GaDOE
Georgia Department of Education

Comprehensive Needs Assessment
2022 - 2023 School Report

State Schools
Atlanta Area School for the Deaf

1. PLANNING AND PREPARATION

1.1 Identification of Team

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

Leadership Team

	Position/Role	Name
Team Member # 1	School-Level Superintendent	Vanessa Robisch
Team Member # 2	Elementary/MS Assistant Principal	Krystle Wilson
Team Member # 3	High School Assistant Principal	Helen Malone
Team Member # 4	Student Services Supervisor	Marrie Tronolone
Team Member # 5	ASL Specialist	Wende Grass
Team Member # 6	MTSS/School Psychologist	Lori Schmidt
Team Member # 7	Middle School Representative	Bonnie Mueller

Additional Leadership Team

	Position/Role	Name
Team Member # 1	Literacy Coach	Kim Thompson
Team Member # 2	Math Coach	Steve Masocco
Team Member # 3	Library/Media Specialist	Amanda Lee
Team Member # 4	Elementary Teacher	Andrea Alston
Team Member # 5	High School Teacher	Chad Moore
Team Member # 6	Family Engagement Specialist	Patti Lombardi
Team Member # 7	GaDOE State Schools Chief Academic Officer	Cassandra Matthews
Team Member # 8	GaDOE School Effectiveness Specialist	Ron Fuss
Team Member # 9		
Team Member # 10		

1. PLANNING AND PREPARATION

1.2 Identification of Stakeholders

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

Stakeholders

	Position/Role	Name
Stakeholder # 1	School Council Chair- Parent	Tanitra Carter
Stakeholder # 2		
Stakeholder # 3	School Council Parent Representative	School Council Parent Representative
Stakeholder # 4	School Council Parent Representative	School Council Parent Representative
Stakeholder # 5	School Council Parent Representative	School Council Parent Representative
Stakeholder # 6	School Council Parent Representative	School Council Parent Representative
Stakeholder # 7		
Stakeholder # 8		

How will the team ensure that stakeholders, and in particular parents and/or guardians, were able to provide meaningful input into the needs assessment process?	All team members including the leadership team were asked to seek information from additional stakeholders as needed. Throughout the school year, various committees were formed to solicit input from stakeholders on a variety of areas including but not limited to instructional programs, school climate, student achievement, family engagement and so forth. Feedback groups were set up for parents/families to review areas of needs and submit recommendations for the new school year. The leadership team members reviewed school data to identify what worked and what didn't work and came up with a list of recommendations for next school year.

2. DATA COLLECTION ANALYSIS

2.1 Coherent Instructional System

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

Coherent Instruction Data

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

Coherent Instruction Data

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

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

Coherent Instruction Data

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

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

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

Coherent Instruction Data

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

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

Coherent Instruction Data

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

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

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

Coherent Instruction Data

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

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

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

Coherent Instruction Data

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

2. DATA COLLECTION ANALYSIS

2.2 Effective Leadership

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

Effective Leadership Data

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

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

Effective Leadership Data

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

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

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

Effective Leadership Data

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

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

Effective Leadership Data

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

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

Effective Leadership Data

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

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

Effective Leadership Data

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

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

Effective Leadership Data

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

2. DATA COLLECTION ANALYSIS

2.3 Professional Capacity

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

Professional Capacity Data

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

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

Professional Capacity Data

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

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

Professional Capacity Data

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

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

Professional Capacity Data

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

2. DATA COLLECTION ANALYSIS

2.4 Family and Community Engagement

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

Family and Community Engagement Data

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

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

Family and Community Engagement Data

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

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

Family and Community Engagement Data

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

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

2. DATA COLLECTION ANALYSIS

2.5 Supportive Learning Environment

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

Supportive Learning Environment Data

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

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

Supportive Learning Environment Data

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

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

Supportive Learning Environment Data

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

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

Supportive Learning Environment Data

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

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

Supportive Learning Environment Data

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

2. DATA COLLECTION ANALYSIS

2.6 Data Analysis Questions

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

What perception data did you use? [examples: student perceptions about school climate issues (health survey, violence, prejudice, bullying, etc.); student/parent perceptions about the effectiveness of programs or interventions; student understanding of relationship of school to career or has an academic plan]	The leadership team used a variety of student achievement data including but is not limited to: ● MAP Reading & Math ● GA Milestones (GAA, EOG & EOC) ● BRI (reading inventory) ● Numeracy Project (GLOSS & IKAN) ● GA BEST rubric scores The leadership team also reviewed other student data including but is not limited to: ● Student attendance ● Student behavior incidents including office referrals and suspensions Other sources: ● AdvancED surveys (students, families & staff) focusing on engagement and school climate ● AdvancED School Quality Factors Diagnostic (SQF) ● Input from CEASD standards committees including ranking of the standards ● Accreditation Reports from AdvancED & CEASD including recommendations for school improvement

What does the perception data tell you? (perception data can describe people's knowledge, attitudes, beliefs, perceptions, competencies; perception data can also answer the question "What do people think they know, believe, or can do?")	We continue to see low student achievement particularly on GA Milestones but we recognize some growth in other student achievement data including MAP and BRI. We are also seeing some inconsistencies in student achievement trends which tells us that our instructional practices are not consistent and rigorous as it should be. The survey results reveal that the school does not have a shared understanding of curriculum and the school resources to support student learning. AdvancED surveys reveal that student engagement and ownership of learning is not consistent. There is a disconnect between the school and family perceptions of family engagement. School-wide communication with families is evident, but there is less consistency in communication between teachers and families.

What process data did you use? (examples: student participation in school activities, sports, clubs, arts; student participation in special programs such as peer mediation, counseling, skills conferences; parent/student participation in events such as college information meetings and parent workshops)	The leadership team reviewed a variety of data including survey results from students, families and staff during the leadership team meetings and we reviewed the School Improvement Plan progress with the team. We reviewed the latest school's CCRPI scores as well.

What does the process data tell you? (process data describes the way programs are conducted; provides evidence of participant involvement in programs; answers the question "What did you do for whom?")	We continue to see low student achievement particularly on GA Milestones but we've noticed significant growth in MAP particularly in math. We are also seeing some inconsistencies in student achievement trends which tells us that our instructional practices are not consistent and rigorous as it should be. We discussed the need for fidelity with new initiatives and implementation and we also recognized the need to develop a comprehensive and effective professional development plan for all instructional staff.The survey results reveal that the school does not have a shared understanding of curriculum and the school resources to support student learning. AdvancED surveys reveal that student engagement and ownership of learning is not consistent. There is a disconnect between the school and family perceptions of family engagement.

What achievement data did you use?	The leadership team used a variety of student achievement data including but is not limited to: ● MAP Reading & Math ● GA Milestones ● BRI (reading inventory) ● Numeracy Project (GLOSS & IKAN) ● GA BEST rubric scores

What does your achievement data tell you?	Our student achievement scores continue to be low particularly in state testing but we've noticed some growth in MAP. The student achievement data trends reveal some inconsistencies which tells us that our instructional practices and rigor are not as consistent as we would like it to be. There is a need for emphasis in instructional support and walk-throughs/observations to increase support and raise rigor across all departments. In addition, the lack of shared understanding of curriculum and inconsistent access to school curriculum & instructional resources may have played a significant role.

What demographic data did you use?	Student demographics • Racial/ethnic subgroups • Other subgroups • Program enrollment including the years of enrollment at AASD • Counties of residence

What does the demographic data tell you?	Our demographics and trends have been consistent in the past several years although the enrollment number has declined slightly in the last ten years. All of our students are placed at AASD based on IEP team decisions, which means that our population comes from students that the county systems cannot provide services adequately. We've noticed that the number of students from certain county systems have declined over the past several years as they continue to grow their D/HH programs/services. Overall, we continue to serve a majority of economically-disadvantaged and minority students. 50% of the students are African-American, 33% are Hispanic and 13% are white. This is a strong reflection of our need to increase our efforts to recruit staff of color to maintain a strong representation of role models for students.

3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

3.1 Strengths and Challenges Based on Trends and Patterns

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

Strengths and Challenges Based on Trends and Patterns

Coherent Instructional:Summarize the coherent instructional system trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?	Not evident or emerging scores were provided for Instructional Standards 2, 3, 4, 5, 7, 8; Curriculum Standard 1, 2; Assessment standards 1, 3, 4, 5. This is indicative of a continued need to focus on our school wide expectations (Tier I), purposeful language planning and instructional practices in addition to general classroom best practices. Due to the hiring of new teachers and support staff in the past five years, not all of our staff has the same knowledge base about bilingual strategies and best classroom practices, such as differentiation, unpacking standards, etc. While these strategies may have been touched on in different meetings and trainings, there is a lack of consistency in implementation across the school. The school doesn't have a clear understanding of curriculum and how existing resources can be accessed and used to support student learning. Additionally, there is a continued need for teachers to obtain instructional support and feedback from administration and instructional support staff that they can use to improve their instruction. In summary, teachers need both training, ongoing instructional support and quality feedback; leaders need coaching on how to provide quality feedback to improve instruction; and students need all of this to improve their learning.

Effective Leadership:Summarize the effective leadership trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?	The major trend in this section is that the school needs to continue to cultivate instructional leadership capacity among current supervisors and assistant principals need to continue to develop as instructional leaders through professional development and application. Teachers would like to receive more constructive feedback and coaching in the classroom in order to improve their instruction. Roles and expectations need to be elaborated and clarified as it pertains to decision-making concerning instructional and behavioral needs.

Strengths and Challenges Based on Trends and Patterns

Professional Capacity: Summarize the professional capacity trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?	Based on feedback from teacher and staff, there is a desire for more shared decision-making and collaboration between staff and administration and consistent communication to the staff regarding instructional and operational decisions/changes. Teachers would like to see differentiated professional learning opportunities continue but there is a need for better monitoring and evaluation of all professional development offered. There is a need for supervisors and assistant principals to increase their capacity as instructional leaders in order to increase the consistent use of best practices in all classrooms. There is a need to utilize support personnel effectively to maximize support for classroom teachers. It is recognized that there are many ongoing priorities (in response to multiple accreditation reviews) which would require a deliberate coordinated approach to professional learning. It needs to include coaching/ongoing support throughout the school year to ensure understanding and application of concepts learned through professional learning.

Family and Community Engagement: Summarize the family and community engagement trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?	In the past several years, AASD has ramped up efforts to increase school communication with families and the results have been somewhat mixed and inconsistent. The school hosted a variety of family engagement events such as workshops as a way to involve the families in learning more about how they can best support their child at home. It is noted that there is a disconnect between the school and families in terms of how family engagement is perceived on both ends. There is a need to increase parent capacity and enable families to connect with each other for support. Efforts to build the capacity of parents to understand specific academic/developmental needs and goals, support life-skills learning at home and improve communication with their children must increase and become more innovative. Other needs: increase student self-advocacy with families, train and support teachers to improve collaboration with parents, assure leaders foster a respectful, welcoming environment by raising expectations among staff for consistent, positive, inclusive family communication and engagement.

Supportive Learning Environment: Summarize the supportive learning environment trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?	The school as a whole has many important pieces in place.It is noted that teachers still struggle with students who have different behavior and academic expectations along with a lack of consistency in how behavior support is offered throughout the school. Even though we have Positive Behavior Intervention System (PBIS) program in place for the past six years, there is a need to revisit the behavior support system and streamline staff efforts to coordinate responses and support. Despite the school's efforts to reintroduce PBIS to staff to ensure shared expectations an consistency across the school, gaps still remain. The long-standing PBIS committee expanded to include more members and restructured its weekly meeting to address tiered needs.HS and MS are both using Kickboard which eliminates the ambiguity to the behavior systems. Teachers developed their own but the expectations were not always the same, leading to misunderstandings and consistencies. With

Strengths and Challenges Based on Trends and Patterns

	Kickboard there are still some inconsistencies, but with students earning points the behavior system is more systematic although it's still a work in progress. There is an increase in the need for additional support concerning mental and behavioral needs which has significantly consumed most of the mental health/behavior support team's time.

Demographic and Financial: Summarize the demographic and financial trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?	Over the past several years, there has been no statistical changes to the demographics of our students. All of our students are placed at AASD based on IEP team decisions, which means that our population comes from students that the county systems cannot provide services adequately. Overall, we serve a majority of economically-disadvantaged and minority students. All AASD students have access and equitable opportunities to high quality instruction. AASD is committed to providing impartial and fair educational opportunities for all of our students. We believe that it is critical that students are served by highly qualified and effective teachers, administrators, and support personnel who are knowledgeable about the unique educational needs of students who are deaf or hear of hearing and have possible multiple disabilities. It is our continued goal to provide highly qualified teachers for all of our students.

Student Achievement: Summarize the student achievement trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?	Academic performance at our school level is unique. Testing and achievement at each of the departments within the school is specialized and should be compared cautiously. Because 100% of our student population is on an Individualized Education Plan, the testing environment may not mirror what goes on within a regular public school system. Even with accommodations and embedded support, a majority of our students are scoring below grade level in the area of ELA and Math on the Georgia Milestones End of Grade Tests. We need to continue to prioritize our instruction to address these weaknesses in ELA and Math. The priorities include addressing curriculum needs and strengthening our understanding of providing a rich language environment through the use of effective bilingual strategies and instructional best practices.
	In addition, we continue to look at a variety of assessment scores to take a holistic approach including but is not limited to Measurement of Academic Progress (MAP) in Reading and Math, Basic Reading Inventory (BRI), ST Math and other informal assessments to track progress and growth. It is noted that several years ago, students in middle school performed poorly on MAP math but with additional intervention time and increased math support, there has been a significant growth in this area. As a result, the schedule was modified to increase math time for all students. In addition, a full-time math instructional coach was hired and this is indicative that instructional support and coaching is crucial to improving student achievement in all areas.

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

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

Strengths	AASD primarily serves deaf and hard of hearing students either with or without multiple disabilities so the school staff is highly knowledgeable in working with this specific student population. All of our students are on IEP and most of the students come in with English as their second language. One of the biggest strength is that all of the AASD staff use American Sign Language as the primary language of instruction and they receive ongoing training related to instructional best practices in teaching deaf/hard of hearing students. Therefore, all staff are highly qualified and knowledgeable in the field of Deaf Education. While the school may not be as big and resourceful compared to a regular public school system, many of the staff have unique and multiple roles/hats in meeting our students' unique educational needs and the school works collaboratively like a family. While the state test achievement scores for AASD students may be historically low compared to peers in the state, we continued to see growth and progress in many areas including language, self-advocacy, self-awareness about identity and deaf culture and socio-emotional development.

Challenges	While AASD has many strengths as a school community, it comes with challenges. Many of the students are struggling learners because they come in with either little or no language, so the teacher and support personnel constantly work hard in providing a variety of educational and social opportunities to support their language acquisition and development. Historically, the students have not performed well on state testing so AASD strives to conduct a variety of assessments to monitor growth and progress in different areas. Lack of systemic professional development and instructional support have led to poor staff retention, inconsistent instructional practices and lack of rigor in the classroom. The teachers are faced with the task of developing their own resources for their lesson activities. With students' limited language abilities and skills, it exacerbates the need for specialized wrap-around services to address their socio-emotional needs with our limited resources and manpower. Many of the students come from different county systems so traveling distance for some of the students pose as a challenge especially when it comes to having them involved after school activities and sports. Family engagement and involvement continue to be an area of need so AASD is constantly seeking new ideas and strategies to boost family engagement and build family capacity. Lastly, AASD is undergoing a new leadership transition as the school-level superintendent left at the end of the 20-21 school year.

3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

3.2 Identification and Prioritization of Overarching Needs

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

Overarching Need # 1

Overarching Need	Develop a shared understanding of curriculum in order to establish a cohesive curriculum addressing vertical and horizonal curricular alignment in all content areas.
How severe is the need?	High
Is the need trending better or worse over time?	Better
Can Root Causes be Identified?	Yes
Priority Order	2

Additional Considerations	

Overarching Need # 2

Overarching Need	Establish the language planning practices and implement bilingual instructional strategies to enable AASD to accurately reflect our language policy.
How severe is the need?	High
Is the need trending better or worse over time?	Worse
Can Root Causes be Identified?	Yes
Priority Order	1

Additional Considerations	

Overarching Need # 3

Overarching Need # 3

Overarching Need	Increase rigor through consistent use of instructional best practices.
How severe is the need?	High
Is the need trending better or worse over time?	Worse
Can Root Causes be Identified?	Yes
Priority Order	3

Additional Considerations	

Overarching Need # 4

Overarching Need	Engage students in K-12th grade by applying the components of CTAE and STEAM programs and instruction.
How severe is the need?	High
Is the need trending better or worse over time?	Better
Can Root Causes be Identified?	No
Priority Order	4

Additional Considerations	

Overarching Need # 5

Overarching Need	Ensure a successful leadership transition to support maintenance and stability of school operations.
How severe is the need?	High
Is the need trending better or worse over time?	Better
Can Root Causes be Identified?	Yes
Priority Order	Unranked

Additional Considerations	

3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

3.3 Root Cause Analysis

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

> **Overarching Need - Develop a shared understanding of curriculum in order to establish a cohesive curriculum addressing vertical and horizonal curricular alignment in all content areas.**

Root Cause # 1

Root Causes to be Addressed	Lack of shared understanding of curriculum and what it entails
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program Title IV, Part A - Student Support and Academic Enrichment

Additional Responses	

Root Cause # 2

Root Causes to be Addressed	Inconsistent use and application of curricular & instructional resources across all content areas due to lack of understanding of our existing resources and how to use them
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title IV, Part A - Student Support and Academic Enrichment

Root Cause # 2

Additional Responses	

Root Cause # 3

Root Causes to be Addressed	Insufficient time to analyze and understand state standards and how the standards can be broken down to ensure access for all students including those with severe cognitive disabilities.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education Title I - Part A - Improving Academic Achievement of Disadvantaged Title IV, Part A - Student Support and Academic Enrichment

Additional Responses	

Root Cause # 4

Root Causes to be Addressed	Lack of resources in specific content areas
This is a root cause and not a contributing cause or symptom	No
This is something we can affect	No
Impacted Programs	IDEA - Special Education Title I - Part A - Improving Academic Achievement of Disadvantaged

Additional Responses	

Overarching Need - Establish the language planning practices and implement bilingual instructional strategies to enable AASD to accurately reflect our language policy.

Root Cause # 1

Root Causes to be Addressed	Lack of professional development plan that explicitly address language planning practices and bilingual instructional strategies
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program Title IV, Part A - Student Support and Academic Enrichment Others :

Additional Responses	

Root Cause # 2

Root Causes to be Addressed	Inconsistent application and use of bilingual strategies in the classroom.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program Title IV, Part A - Student Support and Academic Enrichment Others :

Root Cause # 2

Additional Responses	

Overarching Need - Increase rigor through consistent use of instructional best practices.

Root Cause # 1

Root Causes to be Addressed	Inconsistent use and understanding of Tier I expectations for classroom instruction in all content areas
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Parent and Family Engagement Program

Additional Responses	

Root Cause # 2

Root Causes to be Addressed	Lack of frequent and meaningful, explicit classroom observations/walk-throughs, feedback & coaching across all content areas
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program Title IV, Part A - Student Support and Academic Enrichment Others :

Root Cause # 2

Additional Responses	

Root Cause # 3

Root Causes to be Addressed	Inconsistent planning for use of instructional practices and strategies that promote high order thinking and rigor.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program Title IV, Part A - Student Support and Academic Enrichment Others :

Additional Responses	

Overarching Need - Engage students in K-12th grade by applying the components of CTAE and STEAM programs and instruction.

Root Cause # 1

Root Causes to be Addressed	Lack of shared understanding of CTAE and STEM and how it should be applied across all grade bands and content areas at AASD.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged

Root Cause # 1

Impacted Programs	Title IV, Part A - Student Support and Academic Enrichment

Additional Responses	

Overarching Need - Ensure a successful leadership transition to support maintenance and stability of school operations.

Root Cause # 1

Root Causes to be Addressed	The school-level superintendent resigned from the position after the end of the 2020-2021 school year. AASD has had an interim superintendent for the 21-22 school year and plans to have a permanent superintendent in place for the 22-23 school year.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program Title IV, Part A - Student Support and Academic Enrichment Others :

Additional Responses	

School Improvement Plan
2022 - 2023

State Schools
Atlanta Area School for the Deaf

SCHOOL IMPROVEMENT PLAN

1 General Improvement Plan Information

General Improvement Plan Information

District	State Schools
School Name	Atlanta Area School for the Deaf
Team Lead	Vanessa Robisch, Interim School-Level Superintendent
Federal Funding Options to Be Employed (SWP Schools) in this Plan (Select all that apply)	Traditional funding (all Federal funds budgeted separately)

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

2. SCHOOL IMPROVEMENT GOALS

2.1 Overarching Need # 1

Overarching Need

Overarching Need as identified in CNA Section 3.2	Develop a shared understanding of curriculum in order to establish a cohesive curriculum addressing vertical and horizonal curricular alignment in all content areas.
Root Cause # 1	Inconsistent use and application of curricular & instructional resources across all content areas due to lack of understanding of our existing resources and how to use them
Root Cause # 2	Insufficient time to analyze and understand state standards and how the standards can be broken down to ensure access for all students including those with severe cognitive disabilities.
Root Cause # 3	Lack of resources in specific content areas
Root Cause # 4	Lack of shared understanding of curriculum and what it entails
Goal	By the end of the 2022-2023 school year, through the use of evidence based instructional strategies, bilingual strategies, appropriate resources and technology, 30% of students will demonstrate "typical growth" as measured by the Student Growth Percentile (SGP) from the Georgia Milestones Assessment.

Action Step # 1

Action Step	Implement new ELA curricula with fidelity.
Funding Sources	N/A
Subgroups	N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity
Success Criteria for Implementation	Meeting notes; observations; fidelity checklists; lesson plans
Success Criteria for Impact on Student Achievement	GA Milestones Growth percentiles; Growth in BRI scores and Numeracy Project Assessments
Position/Role Responsible	Literacy Coach; elementary teachers; State Schools Language and Literacy Initiative Coordinator
Timeline for Implementation	Others :

Action Step # 1

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

Action Step # 2

Action Step	Teachers will utilize content area based instructional strategies and resources after participating in district PL focusing on ELA and math and high leverage practices.
Funding Sources	N/A
Subgroups	N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity
Success Criteria for Implementation	Pre- & post-training surveys; PL checklist
Success Criteria for Impact on Student Achievement	GA Milestones Growth percentiles; Growth in BRI scores and Numeracy Project Assessments
Position/Role Responsible	State Schools Office Chief Academic Officer; instructional coaches; school leadership team
Timeline for Implementation	Monthly

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

Action Step # 3

Action Step	Share curriculum/instructional resources with parents/families including but not limited to providing family sessions on using academic resources that can be used at home.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Professional Capacity Family and Community Engagement
Success Criteria for Implementation	Workshop flyer; attendance sign in sheet
Success Criteria for Impact on Student Achievement	GA Milestones Growth percentiles; Growth in BRI scores and Numeracy Project Assessments
Position/Role Responsible	Family Engagement Coordinator; Instructional Coaches; Curriculum/PL Coordinator; Department Heads
Timeline for Implementation	Weekly

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

2. SCHOOL IMPROVEMENT GOALS

2.2 Overarching Need # 2

Overarching Need

Overarching Need as identified in CNA Section 3.2	Establish the language planning practices and implement bilingual instructional strategies to enable AASD to accurately reflect our language policy.
Root Cause # 1	Inconsistent application and use of bilingual strategies in the classroom.
Root Cause # 2	Lack of professional development plan that explicitly address language planning practices and bilingual instructional strategies
Goal	By the end of the 2022-23 school year, through the use of evidence based instructional strategies, bilingual strategies, appropriate resources and technology, 30% of students will demonstrate "typical growth" as measured by the Student Growth Percentile (SGP) from the Georgia Milestones Assessment.

Action Step # 1

Action Step	Create & maintain training cohorts of all the instructional/support staff hired in the last 5 years.
Funding Sources	Title I, Part A
Subgroups	N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity
Success Criteria for Implementation	Development of training plan for all cohorts; attendance sign in sheets
Success Criteria for Impact on Student Achievement	GA Milestones Growth percentiles; Growth in BRI scores and ASL-EST Scores
Position/Role Responsible	Bilingual Consultant; Supervisor of Outreach/Support Services;
Timeline for Implementation	Monthly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	research briefings & resources from Gallaudet University's Visual Language Learning Institute (VL2)

Action Step # 2

Action Step	Create a system of planning/observations/feedback support for veteran teachers/staff with the bilingual consultant.
Funding Sources	Title I, Part A
Subgroups	N/A
Systems	Coherent Instruction Professional Capacity
Success Criteria for Implementation	Coaching checklist; observation/feedback notes
Success Criteria for Impact on Student Achievement	GA Milestones Growth percentiles; Growth in BRI scores and Numeracy Project Assessments
Position/Role Responsible	Bilingual consultant; Department Heads
Timeline for Implementation	Monthly

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

Action Step # 3

Action Step	Develop a plan for documenting language plans for students and ensure instructional planning reflect student language needs.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Supportive Learning Environment
Success Criteria for Implementation	Lesson Plans; walk-through/observation notes; a completed plan for documenting language plans

Action Step # 3

Success Criteria for Impact on Student Achievement	GA Milestones Growth percentiles; Growth in BRI scores and Numeracy Project Assessments
Position/Role Responsible	Department Heads
Timeline for Implementation	Monthly

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

Action Step # 4

Action Step	Continue to offer in-person and online ASL classes for families.
Funding Sources	N/A
Subgroups	N/A
Systems	Professional Capacity Family and Community Engagement
Success Criteria for Implementation	ASL classes enrollment list
Success Criteria for Impact on Student Achievement	GA Milestones Growth percentiles; Growth in BRI scores and Numeracy Project Assessments
Position/Role Responsible	Family Engagement Coordinator; Outreach supervisor
Timeline for Implementation	Weekly

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

2. SCHOOL IMPROVEMENT GOALS

2.3 Overarching Need # 3

Overarching Need

Overarching Need as identified in CNA Section 3.2	Increase rigor through consistent use of instructional best practices.
Root Cause # 1	Inconsistent planning for use of instructional practices and strategies that promote high order thinking and rigor.
Root Cause # 2	Inconsistent use and understanding of Tier I expectations for classroom instruction in all content areas
Root Cause # 3	Lack of frequent and meaningful, explicit classroom observations/walk-throughs, feedback & coaching across all content areas
Goal	By the end of the 2022-2023 school year, through the use of evidence based instructional strategies, bilingual strategies, appropriate resources and technology, 30% of students will demonstrate "typical growth" as measured by the Student Growth Percentile (SGP) from the Georgia Milestones Assessment.

Action Step # 1

Action Step	Teachers will utilize high leverage practices through the use of technology resources and platforms including Canvas.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Supportive Learning Environment
Success Criteria for Implementation	Canvas; virtual observations (MS Teams, Zoom)
Success Criteria for Impact on Student Achievement	GA Milestones Growth percentiles; Growth in BRI and ASL-EST scores and Numeracy Project Assessments
Position/Role Responsible	Department Heads; Classroom teachers
Timeline for Implementation	Quarterly

Action Step # 1

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

Action Step # 2

Action Step	As a part of State Schools MTSS cohort, AASD will continue to utilize Numeracy assessments as the universal screening for Elementary and Middle School students.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Success Criteria for Implementation	MTSS School team meetings; numeracy assessment results/data
Success Criteria for Impact on Student Achievement	GA Milestones Growth percentiles; Growth in BRI and ASL-EST scores and Numeracy Project Assessments
Position/Role Responsible	Elementary Classroom teachers; Elementary Department Head; Middle School Department Head; Middle School Math teachers; Math Coach; School Psychologist; Interim School Leader
Timeline for Implementation	Quarterly

Action Step # 2

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

Action Step # 3

Action Step	Allocate time for teachers to meet with instructional coaches and designated staff to go over student data for instructional planning & interventions including but not limited to addressing math needs in elementary (MTSS cohort).
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Professional Capacity
Success Criteria for Implementation	Student achievement data including numeracy assessment data; MTSS team meetings
Success Criteria for Impact on Student Achievement	GA Milestones Growth percentiles; Growth in BRI and ASL-EST scores and Numeracy Project Assessments
Position/Role Responsible	Department Heads; Instructional Coaches; Student Testing specialist/ School Psychologist
Timeline for Implementation	Weekly

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

2. SCHOOL IMPROVEMENT GOALS

2.4 Overarching Need # 4

Overarching Need

Overarching Need as identified in CNA Section 3.2	Engage students in K-12th grade by applying the components of CTAE and STEAM programs and instruction.
Root Cause # 1	Lack of shared understanding of CTAE and STEM and how it should be applied across all grade bands and content areas at AASD.
Goal	By the end of the 2022-23 school year, AASD will provide a Project Based Learning and/or STEAM activities for all students. By the end of the 2021-2022 school year, AASD CTAE department (teachers, counselors, WBL, Admin) will become familiar with and evaluate the Graduate Profile.

Action Step # 1

Action Step	Assess students in 9th – 12th using You Science and review the reports with the students by end of first quarter.
Funding Sources	Title I, Part A Perkins
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity
Success Criteria for Implementation	Walk-throughs/observations
Success Criteria for Impact on Student Achievement	GA Milestones Growth percentiles; Growth in BRI and ASL-EST scores and Numeracy Project Assessments
Position/Role Responsible	CTAE/Transition AP; teachers
Timeline for Implementation	Monthly

Action Step # 1

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

Action Step # 2

Action Step	Implement PBL / STEAM projects at minimum one time per quarter.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Success Criteria for Implementation	Checklist; calendar of events
Success Criteria for Impact on Student Achievement	GA Milestones Growth percentiles; Growth in BRI and ASL-EST scores and Numeracy Project Assessments
Position/Role Responsible	CTAE/Transition AP; teachers
Timeline for Implementation	Quarterly

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

Action Step # 3

Action Step	Provide computer science opportunities for students in upper elementary and middle school.
Funding Sources	Perkins
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Success Criteria for Implementation	To be determined
Success Criteria for Impact on Student Achievement	GA Milestones Growth percentiles; Growth in BRI and ASL-EST scores and Numeracy Project Assessments
Position/Role Responsible	CTAE/Transition AP; teachers
Timeline for Implementation	Quarterly

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

Action Step # 4

Action Step	Expose students to the different apprenticeship programs available
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners

Action Step # 4

Subgroups	Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Success Criteria for Implementation	To be determined.
Success Criteria for Impact on Student Achievement	GA Milestones Growth percentiles; Growth in BRI and ASL-EST scores and Numeracy Project Assessments
Position/Role Responsible	CTAE/High School AP; Transition Coordinator; designated CTAE teachers
Timeline for Implementation	Quarterly

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

Action Step # 5

Action Step	Identify staff TKES goals based on the Profile of a CTAE Graduate
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity

Action Step # 5

Systems	Family and Community Engagement Supportive Learning Environment
Success Criteria for Implementation	To be determined.
Success Criteria for Impact on Student Achievement	GA Milestones Growth percentiles; Growth in BRI and ASL-EST scores and Numeracy Project Assessments
Position/Role Responsible	CTAE/High School Department Head; Transition Coordinator; designated CTAE teachers
Timeline for Implementation	Quarterly

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

2. SCHOOL IMPROVEMENT GOALS

2.5 Overarching Need # 5

Overarching Need

Overarching Need as identified in CNA Section 3.2	Ensure a successful leadership transition to support maintenance and stability of school operations.
Root Cause # 1	The school-level superintendent resigned from the position after the end of the 2020-2021 school year. AASD has had an interim superintendent for the 21-22 school year and plans to have a permanent superintendent in place for the 22-23 school year.
Goal	The interim school leader will work with the school leadership team to ensure the school will maintain school operations and high quality instruction and services which includes carrying out the School Improvement Plan goals and action items.

Action Step # 1

Action Step	Communicate clear expectations of roles and responsibilities as established by the interim school leader for the school leadership team The leadership team will regularly review school-wide data including student and staff attendance, literacy and math data, and behavior data collected through the SWIS program.
Funding Sources	N/A
Subgroups	N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Success Criteria for Implementation	Leadership Team Meetings agendas and minutes.
Success Criteria for Impact on Student Achievement	GA Milestones Growth percentiles; Growth in BRI scores and Numeracy Project Assessments
Position/Role Responsible	Interim School Leader; School Leadership Team
Timeline for Implementation	Weekly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	The leadership team will regularly review school-wide data including student and staff attendance, literacy and math data, and behavior data collected through the SWIS program.

Action Step # 1

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	The leadership team will regularly review school-wide data including student and staff attendance, literacy and math data, and behavior data collected through the SWIS program.

Action Step # 2

Action Step	A mentorship program for new teachers and paraprofessionals by experienced teachers and paraprofessionals will be established.
Funding Sources	IDEA
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Professional Capacity
Success Criteria for Implementation	Mentor checklists and meeting notes
Success Criteria for Impact on Student Achievement	GA Milestones Growth percentiles; Growth in BRI scores and Numeracy Project Assessments
Position/Role Responsible	School Level Superintendent, Assistant Principals
Timeline for Implementation	Monthly

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

3. REQUIRED QUESTIONS

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

Required Questions

1. In developing this plan, briefly describe how the school sought advice from individuals (teachers, staff, other school leaders, paraprofessionals, specialized instructional support personnel, parents, community partners, and other stakeholders).	The school leadership team, consisting of various teachers, staff and administrators, met on a bi-monthly basis to review a variety of data sources as well as review School Improvement Plan progress to discuss next steps. Input was solicited from parents and community members throughout the school year focusing on a variety of areas such as literacy, academic support, behavior support, communication and IEP needs. Individual staff meetings and committees were held and in addition, surveys were distributed to identify strengths and challenges of the school to determine school priorities. Note- some of the SIP contents were carried over from 20-21 SIP.

2. Describe how the school will ensure that low-income and minority children enrolled in the Title I school are not served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers.	Newly hired teachers are automatically enrolled in our new teachers induction program where each teacher will get mentoring support throughout the year. Human Resources Office works with all teacher hires to ensure that they have appropriate certification for their teaching assignments. In case of an out-of-field teaching assignment, the supervisor, HR technician and the teacher meets to implement a plan of action where the teacher will work toward obtaining the necessary certification s/he needs in order to become professionally qualified. The HR Office works closely with the school superintendent and the department heads to review and maintain the Master Teacher spreadsheet that contains a list of all of the current PSC certifications and licensure of each instructional staff. This will ensure consistent tracking of teacher professional qualifications. The teachers including new teachers participate in ongoing professional development on a weekly basis focusing on a variety of topics that are aligned to the School Improvement Plan addressing best instructional practices and school-wide needs. The leadership team meets on a regular basis to plan professional development for the teachers and assign lead teachers, support staff, literacy coach and outside consultants to provide training and coaching for teachers. The school allocates funds for professional learning so the school can regularly send teachers to regional training and conferences related to their assigned areas when appropriate.

3. Provide a general description of the Title I instructional program being implemented at this Title I school. Specifically define the subject areas to be addressed and the instructional strategies/methodologies to be employed to address the identified needs of the most academically at-risk students in the school. Please include services to be provided for students living in local institutions for	AASD offers a developmental bilingual program that primarily uses American Sign Language and English for the delivery of instruction for all students. The school aims to preserve and build upon students' abilities in both languages and strive for students to achieve fluency in both. Students develop their expressive and reception skills in ASL. Students also develop their abilities to read, write, and for some, speak and listen in English. Teachers provides Tier I instruction using research-based instructional practices that include but are not limited to guided reading, bilingual strategies such as fingerspelling, bridging, thinking maps, differentiation, learning targets, word walls and many

neglected or delinquent children (if applicable).	more. Like many public schools, AASD follows the state standards for all grades including the graduation requirements for high school students. All students have IEPs so all students get individualized plans, accommodations (if needed) and modifications (if needed) to further support their learning and address their specific needs. Students are regularly assessed using a variety of instrumental tools to measure their progress as well as their levels to gauge instruction and identify appropriate interventions. Students who are identified as in need of additional support are provided intervention using Tier II and Tier III strategies as deemed appropriate. AASD has data teams that meet on a regular basis to review academic data to identify trends, strategies and academic interventions for at-risk students. Strategies and interventions are recommended and then carried over to the classroom where the teachers provide interventions and monitor their students' progress toward their learning goals.

4. If applicable, provide a description of how teachers, in consultation with parents, administrators, and pupil services personnel, will identify eligible children most in need of services in Title I targeted assistance schools/programs. Please include a description of how the school will develop and implement multiple (a minimum of 2) objective, academic-based performance criteria to rank students for service. Also include a description of the measurable scale (point system) that uses the objective criteria to rank all students.	All students at AASD have IEPs so all students get individualized plans that include appropriate accommodations and modifications to further support their learning and address their specific needs.

3. REQUIRED QUESTIONS

3.2 PQ, Federally Identified Schools, CTAE, Discipline

Required Questions

5. If applicable, describe how the school will support, coordinate, and integrate services with early childhood programs at the school level, including strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.	AASD serves students from ages 3 to 21 years old including those in early childhood education programs. Each student including those in preschool grades are required to have annual IEP review where the student's strengths and needs are addressed. The IEP serves as a way for the IEP committee to identify plans and strategies for the transition from early childhood education program to elementary program.

6. If applicable, describe how the school will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:Coordination with institutions of higher education, employers, and local partners; andIncreased student access to early college, high school, or dual or concurrent enrollment opportunities or career counseling to identify student interest and skills.	All AASD students have IEPs which include transition plans for Middle School aged students and up. AASD currently employs a transition team that includes a transition specialist, Career Technical Education and Transition Department Head, and a Transition Assistant. The transition team works closely with all Middle School and High School students on career and postsecondary planning that includes the development and monitoring of their personal graduation plans. For 8th graders prior to entering High School, they participate in an orientation about high school to familiarize themselves with expectations and graduation requirements.AASD has a growing Career, Technology, and Agriculture Education department which consists of nine teachers who provide specialized instruction related to a variety of career pathways, and in addition, the teachers provide explicit instruction in soft skills. For High School students, each student has an individualized transition plan that addresses their postsecondary plans and activities needed to accomplish their postsecondary goals. Many High School students take CCART classes which provide opportunities for students to learn about essential employment skills such as interviewing, filling out applications, and working off campus to gain work experience. AASD cultivates and maintains partnership with local businesses and agencies to provide work placements for students. In addition, AASD has a strong partnership with Georgia Vocational Rehabilitative Services and AASD has an office on campus to house a GVRA counselor which enables the counselor to work directly with students to address their transition needs.

7. Describe how the school will support efforts to reduce the overuse of discipline practices that remove students from the classroom, specifically addressing the effects on all subgroups of students.	AASD employs a behavior support team consisting of behavior staff, school psychologists, social Worker and administrators who works primarily with students in need of additional socio-emotional support and immediate intervention who may be struggling in the classrooms. The school has a student responsibility center which provides a calming environment for students on behavior intervention plans (BIPs) to de-escalate and address their coping skills with the Behavior Specialist and/or the School Psychologist. Once the students have the opportunity to decompress and refocus, they return to

	their classrooms to resume their learning.In addition, AASD has a Positive Behavior Intervention Support (PBIS) core committee that meets on a weekly basis and the committee consists of behavior team, social worker, school psychologists, administrators, and selected teachers. The committee regularly meet to review behavioral data and discipline referrals to identify trends, strategies and interventions to reduce office referrals and misbehaviors. In addition, the PBIS committee sends out weekly newsletters to the school that address daily classroom management tips and relevant articles. The committee also hosts student assembles periodically to recognize and celebrate student successes and positive behaviors. At-risk students are identified using data, and the committee develops individualized behavior support plans which are then monitored on a weekly basis by the committee. Interventions may include but are not limited to the use of the social worker or individualized school counseling sessions. The school psychologist provides weekly social skills classes to Middle School students to address a variety of socio-emotional topics such as maintaining healthy relationships, bullying prevention, and many more.

ADDITIONAL RESPONSES

8. Use the space below to provide additional narrative regarding the school's improvement plan.	