reading Level
- Motivation supports included giving students choices, hands-on activities, and interesting text (Guthrie, Wigfield, Barbosa, Perencevich, Taboada, and Davis, et al. (2004)
- Small Group Instruction
- Teachers implement daily lessons that incorporate a variety of instructional approaches, each of which is supported by research (Fountas & Pinnell, 2003).
- Matching books to readers and then providing strong instructional support provides the base for effective processing (Fountas & Pinnell, 1999).
- Fidelity checklists to monitor the teacher's implementation of these research-based strategies
- Use of Accelerated Reader/Renaissance Place
- Professional Learning for teachers that focuses on the protocol for this increased learning time in reading and the proper implementation of these research-based strategies.

#### Mathematics

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

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

- Fact fluency instruction and practice
- Targeted instruction with differentiated practice
- Identification and targeted instruction to fill gaps in critical skill mastery
- Increased student engagement through modeling of think-aloud strategies that encourage students' own problem solving
- Informative assessments
- Use of laptop computers and iPads to facilitate learning
- Use of Renaissance Learning Software mathematics programs (Accelerated Math & Math Facts in a Flash).
- Small Group Instruction
- Professional Learning for teachers that focuses on the protocol for this increased learning time in mathematics and the proper implementation of these research-based strategies.
- Fidelity checklists to monitor the teacher's implementation of these research-based strategies

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

Atlanta Area School for the Deaf has 100% SWD and 79.35% free and reduced lunch.

School-level data, broken down by grade level and domain, is included in Data Notebooks and in the data room. Student performance data analyzed included summative and formative data as well as diagnostic data. Key data evaluated included CRCT, EOCT, GHS GT, Measure of Academic Progress (MAP), attendance, behavior, and graduation rate. The number of students who have a non-standard administration for the CRCT/CRCT-M far outnumber the standard administration. The number of students served who take the CRCT, as opposed to the CRCT-M, in all areas is very low.

GR	#	CRCT-M 2013			CRCT 2013				
		R	ELA	Ma	R	ELA	Ma	Sc	SS
3	10	8	8	8	2	2	2	9	10
4	7	6	6	6	1	1	1	7	7
5	6	3	3	2	3	3	4	6	6
6	5	5	5	4	0	0	1	5	5
7	14	13	13	12	1	1	2	14	14
8	13	12	12	12	1	1	1	13	13

The percentage of students in grades 3<sup>rd</sup> – 5<sup>th</sup> who **met/exceeded** on the CRCT/CRCT-M is as follows:

Grades 3-5	2011-2012		2012-2013	
	CRCT	CRCT-M	CRCT	CRCT-M
Reading	33.3%	38%	33.3%	37.5%
ELA	50%	23%	50%	18.7%
Math	37.5%	<b>54.5%</b>	42.8%	<b>31%</b>
Science	31.5%	N/A	13%	N/A
Social Studies	21%	N/A	13%	N/A

The percentage of students in grades 6<sup>th</sup> – 8<sup>th</sup> who **met/exceeded** on the CRCT/CRCT-M is as follows:

Grades 6-8	2011-2012		2012-2013	
	CRCT	CRCT-M	CRCT	CRCT-M
Reading	66.6%	15.9%	100%	36.6%
ELA	25%	25%	50%	30%
Math	16.6%	<b>38%</b>	50%	<b>39%</b>
Science	2.1%	N/A	0%	N/A
Social Studies	8.5%	N/A	18.7%	N/A

Considering the End of Course Tests, the pass rates are similar to the CRCT/CRCT-M pass rates:

American Literature & Composition 2013: 2 out of 8 – 25%

Ninth Grade Literature & Composition: 2013: 2 out of 15 – 13%

GPS Algebra 2012: 0 out of 11 – **0%**

Math II 2012: 0 out of 9 – **0%**

US History 2012: 0 out of 5 – 0%

2013: 1 out of 14 – 7%

Economics 2012: 0 out of 6 – 0%

Physical Science 2012: 2 out of 16 – 12.5%

2013: 2 out of 4 – 50%

Biology 2013: 0 out of 2 – 0%

CCGPS Coordinate Algebra 2013: 0 out of 14 – **0%**

GPS Geometry 2013: 1 out of 7 – **14.2%**

25 students took the Georgia Alternate Assessment in 2013 and one student had a retest in Social Studies. There was a 92% - 96% of students scoring Established and Extending.

Grade	# in Grade	ELA				MATH				SCIENCE				SOCIAL STUDIES			
		NS=0	EM=1	ES=2	EX=3	NS=0	EM=1	ES=2	EX=3	NS=0	EM=1	ES=2	EX=3	NS=0	EM=1	ES=2	EX=3
3	3		1	2	1				4			2	1				3
4	5		2	2	1			4	1			4	1			1	4
5	1			1				1				1					1
6	4			1	3			1	3			1	3				2
7	3			1	2				3			2	1	1			2
8	7			2	5		1	4	3	1		6					5
11	2			2			1				1	1					2
12	1	N/A				N/A				N/A					1		
% of Met		23/25 = 92%				24/25 = 96%				23/25 = 92%				25/26 = 92%			

The students take the Measure of Academic Progress (MAP) assessment up to three times a year as a universal screener and as a way to monitor progress. Out of the 160 students who took map during the 2012-2013 school year, 59 of the students read at or above the 2<sup>nd</sup> grade level. It is beneficial for those students to continue MAP for progress monitoring and assessment. However, it is not beneficial for students who read below a 2<sup>nd</sup> grade level, which accounts for 101 students.

#### The measurable performance goals:

The goal of the FLP is for students to achieve and progress in the content area of Math, both with fluency and the math language involved.

CRCT and CRCT-M: the percentage of students who met/exceeded in grades 3-8 in Math ranges from 31% to 39%. The goal for FLP is to see an average increase of 5% per year over the next three years.

EOCT: Students who took the EOCT during the 2012-2013 school year in the Algebra, Math 2, CCGPS Coordinate Algebra, and GPS Geometry (total number of students 41) had a total pass rate of 2%. The goal is to see a total gain of 35% of students who meet / exceed on the EOCT involving the Math content areas at the end of the three years.

GAA: Students assessed with Georgia Alternate Assessment will show an overall increase in the percentage of aligned math entries from the current 96% to 100% at the end of the three years.

The needs assessment is divided into the following areas:

- Recruitment
- Retention
- Professional Learning and Training
- Class Size Reduction
- Non-HiQ teachers and paraprofessionals
- Equitable opportunities for all students in the areas of: teacher quality, teacher experience, and class size.

#### Summary of Findings:

##### Teacher Experience

###### GAB

Teachers have an average of 14.4 years of experience, ranging from one year to 40 years. Teachers with less than 5 years of experience comprise nearly one third of the classroom staff but are evenly distributed across grade levels and programs. However, both the Middle School and the High School science teachers have fewer than 5 years of experience.

###### AASD

6% of our teachers have 15 or more years of experience, 23% have nine or more years of experience (range 9-14 years), 31% have 4 or more years experience for a total of 60% of our staff have four or more years 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

##### Teacher Training to meet Diverse Needs of Students

Teachers have had training on meeting diverse student needs, job-imbedded 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

State Curriculum trainings offered through DOE and RESA

State and national conferences attended

College/university coursework

QPVI training, routines for students with multiple disabilities

TKES/LKES training

Class Size

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

Retention:

State Schools District (retention rate of 91%) due to retirement and family transfer out of state

State Schools District (retirement of 97%) due to retirement and family transfer out of state.

#### Recruitment

Through advertising, contacts with feeder colleges, internship opportunities, and support for staff members who pursue certification, State Schools District strives to obtain only highly qualified teachers for all teaching assignments. Increased recruitment efforts with Title II funds and job opportunity postings have resulted in candidates applying for a position at AASD and GSD. Recruitment continues to be a challenge at GAB.

#### Prioritized Needs:

- Increase the number of highly qualified to 100%
- Increase ability of teachers to meet the diverse needs of students
- Address professional learning needs of middle school and high school science teachers.
- Work with teachers to complete certification in visual impairments.
- Recruit and retain highly qualified teachers

#### Equity Indicator that will be a focus for movement to "Target"

1) All teachers will meet the "highly qualified" standard. 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 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. 2) 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

\* Walk Thru

\* Lesson Plan Evaluations

\* Informal and Formal Observations.

\*New State Teacher Evaluation Program. Teacher Effectiveness System (TKES & LKES)

Actions and strategies that can be contributed to our equity plan are as follows:

Improved remediation plans for all non highly qualified and 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

A description of the process the LEA used to determine the academic needs of its student body including the unique needs of homeless children and youth students.

School personnel must inform parents/caregivers of all educational and related opportunities available to homeless children and provide parents/caregivers

with meaningful opportunities to participate in the homeless child's education. Once identifier of possible homeless status has been noted either on the Enrollment/Registration form or by other method, the Student Services Staff (Program Associate) will complete a Homeless Education Program referral form and provide it to the Homeless Liaison Coordinator (School Social Worker) to investigate possible homeless status of new student and applicable services to support academic needs.

Homeless students are provided with equal access to educational programs provided to other students, have an opportunity to meet state and district academic achievement standards to which all students are held and are not segregated or discriminated against on the basis of their homeless status. This commitment to the educational rights of homeless children and youth applies to all services, programs, and activities provided or made available.

**Is Plan Descriptor Revised?**

## **2. Title I, Part A; Title I, Part C; Title I, Part D; Title II, Part D; Title III; IDEA; EHCY**

A description of high-quality student academic assessments that the LEA and schools will use:

- a. To determine the success of children in meeting the State student academic achievement standards, and to provide information to teachers, parents, and students on the progress being made toward meeting the State student academic achievement standards;
- b. To assist in diagnosis, teaching, and learning in the classroom in ways that best enable low-achieving children served under applicable federal programs to meet State student achievement academic standards and do well in the local curriculum;
- c. To determine what revisions are needed to projects so that such children meet the State student academic achievement standards;
- d. To effectively identify students who may be at risk for reading failure or who are having difficulty reading, through the use of screening, diagnostic, and

classroom-based instructional reading assessments;

The State Schools District participates in all of the state assessments to include:

EOCT:

CRCT:

CRCT-M:

GAA:

GHSGT

GHSWT

3rd, 5th and 8<sup>th</sup> grade writing assessments.

Tests scores are disaggregated by both teachers and administrators to inform instruction and planning for remediation. Parents are notified of all assessment results, including progress being made toward meeting the state student academic achievement standards. Additionally, all of our students (including ESOL, special education, and homeless and neglected students) are screened and assessed using a variety of assessment tools. Many of these initial screener and assessments are administered at the Local School System and records are transferred to State Schools.

One of the State Schools; Georgia Academy for the Blind uses various assessments designed specifically for vision impaired students. These assessments provide valuable information pertaining to the media type (Braille, large print, regular print with magnifiers) students require, the type of assistive technology needed, all aspects of reading levels and the Expanded Core Curriculum.

Classroom teachers are also trained on and implement a variety of formal and informal assessments (rubric, portfolios, benchmarks, etc.)

The results of this assessment are used to determine individual literacy plans and additional strategies to improve reading. Also, all students have an implemented IEP which includes additional diagnostic assessment.

The goals on the IEPs are the driving force behind the specific instruction students receive. The results are shared via quarterly parent conferences and progress reports as well as at the annual IEP meeting.

**Is Plan Descriptor Revised?**

### 3. Title I, Part A; Title I, Part C; Title I, Part D; IDEA; EHCY

A description of how the LEA will participate, if selected, in the State National Assessment of Educational Progress in 4th and 8th grade reading and mathematics of the National Education Statistics Act of 1994 and how the results will be used in the local educational agency.

As a district State Schools will participate in the State National Assessment of Educational Progress. Results will be utilized by instructional staff to analyze academic deficiencies in school programming so as to increase student achievement for all students (including ESOL, special education, and homeless and neglected students) in 4th and 8th grade reading and mathematics.

**Is Plan Descriptor Revised?**

### 4. Title II, Part D; E-Rate

A description of strategies to share system progress, disseminate evaluation results, encourage broad stakeholder involvement, and market the role technology can have in helping students achieve in innovative ways.

State Schools uses a variety of strategies for sharing progress; disseminating evaluation results, encouraging broad stakeholder involvement, and marketing the role technology can play in helping students in the academic achievement goals:

Parent Involvement Meetings, PIP (Parent Involvement Program and POTS (Parents of the Students) meetings

LCD communicators

Our individual School websites

Parent Newsletters

School News Show via television presented by students

Principal periodic up-dates

GaDOE website linked from our school Website

Emails sent to key communicators: foundations, school council members, other schools for the blind, other schools for the deaf, organizations for and of the Visually Impaired and Deaf/Hard of Hearing

the visually impaired and deaf/hard of hearing.

Local media including radio stations, television stations, news papers, magazines, and bulletins

#### **Integration/coordination with long range planning initiatives**

There is evidence that a regular and consistent technology plan results from intra-system collaboration between the technology department and system-level staff development, curriculum, media, Title I, transition, Smokey Powell, GaDOE technology department personnel and special education. The State Schools District ensures collaboration between the technology department and staff development, curriculum, media, Title I, and special education personnel through the following strategies:

Technology Committee meeting minutes are given to and reviewed by Principal and School Improvement Leadership team. Updates are also provided to School Council.

Collaboration with representatives from all areas listed above for technology purchases and dissemination of equipment.

State Schools District markets the role of technology in improving student achievement in innovative ways by:

- providing technology training/resources to parents through parent training
- publishing technology resources in the Panther Press, Panther Pouch, Panther Tracks newsletters
- discussing individual student progress related to technology use during IEP meetings
- integrating instructional and assistive technology in daily lessons
- providing access to assistive technology resources in the Parent Resource Room
- provide funding for innovative technologies (i.e. class response systems)
- providing intense, very small group assistive technology instruction to students through daily classes
- providing training for teachers on integrating new technology in the classroom

Developing capacity by dedicating additional time for planning, collaborating, and training of a small team of teachers who will provide teacher training, technology instruction to students in an inclusive model, and assist teachers in trouble shooting technology problems

These technological advances and the associated training for instructors were included in budgeting for the use of several federal fund sources.

**Is Plan Descriptor Revised?**

#### **5. Title I, Part A; Title I, Part C; Title II, Part D; Title III; IDEA**

A description of how the LEA will provide additional educational assistance to individual students assessed as needing help in meeting the State's challenging student academic achievement standards. The description must include the following:

- a. Specific mention of disadvantaged students, migrant students, limited English proficient students, and students with disabilities.
- b. Specific steps the LEA will take to ensure that all students and teachers have increased access to technology.
- c. Specific steps on how the LEA will utilize available funds to support after school programs (including before and after school and summer school) and school-year extension programs.

The State Schools District will provide additional educational assistance to all individual students assessed as needing help in meeting the State's academic achievement standards. Students are referred to a State school through the IEP process. All three state schools are Schoolwide due to high percentage of students that meet the Schoolwide eligibility criteria. This encompasses students who are disadvantaged, migrant and Limited English

Proficient students as well as students with disabilities.

Increased learning period is held both before and after school and on weekends staffed by certified teachers and/or paraprofessionals. Students are assigned to attend these sessions to complete assignments and receive assistance (tutoring, etc.) as needed. In addition, our after-school programs will contain classes to address identified needs in areas such as math, writing, and reading. Title I, School Improvement Grant 1003a, School Improvement 1003g, and IDEA funds have been and will continue to be utilized to fund technology purchases to provide access to all students and teachers.

**Is Plan Descriptor Revised?**

#### **6. Professional Learning; Title I, Part A; Title I, Part C; Title II, Part A; Title II, Part D; Title III; Title VI, Part B; IDEA**

A description of the strategy the LEA will use to coordinate programs under Titles I, II, III, IV, VI, Part B, Perkins, and IDEA to provide professional learning on the integration of technology into the curriculum and instruction to improve and support teaching, learning, and technology literacy. The description should include purchasing technology, available technology tools, distance learning opportunities, and professional learning for teachers, administrators, pupil services personnel, any other staff, and parents.

Title II, Part A funds will be utilized in conjunction with Title VI, Part B, SIG 1003a and SIG 1003g funds to provide professional learning on the integration of technology in the curriculum and instruction to improve and support teaching, learning, and technology literacy. The activities that will be initiated to accomplish these goals are reflected in the system and school level technology plans. The activities such as purchasing technology and professional learning are further reflected in each school improvement plan. The school improvement plan is developed and implemented so that coordination of all efforts is united and provides an allocation of funds for components such as professional learning and technology literacy. In addition, the school technology plan addresses specific needs related to integrating technology (instructional and assistive) into the curriculum.

Our students depend on technology to access the curriculum therefore technology availability and usage is a key factor in our planning. Title I, CTAE, School Improvement 1003a, School Improvement 1003g and IDEA funds are used to purchase technology and so ongoing professional learning occurs. We have increased the number of technology classes that will be available to students. Each school is in process or planning on a 21st Century Technology Center



that assists students in meeting state and local academic achievement standards in core academic subjects, such as reading and mathematics, by providing the students with opportunities for academic enrichment. It is important to provide students with a relevant environment for learning in today's technological advanced society. The State Assessment Coordinator for each school can program on-line assessments based on student's individual needs for supplemental support preparations. Students that need remedial or make up classes can take virtual course work.

We want our teachers to be proficient in its usage to increase and enhance students' academic needs. Funding supports professional development training for teacher use of technology and for teachers to teach students how to operate various forms of technology. In addition, with Technology, teachers can tailor the curriculum to each student, which enables them to accommodate a diverse group of student ranges. Assessments can be customized to evaluate individual learning needs.

Technology brings faster Parent Involvement access through on-line immediate access of progress and remediation plans. The State Schools District has found many parents either don't have access to certain forms of technology or don't know how to use them for communication. The Parent Involvement program works to train parents and family members how to use technology to communicate with teachers, to follow up on student progress and to assist students with homework. Since the State Schools serves students from over 100 local school systems it is not always easy or convenient for parents to come to each School Parent Resource room. School Media centers are working on test pilot groups to check out iPads and Net books for student use at home.

Is Plan Descriptor Revised?

## 7. Title II, Part D

A description of how the LEA is addressing 8th grade technology literacy by including:

- Evidence of the tools or strategies used to determine an estimation of student technology literacy at all grade levels (or bands of grade levels, such as PreK-2nd, 3rd-5th, 6th-8th, 9th-12th);
- An estimation of the students' school-based experiences with developing technology skills and technology literacy at all grade levels (or bands of grade levels);
- Evidence of the tools or strategies the system is implementing to ensure that all students are technologically literate by the end of 8th grade.

To estimate student technology literacy at all grade levels, we use a combination of informal observation and direct teaching with rubric-graded products. All students have either a personal laptop or access to a classroom desktop during all classes. Many classroom is equipped with a SMARTBoard, an Elmo, and wireless Internet.

Frequent monitoring of technology literacy is inherent at all grade levels both in the observation of daily technology use in the classroom and in the evaluation of assignments dependent on technology use. Students in grades 1 – 5 have a designated computer time daily. Some of this time is focused on instruction in technology, and some is devoted to application of the instruction. The combination of this specified time and daily in-class use of technology ensures that all students are technologically literate by the end of eighth grade.

At the Georgia School for the Deaf, an eighth grade technology class has been added to the curriculum, and will be taught by our Information Technology specialist, who is a certified teacher. GAS uses the State developed assessment to gauge progress in this area.

At the Atlanta Area School for the Deaf, all 8<sup>th</sup> grade students receive a technology literacy assessment. IEP's. Through CTAE Pathway funding, a Business Technology class had been added to provide additional technology literacy support.

Georgia Academy for the Blind, has an embedded component on assistive technology related to specific needs that provides an estimation of the student's technology literacy and a description of the student's developing skills. The technology instructor conducts a technology assessment of the technology skills of 8<sup>th</sup> grade students. Based on assessments of student needs (with input from parents, teachers, and the student), students receive instruction in technology, including assistive technology on a daily or weekly schedule. The IEP process includes Progress Monitoring to assess student progress on IEP goals, including technology goals. All students use technology (including assistive technology devices) daily. GAB has a technology lab that teachers may sign up to use with their classes for research and enhanced learning. Additionally, students who receive assistive technology instruction through the Ready for the World Expanded Core Curriculum program have their skills assessed through a pre- and post-test assessment tool.

Is Plan Descriptor Revised?

## 8. Professional Learning; All federal programs; E-Rate

A description of how the local educational agency will ensure that funds are spent on scientifically and/or evidence-based practices and products for all programs including the purchase of technology and technology tools. Where applicable include how the practices and products will impact student technology literacy.

The district promotes the use of technology for increased productivity, time management, and greater student achievement. Only with sufficient training can teachers and staff become competent in the use of available technology that will become an integral part of the classroom. School and school district partnerships are in place that enable student growth, academic achievement, and professional growth and support the mission, and technology initiatives. Teachers have a variety of technology resources such as computer labs, printers, whiteboard technology, and video conferencing to ensure access to the internet and a broad range of staff development opportunities.

Training will be offered in four modes

\*In the form of one-on-one training

\*Small/large group training

\*Train the trainer and training

\* On-line tutorials

Training will ensure that staff members are competent in the use of the district's telecommunications, hardware, software, and technology-based services. Each school provides research based staff development opportunities such job-embedded professional development and training for staff on various days .

**Is Plan Descriptor Revised?****9. Title I, Part A; Title I, Part C; Title II, Part D; Title III; IDEA, EHCY**

A description of how the LEA will use federal funds to coordinate and integrate services with other educational services at the LEA or individual school level such as:

- a. Technology, professional learning, curriculum, media, Title I, special education, and ELL programs;
- b. Even Start, Head Start, Reading First, Early Reading First, IDEA preschool, and other preschool programs, including plans for the transition of participants in such programs to local elementary school programs;
- c. Services for children with limited English proficiency, children with disabilities, migratory children, neglected or delinquent youth, Indian immigrant children in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program.

The district will continue to provide all school personnel with a variety of professional development opportunities to support instructional improvement and overall efficiency. The professional development program will facilitate and evaluate the relevant use of technology and assistive technology with the highest standards of professionalism and training in order to empower our staff to embrace technology as a tool that can be utilized effectively across the curriculum and in their daily job tasks. Various forms of professional development will be provided to help meet the expectations of the staff and the needs of the students.

Professional learning needs of staff will be targeted by surveys, professional learning communities, and observations by content specialists and Assistant Principals for Instruction. The outcome of the needs assessments are shared with the school improvement committees in order to align professional development needs with other school initiatives. Professional learning will be accessed via local RESAs or consultants brought on campus to provide instruction in targeted areas such as differentiated instruction. The programming at the RESAs is centered on scientifically based practices. Staff will only be permitted to attend professional learning that is in accordance with the professional learning standards as reflected in ESEA. Research is conducted to ensure that the professional development funds are spent on products and services with proven results. State Schools are currently working with the GaDOE Office of School Improvement and the Office of School Turnaround to ensure that activities are research based.

Use of the funds is integrated with budgeted funding to assist in supporting activities that are reflected in the school improvement plan and the LEA Comprehensive Plan. State Schools now have the benefit of combining resources to coordinate district level professional development training among all three schools in addition to parent involvement programming.

The preschool program is integrated into the instructional program. Pre-school and early elementary classes collaborate throughout the year in special events, field trips, and class visits. This model ensures a smooth transition from preschool to elementary school.

We incorporate allocation of funds in the School-Wide Plan and School Improvement Plan to ensure equity of services and to facilitate effectiveness, eliminate duplication, and reduce fragmentation.

All instructional staff will attend professional development training that will focus on standards based instruction. Additional funding will be used to help teachers become highly qualified in their assigned positions, as to allow students equitable access to quality instruction. Teachers then meet to determine instructional strategies to expose all students to the performance standards and cross reference those to the students' IEP goals.

The Homeless program will be included in coordination efforts.

The District Homeless Liaison Coordinator and System Federal Grants Coordinator will ensure that the following primary reporting groups have professional development opportunities on a regular basis to improve identification and services:

- Administrators
- Student Services staff
- School Social Worker
- School Staff
- School Counselors
- School Psychologists
- School Nurse
- School Secretaries
- Parent Mentor
- Transition Team

In addition to training regarding how properly identify a student with a homeless status, these groups will be provided with access to the Homeless Education Program (HEP) form that will be located in the student services office, the school office, the office of the school social worker and the nurses office.

The above primary reporting groups will be trained on confidentiality of information.

Other Professional development topics may include: students' rights under the McKinney-Vento Act, indicators of homelessness sensitivity in identifying families and youth as homeless, how to enroll students in the Homeless Education Program, services to homeless families and unaccompanied youth, compliance with District policies and procedures regarding homeless students.

 **Is Plan Descriptor Revised?****10. Title IV**

A description of how the LEA will develop strategies that prevent violence in and around schools and the illegal use of alcohol, tobacco, and drugs including how the prevention activities meet the Principles of Effectiveness; involve parents; and coordinate these efforts and resources with other federal, state, and community entities. In addition the LEA must explain how evaluations of effectiveness will be used to refine, improve, and strengthen the program strategies.

School attendance and disciplinary data are reviewed to determine needs of students in regard the following safety concerns: drug awareness; bullying

Student attendance and disciplinary data are reviewed to determine needs of students in regard to remaining safety concerns, drug awareness, bullying awareness; and conflict resolution. The State Schools District allows flexibility at the schools to implement either The Counts Program or the Positive Behavioral Interventions and Supports (PBIS) school wide initiative. The PBIS program gives schools capacity-building information and technical assistance for identifying, adapting, and sustaining effective school-wide disciplinary initiatives. Support programming for Teachers, Students and Staff as involved participants addressing behavior in classroom settings and outside of classroom settings. It is an all-encompassing system of behavior management where all parties involved are on board, so that behavior management is not produced in a piecemeal way. Adults are encouraged to model behaviors. The three systems of support that are part of PBIS are Primary (Schooled), Secondary (Classroom), and Tertiary (Individual). Programs are behaviorally-based on practices that research has shown to be effective. Student and staff in the school are accountable with support to behave in ways that positively affect them personally, academically, socially, and from a health perspective. The Olweus Bullying Prevention Program has been implemented or is in process of implementation at all three state schools. The program will be implemented with professional development for staff and weekly small group sessions with students. The *Olweus Bullying Prevention Program* is designed to improve peer relations and make schools safer, more positive places for students to learn and develop. Goals of the program include:

- reducing existing bullying problems among students
- preventing the development of new bullying problems
- achieving better peer relations at school not only the student behavior, but student quality of life.

State Schools annually implements Red Ribbon Week utilizing, "Drug Free" funding and also utilizes community resources to provide students training through the Junior Deputy and DARE programs.

Students are required to adhere to the State's Code of Conduct and parents are contacted if discipline becomes a problem or interferes with the learning of others. Discipline referrals are documented and entered into Power School. Each school will review program results annually in order to plan for the following year so that student needs can be addressed.

Parents are provided the Student Family Handbook which describes each individual school policies in this area. Feedback is welcomed and encouraged through our website, Parent Involvement Coordinator, Facebook site, school council meetings and PTA/PTO meetings.

The State Schools District will review program results annually in order to plan for the following year so that student needs can be addressed.

**Is Plan Descriptor Revised?**

#### 11. Title I, Part A; Title II, Part D

A description of the poverty and school eligibility criteria that will be used to select attendance areas for schools eligible for funding through Title I, Part A and school eligibility for grant opportunities through Title II, Part D.

##### State Schools District.

All three schools in our district are Provisional II status meaning all students are provided free breakfast and lunch. We do not have the typical attendance areas of a local school system. Students are referred to a State School through the IEP process.

As Title I program services are dependent on the actual Free and Reduced meal (FRM) status of the students as reported on the state FRM reports, these numbers will be utilized to determine rank order service of each of the schools in the District.

**Is Plan Descriptor Revised?**

#### 12. Title I, Part A; Title I, Part C; Title IV

A description of how teachers, in consultation with parents, administrators, and pupil services personnel, will identify the eligible children most in need of services in Title I targeted assistance schools.

State Schools District all students are eligible for Title I services. All three State Schools are Schoolwide.

**Is Plan Descriptor Revised?**

#### 13. All Programs

A general description of the instructional program in the following:

- a. Title I schoolwide schools,
- b. Targeted assistance schools,
- c. Schools for children living in local institutions for neglected or delinquent children, and
- d. Schools for children receiving education in neglected and delinquent community day programs, if applicable.

The applicable program to the State Schools District are Schoolwide schools.

The State Schools District is Title I and Schoolwide, serving preschool through twelfth grade or students age 3 to 21. The schools are accredited by the Southern Association of Colleges and Schools and is required to implement the Georgia Performance Standards and the Common Core Georgia Performance Standards. Our students participate in a schedule to meet all of the Georgia graduation requirements. Transition coaches and School Counselors schedule and track course requirements for our students.

The District works towards the goal of all teachers to be highly qualified in the areas they teach as well as in the field of vision and deaf education.

Students are offered a variety of courses and remediation is offered at various times throughout the day to include before and after school and weekend tutorial. The after-school program is funded by Title I funds and supports all of our students in a variety of areas to enhance their learning. Students participate in all of the state required assessments and results are used to plan for programming and instruction. Students also are assessed diagnostically to determine instructional planning across the curriculum and in all areas addressing the needs of the visually impaired and deaf/hard of hearing.

Students also receive instruction in the Expanded Core Curriculum at Georgia Academy for the Blind which supports their needs for specific training in daily living skills, orientation and mobility, Braille, socialization skills, assistive technology, etc. Federal and state funds are utilized to support the educational

iving skills, orientation and mobility, braille, socialization skills, assistive technology, etc. Federal and state funds are utilized to support the educational needs of all of our students.

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

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

This implementation will lead to success in the fifth area of the standards-based instruction, i.e. student achievement on the GPS and Common Core Georgia Performance Standards.

As the State Schools District continues to implement standards based education through professional development that includes training in standards-based practices, modeling, monitoring, and support from instructional coaches, the leadership team, teacher leaders, and administrators, our students will reap the benefits. These benefits will be evidenced by increased student achievement across all content areas and grade levels

#### **The core subject areas to directly targeted with Title I Services**

The core subject areas to directly targeted with Title I Services are Reading/ELA and Math.

#### **Neglected or Delinquent youth.**

The State Schools District operates under the guidance of Georgia Department of Education and does not have any residential facilities for neglected or delinquent youth. Students are placed at either Georgia Academy for the Blind, Georgia School for the Deaf, or Atlanta Area School for Deaf of the State Schools District through the IEP referral process from the local school system districts. The IEP drives how instruction will be delivered and ensures that students meet the mandates of IDEA. The State Schools district does not currently have any residential facilities for neglected or delinquent youth, this is not applicable to the State Schools district.

#### **Is Plan Descriptor Revised?**

#### **14. Title I, Part A; IDEA; EHCY**

A description of the services the LEA will provide homeless children who are eligible to receive services under applicable federal programs. The description should include the following:

- a. An assessment of the educational and related needs of homeless children and youths;
- b. A description of the services and programs for which assistance is sought to address the needs identified;
- c. A description of policies and procedures, consistent with section 722(e)(3), that the LEA will implement to ensure that activities carried out by the agency will not isolate or stigmatize homeless children and youth.

If students are identified as being homeless, the District Homeless Liaison Coordinator will work with each school social worker to will investigate services available to the student eligible for Homeless Children and Youth services under Title I, Part A.

The State Schools District shall provide an educational environment that treats homeless students with dignity and respect. Homeless students are provided with equal access to educational programs provided to other students, have an opportunity to meet state and district academic achievement standards to which all students are held and are not segregated or discriminated against on the basis of their homeless status. This commitment to the educational rights of homeless children and youth applies to all services, programs, and activities provided or made available.

Each State School will have a Homeless Children and Youth School level Implementation Plan to address McKinney-Vento Homeless Assistance Act to ensure that activities carried out by schools will not isolate or stigmatize homeless children and youth. The District Homeless Liaison Coordinator will coordinate with each school their compliance with this policy along with the System Federal Grants Coordinator and will receive training annually.

#### **Is Plan Descriptor Revised?**

#### **15. Title I, Part A; Title I, Part C; Title II, Part D; Title III; Title IV; IDEA**

A description of the strategies the LEA will use to implement effective parental involvement in all programs. The description must include the following

- a. How the LEA included state and local government representatives, representatives of schools to be served, parents, teachers, students, and relevant community-based organizations in the development of the Comprehensive Plan for Improving Student Academic Achievement.
- b. How the LEA will provide the coordination, technical assistance, and other support necessary to assist schools in planning and implementing effective parent involvement activities.
- c. How the LEA will build school and parents capacity for strong parental involvement including how the LEA builds capacity to support a partnership among the school, parents, and community.
- d. How the LEA will coordinate and integrate parental involvement strategies under NCLB with other community based programs such as Head Start, Reading First, Even Start, State operated preschool programs, etc.
- e. How the LEA will conduct an annual evaluation of the content and effectiveness of parental involvement.
- f. How the LEA will use data from the annual evaluation to design strategies for a more effective parental involvement policy.
- g. How the LEA will involve parents in schoolwide activities.

Staff and stakeholders including parents and students were involved in the Title I Part A , Title II Title III and IDEA needs assessment development, action planning, and evaluation of the action plan. Groups met including the School Council, instructional staff meeting, department teams, leadership team, and the school improvement team to review the plan and elicit buy-in and support. Stakeholders also determine how funds are allocated.

External and internal stakeholder participation was integral to this process. Need assessment data are collected with the assistance and input of the all stakeholders, including administrators, students, teachers, parents, school council, school improvement committee, community advisors, and School Improvement Specialists. Documentation used to assess the each school individual needs include but was not limited to the School Improvement Plan, SACS reports, Leadership meeting minutes, certification records and surveys, professional development records, and student assessment data. All stakeholders had the opportunity to participate in the annual needs assessment through completion of several surveys. Links to the on-line edition of the survey were distributed through e-mail and multiple newsletter announcements to teachers, paraprofessionals, students, and parents. In addition to the survey links, hard copies of the surveys are sent home. Community partners were provided with hard copies of the survey to complete. Stakeholder representatives participated in planning and prioritizing needs and contributed to the equity plan through the School Council. Each of the three State Schools involves local government representatives such as the Mayor of Clarkston for Atlanta Area School for the Deaf, and other community boards for each school. Alumni are encouraged welcome to participate in surveys. During Open House we receive a wide range of community participation as we open our schools to Parents, Family, Alumni, and community members. We use this opportunity for feedback and response initiatives on improvement goals.

As State Schools is under the leadership and guidance of Georgia Department of Education we have access and immediate assistance from GaDOE personnel for technical assistance that will be sent down to the State Schools via email communication, personal visitation, on-line webinars and update mailing. Because we are a small district within Georgia Department of Education we have to ability to send key school administrators in addition to our district administrators to workshops and conference training unlike a large district that is limited to only sending a few members of the team to later disseminate to all schools.

Effective parental involvement has always been a challenge for us as our schools serve students from over 100 local school systems all across the State of Georgia. Time, transportation and travel are constant roadblocks to effective Parent Involvement. Parents will be able to use an on-demand, secure Internet connection to access and remotely monitor their child's academic progress, grades, attendance, punctuality and behavior. Because most of our students' parents/guardians do not live within an hour's driving distance from our schools, this accessibility will promote and facilitate communication between the home and school and enable parents/guardians to provide appropriate support and direction for their students in a timely manner. This accessibility to individual student data will provide parents with the necessary information about their students' progress and academic status to enhance communication with our teachers and residential staff. We are constantly creating new ideas to enhance our parent's involvement. Yearly, we solicit parental input through the administration of a parent involvement survey. We utilize those results to improve and plan for parental involvement. Our parents collectively develop a parental involvement policy plans as well as a parent compact, which are both signed and kept on file at the school. We have established a parent resource rooms at each school which provides resources and materials for parents. We send home a weekly school newsletter or notices through Panther Pouch update folder which keeps parents informed of school news, events, etc. The District Parent Mentor will assist in increasing our parent involvement by implement a variety of initiatives to support student achievement. Our parents are encouraged to volunteer at the school and are invited to attend training opportunities on topics related to parent a child with visual impairment or deaf communication. State Schools hosts an annual parent/sibling training in cooperation with Georgia PINES and Georgia Sensory Assistance Project (GSAP). Each school has a Parent Involvement Coordinator or School Social Worker/Parent Involvement Coordinator.

School website include classroom teacher pages that convey academic expectations, assignments, homework, testing dates, projects, etc. By having access to online information on our website, our students' families will have up to date information regarding classroom expectations and descriptions of daily instructional content. Information posted on the school website will be monitored daily by the administration and the school's Leadership Team. The annual parent survey will include a question regarding the quality, accessibility, and effectiveness of the teacher web pages. A continuously accessible feedback option will be included on the website. All feedback will be reported to the School Council monthly.

The Students Services Coordinator at each will be responsible for ensuring accuracy of student data and accessibility to this online information. Each school has either a full time or part time parent involvement coordinator to facilitate and strengthen communication between our students' parents/guardians and teachers, residential staff, and School Council. In addition to more traditional methods of facilitating parent involvement, the parent involvement coordinator will also schedule and facilitates parent/school meetings across the state during the course of the school year. These meetings will be designed to provide parents with face-to-face access to school representatives to discuss concerns, school initiatives, the School Improvement Plan, and resources that can help their students be more successful. Unlike all other public schools in our state, our students' parents/guardians live all over Georgia. The vast majority of these parents/guardians are stymied by distance, time, and employment constraints that restrict their physical presence on campus for IEP meetings, special events, awards ceremonies, sports competitions, assemblies, celebrations, field trips and the regular school day. The Parent Involvement Coordinators will be able to bridge this critical gap between home and school and create involvement opportunities that are currently unavailable, including regional parent/school meetings within reasonable driving distances and local parent coalition. Sign-in sheets will be utilized at all regional parent meetings to monitor parent participation. Teachers will be required to maintain parent/guardian contact logs that will be inspected as regularly as their lesson plans. The parent involvement coordinator will attend all School Council meetings and produce and share a report with Council members as part of the monthly agenda. We will use parent surveys, including the annual parent survey to measure the degree of parent satisfaction with the effectiveness of our school operations and their students' academic progress. Surveys will also be utilized following parent meetings to determine our stakeholders' perceptions of the benefits of these meetings and the quality of our communication. Parent meeting attendance data, Family Learning Weekend participation, parent-initiated school contacts, student discipline data, and faculty surveys will be used to evaluate the effectiveness of our parent involvement coordinator. We will regularly participate in deaf social events, conferences, parent meetings, assemblies, seminars and workshops at off-campus locales throughout the state. Raising awareness of each of our school mission and vision statement and the progress of our students is critical to our continued success.

**Is Plan Descriptor Revised?**

## 16. Title I, Part A

A description of the actions the LEA will take to assist its schools identified as Priority Schools, Focus Schools, and Title I, Part A Alert Schools.

The State School System's Flexible Learning Program (FLP) will be offered at all Title I priority schools. In accordance with the ESEA Flexibility Waiver Guidance, based upon 2011-2012 school level disaggregated data, the FLP will be conducted in the core content area of Mathematics, Reading and Language Arts for all schools. The Title I Director works collaboratively with the Priority Schools, parents, stakeholders, and community partners to develop appropriate Flexible Learning Programs.

#### Title I Priority Schools

For identified 2013-2014 State School Priority School students, grades K-12 must be ranked by academic need and then apply the New Federal Rank Order for FLP to the ranking of academically at-risk students.

If Student A is receiving free and/or reduced price meals (FRM) and is most academically at-risk, then this student is served in Rank 1.

If Student B is not receiving FRM, but is a special education student and is most academically at risk, then this student is served in Rank 1.

Atlanta Area School for the Deaf and Georgia School for the Deaf has 100% SWD and approximately 80% free and reduced lunch. State Schools are Provision II meaning all students eat free. All students served will be in Rank 1.

Annually in August, Flexible Learning Program plans are reviewed by a team comprised of program specialists, principals, parents, business partners, selected teachers, special education personnel, Title I office to review the plans for appropriateness and feasibility.

The Flexibility Learning Program (FLP) is an alternative supplemental academic intervention that allows the LEA flexibility in designing an extended learning program. The program is high quality, research based, and designed to increase student academic achievement. In accordance with the US Education Department's approved Georgia ESEA Flexibility Waiver, the Common Core Georgia Performance Standards (CCGPS) will be utilized in the instruction of the FLP.

The vision of the State School System's FLP is "Setting the Standard for Student Achievement and Standards Mastery". The mission of the FLP is "To form a collaborative effort between home and school that maximizes students' academic potential, preparing them to compete in a 21<sup>st</sup> century environment."

The CCGPS provides a consistent framework to prepare students for success in college and/or the 21<sup>st</sup> century workplace. These standards represent a common sense next step from the Georgia Performance Standards (GPS). Common Core Georgia Performance Standards are: 1) A state-led effort coordinated by the National Governors Association (NGA) and the Council of Chief State School Officers; 2) Supported by rigorous international benchmark standards; 3) Received multiple rounds of feedback from states and national organizations representing educators; and 4) Georgia's State Board of Education adopted the English Language Arts, Mathematics, and Literacy for Science, History/Social Studies, and Technical Subjects CCGPS on July 8, 2010. CCGPS will provide: 1) Rigorous knowledge and skills needed to succeed in college and/or careers; 2) Consistent expectations across states for all students; and 3) Relevant content and application of knowledge through critical thinking, problem solving, modeling, and higher-order thinking skills.

The scientifically based strategies that the State School System will implement to ensure that supplemental academic intervention time is designed to support students meeting academic performance goals are Implementation Resource Best Practices. The Implementation Resource (IR) is organized by the ten standards of the Teacher and Leader Keys Effectiveness System: 1) Professional Knowledge 2) Instructional Planning; 3) Instructional Strategies; 4) Differentiated Instruction; 5) Assessment Strategies; 6) Assessment Uses; 7) Positive Learning Environment; 8) Academically Challenging Environment, 9) Professionalism and 10) Communication.

Is Plan Descriptor Revised?

#### 17. Title I, Part A

A description of the actions the LEA will take to implement Flexible Learning Program (FLP) for schools identified as Priority Schools, Focus Schools, and (where applicable) Title I, Part A Alert Schools.

All priority schools have created a Flexible Learning Program (FLP) with stakeholder input. The plan is designed to aid qualifying students most academically needy in the content area of math, reading/language arts. The plan has been composed based upon Title I regulations, ensuring that funding for the FLP is supplemental, and not supplantive, to those activities and initiatives implemented at the school through other federal/state/local monies. The Title I Director, Principal, parents, stakeholders and higher authorities review all Title I school improvement plans prior to the FLP's approval and also review FLP plans.

The FLP is designed to meet the needs of priority school students who are in danger of, or failing to meet state academic standards. The FLP will be conducted in the area of math, reading and language arts for all FLP schools for the 2013-14 school year. The program includes math and language arts resources to support each student's progress. Instructional strategies, learning activities, and skill-based lessons are strongly aligned with Georgia Common Core Standards. A variety of formative and summative assessment options help teachers tailor instruction to ensure mastery and proficiency for grade level standards.

The State Schools offering FLP for the 2013-14 school year are:

##### Priority

1. Atlanta Area School for the Deaf
2. Georgia School for the Deaf

The time of delivery will remain constant. All priority schools will conduct semiannual FLP enrollment and all student prioritization data for federal rank order will be updated quarterly.

The monitoring of the FLP progress will be ongoing. With a teacher/student ratio of 1:8 for FY2013-14, all identified students will receive an Individualized Student Plan. The plan will entail specific Common Core Georgia Performance Standards that the student will be required to master to demonstrate proficiency on state academic standards.

\* The parent will receive a quarterly student assessment report (SAR).

\*The report will indicate the date of FLP service, the teacher's name, the common core standard, the performance task, assessment performance, and

instructional feedback.

\*Student information will be updated and verified by the technology department for accountability and enrollment period accuracy.

\*Parents will be apprised of enrollment periods and student participation selection per the federal rank ordered prioritization data.

The program will be constantly monitored for improvement through systemic procedures that involve:

1. State School Superintendent will assist in implementing, monitoring, assessing, and evaluating the school's FLP program. The school leadership will conduct classroom observation, focus walks, surveys, conferences, etc.
2. The Title I Director will coordinate with the schools for accurate student data for reliable and valid prioritization ranking
3. Partner with outside agencies to increase community awareness and obtain stakeholder input on the program's operation
4. Recruit, interview, evaluate, and recommend preferred highly qualified instructors and personnel to facilitate the FLP program.
5. Provide Common Core Georgia Performance Standards based instruction to students with weekly lesson plans submitted to the school's Principal/Assistant Principal for review and approval
6. Assess students regularly and utilize the data to modify/adjust instruction
7. Provide monthly progress reports to FLP parents and students, in which the report clearly states the standards taught, the performance tasks, assessment scores, teacher standards-based comments, and an opportunity for parents to sign and respond with comments and feedback
8. Implement proper dissemination, collection, and submittal of all required reports to FLP stakeholders and the Title I Office
9. Provide ongoing opportunities for parents/guardians to visit the FLP program and observe and/or provide feedback
10. Provide interactive standards research based technology for advanced differentiated instruction
11. Provide ongoing FLP personnel professional development to improve and incorporate differentiated learning strategies and flexible learning for students, and document attendance accordingly

Is Plan Descriptor Revised?

#### 18. Title I, Part A; Title II, Part A and Title II, Part D; Title III; IDEA

A description of how the LEA will ensure that teachers and paraprofessionals meet the highly qualified requirements in Title I section 1119, **QUALIFICATIONS FOR TEACHERS AND PARAPROFESSIONALS**. Description must include:

- a. Highly Qualified trend data for LEA and school
- b. Information about numbers of teachers (disaggregated by subject taught and grade level) who lack certification and who are NOT designated as highly qualified;
- c. Activities of how the LEA will develop strategies and use funds to support teachers in becoming highly qualified;
- d. The percentage of teachers and administrators who are technologically literate; the method(s) used to determine teacher and administrator technology literacy; and strategies the school system will implement to increase the percentage of teachers and administrators who are technologically literate;
- e. A description of how the LEA will certify that all teachers in any language instruction educational program for limited English proficient students that is, or will be funded under Title III, are fluent in English and any other language used for instruction, including having written and oral communication skills;

AASD- 82% of staff Highly Qualified.  
GSD-100% of our teachers are HiQ through the consultative model,  
GAB- 97% Highly Qualified

HiQ status of paraprofessionals for – 100%

Remediation plans for non-highly qualified teachers are developed and updated with the advice and assistance of the Principal and the teacher's HiQ mentor.

At the initial meeting, certification and GACE assessment requirements leading to becoming a highly qualified teacher 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.

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

All teachers and administrators are technologically literate. All have either passed the GaPSC technology requirement on-line assessment, GACE assessment or exempt through coursework taken during the completion of study. All other technology related training is based on the Needs Assessment data for student achievement. Staff attends several professional development trainings keeping abreast of all new technological resources that are implemented for student guided use or for teacher processing use. **All teachers are fluent in English in the English language support program.**

A description of how parents are notified of the parent's "Right to Know"

The State Schools District utilizes several methods of communication regarding the Right to Know letter.

1. The Right to Know letter is mailed at the beginning of the school from the District Director.
2. We require all three schools to email their parent groups the "Right to Know" letter.
3. The "Right to Know" letter is included in the District Handbook as well as individual school level handbooks. We now require signature receipt of the Student

Handbook.

4. We require all three state schools to post the "Right to Know" letter on their individual school website.
5. Parent Resource rooms have informational Parent Notification shelves in which we keep copies of all Parent Notification notices including "Right to Know" letter.
6. We use opportunities at Family Engagement Saturdays and Parent Engagement Programs communicate additional opportunities to distribute the "Right to Know" letter.
7. Each school also has a Monthly Newsletter that keeps parents abreast of Parent Involvement Notifications.

**A description of how the LEA ensures that parents have been notified of their "right to know"**

The district ensures that all parents have been notified of their "Right to Know" by mailing the letter 20-30 days before the start of school.

**A description of how parents are notified when their child is taught for 20 or more consecutive days by a teacher who is not highly qualified**

Letters are sent home by certified mail. If a letter is returned a new contact information is obtained and letters are resent to these parents.

**A description of how the LEA ensures that parents have been notified when their child is taught by a non-HiQ teacher**

Letters are sent home by certified mail. If a letter is returned a new contact information is obtained and letters are resent to these parents.

**Is Plan Descriptor Revised?**

**19. Professional Learning; and all federal programs**

A description of how the LEA will provide training and/or incentives to enable teachers to:

- a. Teach to the needs of students, particularly students with disabilities, students with special learning needs (including those who are gifted and talented), and those with limited English proficiency;
- b. Improve student behavior in the classroom;
- c. Involve parents in their child's education; and
- d. Understand and use data and assessments to improve classroom practice and student learning.
- e. Become and remain technologically literate.

Federal funds will be used to provide training and/or incentives to enable teachers to teach to the needs of students. Funding will be utilized to achieve the following:

Parent Involvement: Involve parents in their child's education by helping them understand the IEP Process and State Assessment process; understand classroom practice and student learning; learn communication of ASL, become and remain technological literate with continuous professional development of teachers and paraprofessionals to meet targeted goals identified in each school's School Improvement Plan (SIP).

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. Schedules, IEPs, and caseloads are evaluated and monitored by administrators to ensure compliance with HiQ and IDEA regulations.

The SIG 1003g grant received by AASD and GSD funds our Annual Test Assessment Improvement Increase Incentives to all staff members, Extended Learning Week, and pays stipends to our department and content chairs supporting both retention and recruitment of an effective teaching staff. It funds our Accessible Materials Project staff and materials for creating reading and video materials that are accessible to deaf students.

The faculty and staff receive continuous professional learning on any all identified are of need. All of our students have one or more disabilities. We continuously provide additional training because not only do our teachers have to be content masters but they also must provide for the individual and unique needs of our students. Teacher training involves a variety of research based training on technology, deaf and visual impairment, reading mediation and utilizing and analyzing data to inform instruction.

State Schools has implemented Positive Behavioral Interventions and Supports. PBIS program and Character Counts are part of the Behavior intervention programs incorporated into State Schools Mission and goals for improvement. As various federal program funds allow we utilize funds to support program implementation training for staff, poster printing, and award incentives for students and staff. With a combined effort between School Social Worker, School Psychologist, and Behavior Intervention Specialist State Schools implements Red Ribbon week utilizing "Drug Free" funding and community resources to provide students training through Junior Deputy and DARE programs. Students are required to adhere to the State's Student Code of Conduct.

PL for teachers on parental contact will be delivered by our Parent Involvement Coordinator.

Much of the PL on the use of data and assessments will be embedded in the standards-based classroom instruction. Discrete instruction will be delivered through regularly scheduled PL with the school's testing coordinator.

PL for technology use and application is delivered by our IT coordinator or through the regional ETC.

**Is Plan Descriptor Revised?**

**20. Professional Learning and all federal programs**

A description of how the LEA will develop a three-year professional learning plan that will be included in the LEA Comprehensive System Improvement Plan according to the requirements in Rule 160-3-3-.04 **PROFESSIONAL LEARNING**.

A three year professional learning plan that is reflected in the Comprehensive System Improvement Plan is developed in the spring of each year when the system level Change Team meets to review data in order to complete the Title II-A Needs Assessment and Plan. All professional learning activities are in accordance with Rule 160-3-3-.04. The effectiveness and conclusions from the professional learning programs are shared with the schools via the school improvement committees and leadership teams. The two groups then hold department meetings to ensure that staff is aware of the progress being made as well as areas that need improvement.



**Is Plan Descriptor Revised?****21. Professional Learning; and all federal programs**

A description of the activities that the LEA will carry out with program funds, including professional learning for teachers and principals and how their activities will align with challenging state academic standards. The description should outline the LEA professional learning programs and sources. The LEA professional learning programs should be consistent with nationally established criteria for quality professional learning, with such characteristics as incentives, self-directed learning, and authentic connections to actual work.

Funding from all federal sources will be coordinated to enable the instructional staff of the State Schools district to carry out the education of our students in alignment with the rigorous academic standards set forth by the State DOE.

The professional learning to be delivered is research-based, job-embedded and consistently monitored for proper implementation. Data is collected, analyzed, and utilized to provide support and remediation for teachers.

100% of professional learning opportunities are scientifically based.

100% of teachers participated in at least one high quality professional learning

Federal funds are utilized to fund professional learning needs and to reimburse teachers for certification testing as well as reimbursement on classes to obtain their visual impairment certification. Professional Learning assessment results are utilized to determine specific needs. Faculty and staff are responsible for developing and implementing a personal professional growth plan that is approved and monitored by the administration in the annual performance evaluation.

 **Is Plan Descriptor Revised?****22. Title I, Part A; Title I, Part C; Title I, Part D; Title III; Title IV, Part A**

A description of how the LEA will notify private schools of availability of funds to serve eligible children in each applicable federal program.

**As State Schools, there are no private schools applicable.**

 **Is Plan Descriptor Revised?****23. Professional Learning and all federal programs**

A description of the process the LEA will conduct annually to review and revise the LEA Comprehensive Plan for Improving Student Academic Achievement.

The State Schools District follows the following steps to ensure that stakeholders such as teachers, principals, administrators, and other school personnel and parent are involved in the revision of the District's CLIP.

The Change Team meets in the fall and again in the spring if needed. The Committee is made up of parents, community members, teachers, administrators, principals and other personnel. Our District Director is the person responsible for monitoring the implementation of the procedures.

At this meeting we identify the stakeholder roles:

- Analyzing Data
- Review System Data
- Academic Needs Identified
- Current and Historical Data
- Title II Reporter
- Professional Learning

We divide into groups and review and report with partners the Plan Descriptors and select updated interventions for student achievement.

The District has a Title I/ School Improvement Time line.

Regarding the Title I, Part A budget planning we analyze the previous year budget expenditures against goals outlined in the School Improvement Plan. We determine after review of data from current and past data the instructional needs that meet the grant requirements and goals of School Improvement. The team processes and reviews programs ideas and/or suggestions. In addition the team acknowledges areas of weakness by removing program ideas not meeting quality and improvement standards and by identifying areas for increased improvement as targets for budget allocations.

 **Is Plan Descriptor Revised?****24. Title I, Part A; Title I, Part C**

A description of how the LEA will provide supplemental support services for advocacy and outreach activities for migratory children and their families, including informing such children and families of, or helping such children and families gain access to, other education, health, nutrition, and social services.

Students attend the State Schools by IEP placement. Students come from local districts who provide supplemental support services for advocacy and outreach activities for migratory children and their families. **For eligible migrant students, State Schools will coordinate with the student's school district. In addition to local resources, the district will coordinate with the MEP Consortium Staff at Abraham Baldwin Agricultural College (ABAC) to provide services to eligible migrant participants.**

The State Schools District operates under the guidance of Georgia Department of Education and serves students from over 100 districts in the state. Two of the three State Schools, Georgia Academy for the Blind and Georgia School for the Deaf are residential programs. Students are placed at either Georgia Academy for the Blind, Georgia School for the Deaf or Atlanta Area School for Deaf of the State Schools District through the IEP referral process from the local school system. The IEP drives how instruction will be delivered and ensures that students meet the mandates of Individuals with Disabilities Education Act (IDEA).

All three schools in the State Schools District are Title I Schoolwide therefore we make all efforts to ensure that all students become proficient in the challenging skills and knowledge they are required to master for state assessments.

**Is Plan Descriptor Revised?**

#### 25. Title I Part A; Title I, Part C

A description of how the LEA will promote interstate and intrastate coordination of services for migratory children, including how the LEA will provide for educational continuity through the timely transfer of pertinent school records, including information on health, when children move from one school to another.

Students attend the State Schools by IEP placement.

State Schools have Student Services Coordinators that process school records. The employees make sure that records are sent in a timely manner when request forms have been approved by the parent or guardian.

**Is Plan Descriptor Revised?**

#### 26. Title I Part A; Title I, Part C

A description of how the LEA will identify and recruit eligible migrant families and youth moving into or currently residing in the district.

Students at State Schools are placed by the IEP process. ***The State Schools will work with the GaDOE MEP Region 3 Office if they believe an enrolled student may be eligible for the Migrant Education Program.***

**Is Plan Descriptor Revised?**

#### 27. Professional Learning and all federal programs

A description of how the LEA will provide resources for the purpose of establishing best practices that can be widely replicated throughout the LEA and with other LEAs throughout the State and nation.

Resources from all state and federal sources will be coordinated to enable the instructional staff of State Schools to establish, strengthen, and maintain best practices in the education for visually impaired and deaf/hard of hearing students.

State Schools have become a resource for all LEAs throughout the state. We provide outreach services throughout Georgia and integrate our services with other agencies. We also host the conferences each year which provides training in a variety of areas related to the field of the visually impaired and deaf/hard of hearing students. Educators from across the state visit our campuses to observe or learn of the latest techniques used with visually impaired students and deaf/hard of hearing students.

**Is Plan Descriptor Revised?**

#### 28. Title II, Part D; E-Rate

A description of how the LEA will take steps to ensure that all students and teachers have increase access to technology. Include the strategies to be implemented to increase or maintain access to technology and to establish or maintain equitable technology access.

State Schools do not participate in Title II, Part D.

**Is Plan Descriptor Revised?**

#### 29. Title II, Part D; E-Rate

A description of the LEA's long-term strategies for financing technology to ensure that all students, teachers, and classrooms have access to technology, technical support, and instructional support.

State Schools do not participate in Title II, Part D.

**Is Plan Descriptor Revised?**

#### 30. Title II, Part D

A description of how the LEA will evaluate the extent to which technology integration strategies are incorporated effectively into curriculum and instruction. Describe how the LEA will ensure ongoing integration of technology into school curriculum and instructional strategies so that technology will be fully integrated.

State Schools do not participate in Title II, Part D.

**Is Plan Descriptor Revised?**

#### 31. Title II, Part D

A description of how the LEA will encourage the development and utilization of innovative strategies for the delivery of specialized or rigorous academic courses and curricula (e.g., distance learning).

State Schools do not participate in Title II, Part D and Title V.

Is Plan Descriptor Revised?