



Atlanta Area School for the Deaf
CEASD Re-Accreditation Report
March 2021



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2020-21

Overview

Since the last CEASD accreditation visit on March 2019, AASD has diligently worked on addressing the eight key recommendations. Following the provisional accreditation announcement, the school-level superintendent held a town hall meeting with faculty and staff to review the key findings and recommendations. He also facilitated a series of meetings with the AASD leadership team to debrief and formulate a plan. It took the school community to put in concentrated and good-faith efforts to make significant progress to respond to the key recommendations. Some significant highlights are as follows:

- Revamped AASD's Professional Development Plans to maximize professional learning for teachers and staff;
- Re-established teacher/staff cohorts to focus on bilingual principles and strategies with the collaboration and facilitation of our bilingual consultant, Nancy Kelly Jones;
- Worked toward reviewing and determining curriculum needs such as defining curriculum at AASD and made some significant hires to enhance and improve instruction
 - Curriculum/Professional Learning Coordinator*
 - Literacy Instructional Coach
- Made strides to reassess ELA curriculum needs and identify potential curriculum/programs for AASD;
- Strengthened our PBIS programming to address students' socio-emotional and mental health needs, school climate. and enhance teacher/staff relationships with students;
- Revitalized AASD's Diversity, Equity and Inclusion committee to address cultural responsiveness and school climate to better meet the needs of students and staff;
- Joined the Multi-Tiered Systems of Supports (MTSS) cohort sponsored by the Georgia Department of Education, and engaged in professional learning related to MTSS to address tiered instruction, assessments and supports with a focus on elementary math for the 2020-2021 school year.

While AASD has made progress, it would be remiss if we did not mention that over the course of two years since the last accreditation visit, we've had our series of challenges and setbacks, particularly in Year 2 (current 2020-2021 school year). Like many school systems, AASD abruptly shifted to a distance/remote learning instructional model immediately on March 12, 2020 and AASD remained virtual for the remainder of the 2019-2020 school year. AASD had to adapt quickly to the new model. Due to COVID-19 community trends and guidance from GaDOE and Georgia Department of Public Health (GPH), AASD determined that it was not safe to reopen for in-person instruction and services at the beginning of the 2020-2021 school year. AASD started off the current school year with all students in the distance/remote instructional model. Due to

pandemic outbreak and the change of our instructional model, AASD had to drastically change focus and priorities to better support students and teachers/staff with the short and long-term implementation of distance/remote learning. AASD finally reopened for in-person instruction in phases starting on March 8, 2021.

Additionally, AASD has had some budget challenges as we encountered significant budget reductions for the past two years (reductions of 4% and 11%, respectively). Prior to the beginning of the 2019-2020 school year, AASD dealt with a 4% budget reduction, resulting in freezing non-essential positions which significantly affected the ability to create positions specifically dedicated to support some of the key recommendations. Some positions were shifted and moved over to the Central State Schools Office. For the 2020-2021 school year, AASD had to absorb a 11% reduction resulting in permanently freezing all of the essential positions and drastically scaled back on spending. As of early winter (November 2020), AASD received news that the fiscal outlook for the state schools looked better in light of Georgia's recovering economy and State Schools' preemptive measures to significantly limit spending. AASD is slowly recovering and the immediate priority is on filling the essential vacant positions- teacher positions. It is with hope that in the near future, AASD will have the opportunity and means to be able to create and reallocate positions to further support AASD's academic needs and plans.

The challenges of the pandemic prompted AASD to reshuffle its priorities to focus on supporting students and teachers/staff in two primary ways: instruction in a digital format and acknowledging and addressing cultural/political dissonance. Some of the challenges associated with all of this have turned into opportunities to make meaningful changes to better support the mission of AASD. This has included maximizing instructional technology by purchasing additional devices for students and staff, providing families hot spots to enable internet access, utilizing Canvas as our main learning management system, providing online workshops and training to our families, redesigning academic schedules to incorporate increased academic support, project-based learning (PBL) and the use of interdisciplinary approaches. It has also helped us to really restructure our Diversity, Equity and Inclusion efforts, which will be addressed later. Regardless of the setbacks, AASD has maintained its steadfast commitment to address key recommendations to further enhance and support academic culture and expectations.

**We no longer have a full-time Curriculum/Professional Learning Coordinator at this time as the incumbent resigned from the position to devote full-time to another position at AASD.*

RECOMMENDATIONS #1 & 2

The CEASD accreditation team recommends the Atlanta Area School for the Deaf, in conjunction with the Georgia Department of Education, hire a Curriculum Coordinator for the purpose of overseeing curriculum development and training, materials selection and purchasing, and vertical and horizontal curricular alignment.

The CEASD Accreditation Team recommends the Atlanta Area School for the Deaf develop/review written curriculum and instruction policies and procedures to provide direction to the staff, leadership, and other stakeholders in the development, implementation, and improvement of educational program.

Late Spring 2019

The school superintendent worked with AASD Human Resources Office to review existing vacancies, and subsequently reallocated some positions to create new positions. One of the positions included a full-time Curriculum/Professional Learning Coordinator. Approval was obtained from the State Schools Office to proceed with the new job posting and the position was posted around late April/early May. Applications were submitted and interviews were conducted during the Summer of 2019 (June/early July). The job was offered to and accepted by Amanda Lee, who has been our school librarian/media specialist for a long time. Since the position was accepted late in the summer, it was agreed that Amanda could manage both duties on a temporary basis until the school librarian position was filled. There was some overlap in current library responsibilities overseeing instructional materials and resources so it was initially thought that could be managed on a temporary basis.

School Year 2019-2020

Prior to the beginning of the school year, AASD was informed that AASD and other state schools would absorb a 4% budget reduction for the fiscal year. As a result, AASD and the state schools were instructed to freeze all existing non-essential positions and only essential positions upon careful review and approval could be approved. Only teachers, paraprofessionals and related services staff were deemed as essential positions. All other positions that do not work directly with students were considered non-essential. Subsequently, the School Librarian/Media Specialist position was put on the back burner until further notice.

Despite the budget reduction, the curriculum/PL coordinator hit the ground running by scheduling and facilitating curriculum committees focusing on Science and Social Studies. The coordinator also conducted meetings with various ELA and Math teachers to solicit feedback on curriculum needs. She participated in the monthly GaDOE Curriculum Directors monthly meetings/webinars coordinated by the Director of Curriculum and Learning at GaDOE to stay abreast of topics/issues concerning curriculum and instruction.

Based on survey results and additional input from teachers and staff members, the curriculum definition was drafted and then adopted:

The curriculum at AASD is “a sequential blueprint (scope) of a specific content area that includes vocabulary, resources, Essential Questions (EQ’s), objectives, summative and formative assessments, instructional strategies and differentiation that follows current state standards to meet diverse student needs.”

In addition, the Curriculum/PL Coordinator worked on drafting a protocol to address the selection and purchase of instructional and curriculum materials which also include a process for curriculum adoption. However, the protocol has been tabled in light of other competing priorities including addressing school closures and distance/remote learning needs.

It’s important to note that over the past several years, the State Schools Central Office had expanded to employ a full-time Chief Academic Officer and a full-time Language and Literacy Director. The Chief Academic Officer’s primary responsibilities include but are not limited to leading professional learning activities for state schools and overseeing curriculum/instruction initiatives as directed by the State School Central leadership. In addition., she is also the designated Federal Grants coordinator for the State Schools office. The Language and Literacy Director was initially created in response to the newly enacted Act 462, a new Georgia law which aims to improve the language and literacy outcomes for Georgia’s children who are Deaf and Hard of Hearing. The Director is responsible for overseeing a large federal grant focusing on literacy and assessments for schools and programs serving deaf and hard of hearing students including State Schools. Both roles have assumed increased oversight of State Schools instruction/Curriculum initiatives on a district-level basis for all three state schools including AASD.

In partnership with the Language and Literacy Director and State Schools Office, it was agreed to pilot a new curriculum program for 2 identified elementary classes. The curriculum program is known as the Foundations of Literacy which is specifically and initially designed for DHH students with some auditory access. Some historical context here- Georgia State University led a research project which involved the creation and application of the Foundations of Literacy, and AASD was one of several schools who participated in the research project years ago. The newly hired literacy coach, Language and Literacy Director, Elementary Department Head, School Level Superintendent and Curriculum/PL Coordinator collaborated to plan for the pilot classes which involved training of the two elementary teachers for the selected classes and the development of Foundation of Literacy materials and resources. Unfortunately, the pilot collaboration produced some mixed results as there were some fidelity issues. One of the two teachers who participated in the pilot implementation was unexpectedly placed on leave which prompted AASD to change the teaching assignments and re-assign another teacher to take over the class. The team had to train the new teacher in the

middle of the school year. Then by mid-March, AASD had to close and shift to distance/remote learning like other schools due to pandemic outbreak. In light of the abrupt school closure, the team was not able to further implement the pilot program due to insufficient materials and resources available that was conducive to online learning.

In partnership with the State Schools Office, it was agreed to implement Foundations of Literacy for elementary for the next school year, and the team worked on providing virtual training for elementary teachers during the Summer of 2020. The teachers participated in 3.5 days of online training focusing on Foundations of Literacy (FOL) and Fingerspelling Our Way to Reading (FOWR), another supplemental resource to support older students' fingerspelling and literacy skills. Plans were made to provide short-term online support and resources for the implementation when AASD began the school year using distance/remote learning model. It was with hopes that AASD would be able to return to in-person instruction later in the fall to further support the implementation.

January 2020- The State Schools Office established the State Schools ELA Curriculum Advisory Committee consisting of key representatives from all three state schools including AASD. The primary goal is to identify and adopt ELA curriculum and resources for all three state schools to ensure standardization and conformity of the quality of instruction and services among all three state schools. The Chief Academic Officer is leading this effort. AASD has identified teacher and key staff representatives to serve on the committee. After doing some search and input from the leadership team, outside consultants were hired to support the committee's work- Nancy Kelly Jones (Deaf Education expert) and Karen Blankenship (vision needs expert). The committee was originally slated to meet in Spring 2020 but was indefinitely tabled due to pandemic outbreak and school closures. At the time of this report, the advisory committee had its first meeting earlier this month (March 2021).

2020-2021 School Year

Prior to the beginning of the school year, all GA public schools including state schools faced significant budget cuts because of the impact the pandemic closures had on the state economy. GaDOE including AASD were instructed to reduce 11% of its operating budget. As a result, AASD had to cut all of the non-essential positions and freeze additional essential vacant positions that were currently available. AASD was compelled to make a decision that it wasn't possible to get the School Librarian position filled anytime soon. Eventually, the Curriculum/Professional Learning Coordinator made a decision to resign from the position and switch back to the librarian position full-time. She was not able to continue her commitment to fulfilling two roles for an indefinite period of time, and she had concerns about how the Curriculum/Professional Learning position fit with the current leadership structure and the decision-making process as well as the increasing influence the State Schools Office had on decisions concerning curriculum and instruction. She was committed to fulfilling her duties to the best of her abilities, and it was believed that the Curriculum/PL position did not allow her to do so. At this point, there are no immediate plans to have this position filled.

In addition, the State Schools Office added another full-time staff, Chief Policy Officer whose primary duties focus on updating State Schools Office's existing policies as well as develop new policies concerning state schools. This also includes policies concerning instruction and curriculum. At this time, the focus is on revising key policies that are not related to instruction/curriculum and developing a new MOU with LEAs.

AASD began the school year utilizing distance/remote instructional model for all students due to COVID-19 community level spread in metro Atlanta. The Literacy Coach and the Language and Literacy Director worked on preparing concrete and online materials and resources for teachers for implementation of the new FOL and FOWL curricula. The original implementation timeline had to be modified on an ongoing basis because AASD was uncertain at that time when students would be able to return to in-person instruction. Implementing this new curriculum and utilizing a new instructional model for students made it extremely challenging for teachers in terms of trying to meet students' needs as well as adapting to their home schedules particularly for younger students. This resulted in modifying the expectations for deliverables for teachers. Despite the modifications that have been made, there are still some significant concerns about the appropriateness of this particular curriculum program, its implementation, and the expectations that were placed on the teachers. There has also been some confusion related to the roles and responsibilities associated with the implementation, the AASD staff roles and state central office roles that need to be addressed and resolved.

As a part of our professional learning plan for this year, our teachers participated in a variety of training facilitated by individuals outside of AASD focusing on specific content areas. One notable workshop this year was the ELA workshop that was delivered by Dr. Todd Czubek of Boston University which the elementary and secondary ELA teachers had the opportunity to learn about bilingual curriculum resources that was available to support students' ASL and English development (Bilingual Grammar Curriculum). The bilingual curriculum resource will be a part of the discussion the ELA advisory committee will address. The CTAE teachers participated in a training back in October with an outside consultant, to develop aligned curriculum standards with their pathway specific End of Pathway Assessments (EOPA). The teachers used this guide to develop their year-long plans and unit plans to enhance the quality of their regular lesson plans.

For the next 2021-2022 School Year, once the State Schools ELA Advisory Committee makes some decisions on the adoption and purchase of ELA curriculum/resources, the focus will be moved to mathematics. The efforts will again be led by the Chief Academic Officer in partnership with the state schools.

RECOMMENDATION #3

The CEASD Accreditation Team recommends the Atlanta Area School for the Deaf, in conjunction with the Georgia Department of Education, assess AASD's current language learning environment and its foundational principles for supporting student academic achievement prior to instituting additional school improvement strategies.

Late Spring 2019

As a part of the restructuring efforts, the former Literacy Coach was moved to a different position (the incumbent has since left AASD). Approval was obtained from the State Schools Office to proceed with the new job posting and AASD began looking for a new Literacy Coach in late April/early May. Applications were submitted and interviews were conducted during the Summer of 2019 (June/early July). The Literacy Coach role was offered to and accepted by Kim Thompson, a Middle School Language Arts teacher. Since the offer was made late summer, we were unable to find a teacher replacement in time. She agreed to continue with her teaching duties and was given extra planning periods to do some instructional coaching work. A new Middle School ELA teacher was hired to replace Kim Thompson and the new teacher began on January 2020. Once the new teacher began working at AASD, Kim was able to resume her Literacy Coach duties on a full-time basis. It is also important to note that at the time of the last accreditation visit, the math instructional coach was in her first year on the coach job and had almost full-time teaching duties because a teacher replacement had not yet been hired. Ever since, AASD has worked to get the position filled in order to allow the math coach to fulfill her duties full-time and provide coaching and support to teachers.

2019-2020 School Year

Prior to the beginning of the school year, the State Schools Office hosted a 2-day Professional Learning Institute for all teachers from three state schools including AASD. Workshops topics included:

- Academic Rigor
- Implicit Bias/Cultural Responsiveness
- Literacy Strategies for D/HH students
- Math Strategies for D/HH students
- Differentiated Instruction
- Introduction of the new Learning Management System- Canvas
- State Schools Student Achievement data analysis
- Overview of Multi-Tiered Systems of Support (MTSS) for State Schools

The 2-Day Institute was a part of AASD's preplanning/in-service week for teachers/staff. Some of the topics from the 2-day institute were carried over to future PL for the rest of the school year. AASD implemented teacher/staff cohorts to focus on bilingual

strategies and principles which also addressed foundational principles for academic achievement. For more information on this topic, refer to p.14 (Recommendations 5 & 6).

AASD and other state schools joined a 5-year cohort to implement MTSS. First, a district-level MTSS leadership team was established consisting of state school superintendents and several State Schools Office members. The team worked with the MTSS specialist from GaDOE to discuss implementation for AASD and other state schools. Activities for Year 1 (2019-2020 school year) implementation primarily focused on having the team attending professional development and trainings to learn about MTSS in the following areas:

- Tiered interventions/Multi-level Prevention systems
- Data-Based Decision-making process
- Infrastructure
- Screening
- Progress monitoring

AASD established the school-level MTSS team consisting of all instructional leaders, instructional coaches and the school psychologist (designated school-level MTSS coordinator) and the team met on a monthly basis to go over the school fidelity rating for each MTSS component. It was an intensive process as the team focused on evaluating AASD in the areas of academics and behavior using the specific criteria provided for each component of MTSS. The process prompted the team to critically assess the academic foundation principles including how and what assessments are administered and used. If a rating of 3 or above 5 was given, AASD had to identify and produce clear documentation. The MTSS Coordinator and the school-level superintendent met with the MTSS Specialist to go over the fidelity ratings. After discussions with the district-level team, it was determined that for Year 1, AASD would focus on Elementary Math and the school-level MTSS team agreed to just focus on the Screening component. An action plan for 2020-2021 school year was developed to address in the area of Elementary Math:

- Set up screening to get baseline data.
- Using online math assessments (IKAN/GLOSS) to carry out math screening.
- Set up training for elementary teachers to conduct screening.
- MTSS sub-committee meets regularly to discuss progress.
- Set up professional learning communities with teachers to go over screening data.
- Begin addressing Tier I instruction & use screening data to guide instruction.

After AASD closed for in-person instruction last March 2020, a plan was formulated to establish a small MTSS sub-committee to primarily focus on elementary math. The team consisted of the school-level MTSS Coordinator (our school psychologist), school-level superintendent, elementary department head and the math coach.

2020-2021 School Year

Even though AASD went through the fall semester with all students in virtual learning, the MTSS sub-committee met on a monthly basis to go over the implementation of the action plan. The sub-committee agreed to utilize the Numeracy Project, a math resource from the Georgia Department of Education's math department. It's a free numeracy development resource that introduces teacher and leaders to acquire a solid foundation in numeracy. It is focused on developing students' understanding of numbers, and their ability to use numbers to solve problems. Students may solve number problems by counting, adding, subtracting, multiplying, dividing, or any combination of these operations. The goal is to have students develop strategies that support their use of these operations in real-world and mathematical problems. The Number Project is a 4-Part Process which consists of screening assessments and intervention activities. The sub-committee agreed to utilize the GloSS and IKAN assessments as a part of the screening process.

The math coach facilitated a training in early Fall to an identified group of elementary teachers to focus on MTSS and screening. Due to distance/remote learning, it was not feasible to include all classes particularly the young students. AASD focused on students who would be able to participate in the Numeracy assessments virtually and provide valid and reliable results. The math coach then shared an overview of the assessments. The coach worked with the teachers to administer the screening for identified students. The teachers observed while the coach administered the assessment virtually and the coach developed a spreadsheet to tabulate screening results. The sub-committee reviewed the results and then the math coach met with the teachers to go over the results together to address instructional needs. The subcommittee worked on developing an action plan for the following school year which will focus on extending screening to younger elementary students who weren't able to participate in the first round of screening this year as well to Middle School students. The committee also agreed on revisiting the elementary academic schedules to incorporate build in schedule for academic interventions and groupings. The math coach facilitated virtual PLC meetings with the elementary teachers to go over the administration of the screening assessment, interpreting results and learning how results can be used to drive instruction as well as identify specific activities using the Numeracy Project.

RECOMMENDATION #4

The CEASD Accreditation Team recommends the Atlanta Area School for the Deaf administrators formulate an action plan to create a culture of high expectations and academic rigor among school leaders, teachers/staff and students.

May- June 2019

AASD leadership team met to revisit the lesson plan expectations and worked on identifying non-negotiables and negotiables of the expectations that come with lesson plans. Materials and resources related to the development of weekly lesson plans, unit plans and year-long plans were developed and uploaded in a shared folder (school network) for teachers to access and use. The goal was to ensure a shared understanding of what effective instructional planning should entail.

2019-2020 school year

The Department Heads shared lesson plans resources and expectations with the teachers during the preplanning/-in-service week. Expectations were communicated to the teachers about being required to submit year-long plans, unit plans and weekly plans in a shared folder for the Department Heads to review.

The Curriculum/Professional Learning Coordinator and the school superintendent worked on developing a year-long professional learning plan for teachers and staff and the information and expectations were communicated with the teachers/staff. The professional learning plan addressed:

Training on curriculum access (an outside consultant specializing in teaching students with additional disabilities was hired to provide training and ongoing coaching with teachers). Since we had a large group of students with additional disabilities, there was a need to ensure they had appropriate curriculum access with high academic expectations in alignment with their developmental needs and abilities.

Training for elementary teachers and secondary ELA teachers were provided as a part of the follow up from the 2-Day institute focusing on high leverage practices and strategies especially for Deaf and Hard of hearing students. The training was provided by the Literacy and Language Director of the State Schools Office. The math training was provided and facilitated by the math coach and a team from the Georgia Department of Education's math department for secondary math teachers.

In additional, trainings were provided to new teachers related to Thinking Maps and another rollout of Thinking Maps was implemented for all teachers to ensure teachers provided sufficient opportunities for students to re-familiarize and practice using Thinking Maps.

As previously mentioned in an earlier section, prior to the beginning of the school year, the State Schools Division hosted a 2-day Professional Learning Institute for all teachers from three state schools including AASD. One of the workshops involved a

discussion of academic rigor and high expectations which was provided by an outside consultant. Later in the fall semester, the State Schools Office hosted a training specifically for school leaders and instructional coaches on academic rigor. During the training, the group discussed about defining rigor and what it should look like for all three state schools. The group eventually developed a common understanding of rigor and made plans to have the consultant work with each state school during their designated professional learning days. The consultant was scheduled to provide training and facilitate activities related to academic rigor during AASD's designated professional learning day in March 2020. However, due to the pandemic outbreak, AASD had to shift to remote learning like other schools, and the academic rigor training was cancelled.

As mentioned in the previous section, a new Literacy Coach was hired. Even though the coach wasn't able to devote full-time to her new role in the beginning of the school year, she was able to use some of her extra planning periods to partner with the math coach to focus on supporting teachers related to instruction and facilitate after-school meetings with groups of teachers addressing instructional strategies and practices.

Monthly meetings were set up consisting of all department heads, instructional coaches, Curriculum/PL coordinator and the school-level superintendent to specifically focus on instructional support and professional learning for teachers/staff. Specific topics included but not limited to scheduling PL sessions for teachers, setting up cohorts to engage in bilingual practices, discussing curriculum & rigor, discussing plans to do pilot Foundation of Literacy for elementary, grading practices, and support for new teachers. The monthly meetings were suspended in the spring of 2020 due to school closure.

2020-2021 School Year

Prior to the end of the 2019-2020 school, a decision was made to re-assign the High School Department Head to a full-time CTAE teaching position. The CTAE Department Head assumed the duty of overseeing High School, and one of her strongest areas are in the areas of instruction and curriculum which includes building capacity. She has been focused on supporting teachers and providing instructional resources as a way to build capacity and a culture of support within the High School department.

As soon as it was confirmed AASD would begin the school year using the remote/distance learning instructional model for students, AASD shifted its focus on supporting teachers and building capacity to prepare for virtual instruction. The AASD leadership worked on standardizing academic schedules for departments to maximize instruction while considering the needs of students and families' schedules at home. AASD worked on moving forward and implementing Canvas as our main learning management system for students and teachers to utilize. The department heads worked on supporting the teachers and paraprofessionals to establish virtual academic schedules/routines and addressing family needs to ensure attendance and student

engagement. Support service staff provided home visits and delivery of technology and hot spots. They worked 1:1 as students needed with in person, socially distanced visits to ensure students understood how to log on to systems. Expectations were communicated with the students and families, and modifications were made to address extenuating circumstances. The leadership held monthly attendance committee meetings to monitor attendance and academic support, and identified strategies and action steps to address attendance and academic concerns. Teachers were expected to do instructional plans for their virtual lessons and online classroom observations were conducted to provide coaching and support by the department heads and instructional coaches.

Professional learning was conducted virtually focusing on a variety of relevant topics including but not limited to implementing Foundations of Literacy for elementary teachers and paraprofessionals, and optimizing instructional technology (Canvas & Microsoft Teams). Given the current events and pandemic that had a profound impact on students and staff, AASD made a commitment to address students and staff's mental health and socio-emotional needs. An external mental health team with experience of working with Deaf clients was hired as consultants to provide ongoing training and consultation focusing on trauma-informed school practices. They worked with staff school wide as well as with our Tier 3 Team for additional training throughout the year. The math and literacy instructional coaches hosted and facilitated monthly meetings with group of teachers to address best instructional practices and needs particularly in the area of distance/remote learning instruction. Additionally, specific content area training was provided virtually in English and Language Arts, Mathematics, Science and Social Studies during AASD's designated Professional Learning Days in partnership with the State Schools Office. The school-wide professional learning days took place in September, October, February and March.

RECOMMENDATION #5 & 6

The CEASD Accreditation Team recommends the Atlanta Area School for the Deaf strengthen its bilingual program by creating a school wide language plan focusing on three areas: status planning, corpus planning, and acquisition planning.

The CEASD Accreditation Team recommends the Atlanta Area School for the Deaf engage in staff dialogue to promote a shared understanding of the role of ASL beyond just being a language of instruction, and a shared commitment to the acquisition of both ASL and English, thus demonstrating equal value for both languages within its instructional program.

2019-2020 School Year

A year-long professional learning calendar was developed and one of the key components addressed training for teachers, administrators and direct support staff related to ASL/English and bilingual principles. Four cohorts were set up consisting of new teachers, secondary ELA/Social Studies teachers, secondary Math/Science teachers and elementary teachers along with support staff (Speech Language Pathologists, etc.). Cohort sessions were held on Wednesdays after on a monthly basis. AASD has been working closely with an external bilingual consultant, Nancy Kelly Jones who is well known in the field of Bilingual Deaf Education and is one of the original STAR/CAEBER trainers. The consultant first worked with the leadership team by facilitating professional learning sessions for the leadership team to address key bilingual principles and strategies. The team then identified cohort sessions where each leader would co-facilitate with the bilingual consultant for the rest of the year. Topics included:

- Seven Principles for Effective Language Learning
- 12 Instructional Strategies for D/HH students
- BICS/CALP
- Language Allocation & Separation
- ASL Content Standards

The new teacher cohort included teachers/staff who were hired in the past three years since the last time AASD hosted bilingual training for teachers. The cohort facilitators covered the aforementioned topics in depth for new teachers whereas for other cohorts, the topics were reviewed as a refresher. Teachers/staff from the cohorts were expected to apply the strategies and bring to the next session to share with others. The consultant worked with each department head to conduct classroom observations to specifically focus on identifying bilingual practices and strategies used by the teachers during classroom instruction. Classroom observations were conducted throughout late fall and early winter (January/February) and the consultant and the department head discussed feedback/observations with the teachers. Due to school closure in early March, bilingual cohort sessions for the remainder of the school year were cancelled.

Prior to the beginning of the school year, AASD was not able to find a highly qualified ASL teacher which led to setting up a short-term plan to re-assign an ASL specialist to work with elementary students and a HS teacher to work with Middle School students to offer weekly ASL classes for both elementary and middle school students. Both teachers worked in partnership to conduct ASL evaluations and support classroom teachers.

To support our ongoing efforts to increase ASL opportunities for students, AASD worked out a contractual agreement with a well-known Deaf performing artist to come and work with our students to prepare for our annual spring ASL community performance in March. Unfortunately, his trip was cancelled due to the pandemic outbreak.

2020-2021 School Year

Due to AASD utilizing the distance/remote learning instructional mode for the majority of the school year, AASD had to change some priorities, and it was decided not to continue the cohort sessions to avoid overburdening the teachers/staff on additional online trainings. Due to budget cuts/constraints, AASD was unable to fill the vacant ASL Teacher position as it was deemed a non-essential position as per GaDOE. Nevertheless, the ASL Specialist worked on providing 1:1 ASL support (e.g., storytelling, etc.) with identified students who particularly benefit from increased language exposure and support. AASD also continued to use the ASL Specialist to conduct ASL evaluations for students and work with teachers to monitor ASL goals and progress. AASD also utilized a contract with an outside ASL teacher to work with a few classes, one group of parents, and to see a few students individually. We also utilized additional staff member from our media studio to provide ASL instruction to parents/families of toddlers/preschoolers. In January 2020, several bilingual training sessions for new teachers/staff were set up as a part of the New Teacher Institute which was facilitated by Nancy Kelly Jones, our bilingual consultant.

In the meantime, AASD worked on drafting a Language Planning Profile with the goal of using the profile to serve as a snapshot of a student's language needs for teacher and staff's use. The ASL Specialist is spearheading this project, and the team identified current data that could be extracted from our existing databases for the Language Profile. The specialist reviewed and gathered feedback from various teachers and staff and piloted the project with a few students. By the end of the school year, the goal is to finalize the profile and implement school wide in the Fall of 2021.

RECOMMENDATION #7

The CEASD Accreditation Team recommends the Atlanta Area School for the Deaf set up PL opportunities and/or Professional Learning Communities (PLCs) for Department Heads, teachers, and paraprofessionals to focus on cultural sensitivity training as it relates to instruction, behavior programming, and communication.

2019-2020 School Year

Prior to the beginning of the school year, the State Schools Division hosted a 2-day Professional Learning Institute for all teachers from three state schools including AASD. One of the workshops addressed Implicit Bias/Cultural Responsiveness which was presented by an outside consultant who specialized in cultural responsiveness. In October 2019, AASD hosted a similar Implicit Bias/Cultural Responsiveness training for school staff who did not attend the 2-day Institute. Following the workshop, AASD partnered with the consultant to provide additional support and facilitation for the Diversity Committee. AASD used to have a long-standing Diversity committee but some of the original members de-committed so a group of new members were recruited to be on the committee. The consultant and the committee discussed needs and priorities to guide the next steps.

Prior to the first day of school, the PBIS Tier I committee team created an action plan for 2019-2020 school year to address a reboot/re-implementation of PBIS. Please refer to Appendix C. Some of the PBIS team members (Behavior staff) met with the leadership team to address the decision-making process related to addressing behaviors and consequences. AASD had a reboot by fine-tuning the school-wide expectations and conducted surveys with staff to gather feedback and foster increased buy-in and ownership. The committee made modifications to the expectations and consequences. The PBIS core team participated in the PBIS Basic Training Refresher and then some attended Tier 2 PBIS training. PBIS Tier I committee meetings were held monthly to address school-wide expectations, modifications, rewards and training while a smaller team (Tier III) held weekly meetings to specifically focus on programming and supports for students who need additional support. Both of these Teams continue to meet monthly and weekly respectively. Tier II needs are addressed in individual meetings with the Behavior Support staff and their supervisor, or with the Tier III team, depending upon the intervention to be used and the staff who are responsible for such intervention.

During the spring of 2020 when AASD was closed, the PBIS team worked on developing presentation materials and had all paraprofessionals participate in online training focusing on 10 predominant behavior strategies and fostering positive relationships with students. The training was replicated for substitute teachers this 2020-21 school year in preparation for returning in person as well as recently for supervisors. Department heads then partnered with PBIS team members and re-delivered a condensed version of the training for teachers.

2020-2021 School Year

In light of George Floyd's death and the Black Lives Matter Movement and protests that followed, it reaffirmed AASD's commitment to addressing cultural responsiveness and equity at AASD. Given the student and staff demographics, it had a profound impact on AASD. AASD and the State Schools Office worked on setting up Cultural Responsiveness trainings for the state schools during the pre-planning week which was conducted via Zoom. The training was facilitated by the same consultant who previously led the implicit bias training last year.

The co-chair of the Diversity, Equity and Inclusion (DEI) was appointed to a high school teacher who previously served on the committee and demonstrated commitment and passion in this topic to support our BIPOC (Black, Indigenous and People of Color) students. Over the summer, the superintendent, the supervisor of support services and the co-chair worked on planning for the DEI committee meetings and came up with some ideas and direction for the committee. It was agreed that the consultant would facilitate the first committee meeting to gauge the needs of the committee. The committee had the first meeting in August and proposed to distribute a survey to AASD staff to identify needs and priorities concerning diversity and equity at school. The committee met on a bi-weekly basis for the fall semester to go over the survey results and agreed on the following goals/priorities:

- Prioritization of Equity and Diversity as a school
- Create safe spaces for students and staff
- Increase diverse representation in school decision-making process

It would be remiss if it wasn't mentioned that the committee engaged in numerous discussions that addressed having tough conversations about the leadership, staff morale, student needs and how school decisions and protocols over the years have had an effect on staff and students. This was a part of the process of unpacking and building relationships among the committee members in order to be able to move forward and do authentic and meaningful work related to diversity and equity. An action plan (please refer to Appendix B) was developed to respond to the priorities agreed upon by the survey results and the information was communicated to the school community back in December 2020. Four sub-committees were formed to focus on each priority/goal with additional staff members outside of the DEI committee. The subcommittees have been meeting on a regular basis to address some of the action items.

Prior to the beginning of the school year, a new school theme was established- **Reconnect, Reimagine & Rethink**- We **ARE** AASD. The theme was purposefully chosen to respond to the challenges we faced with the pandemic outbreak which have led us to respond and think outside of the box to better support student and staff needs. AASD is cognizant of the fact that in order to be culturally responsive, AASD had to also address the mental health and social emotional needs of our students and staff. All

teachers/staff participated in the trauma-based school practices led by a mental health/counseling team and the team also provided follow up training and consultation with our school mental health team all year around. This allowed the Tier 3 team to have the ability and capacity to provide support students and staff in the current climate and pandemic. The PBIS team along with several other teachers worked on creating Reconnect activities for Middle and High School students to have the opportunities to discuss and process a variety of events that have happened since AASD closed back in March 2020. Doing so gave the teachers and support staff some structure and support in fostering meaningful and safe conversations with the students about a variety of issues concerning racism, socio-emotional needs and pandemic outbreak. The team was also tasked to form Post Election Discussion groups for students to help students process the results of the election, discuss the unrest seen by the division of the county and discuss issues that the students saw in their home areas as a result of the division.

The Support Services Supervisor and School Social Worker participated in a pilot training with the Department of Behavioral Health and Developmental Disabilities on trauma informed practices with the goal of providing additional support to staff working with students who have experienced trauma. Burn out and self-care for staff who are supporting students and staff was the primary emphasis. The Tier III team are the staff to which this refers, and their weekly meetings, their additional training with the outside consultant, and ongoing support from their supervisor all relate to this emphasis.

The Support Services Supervisor and Behavior Support Staff member attended a training for trainers to implement the Sources of Strength radically strengths based, upstream, suicide prevention program. This program was found at a state wide PBIS conference a few years ago and then in December 2020, we were able to benefit from a grant through Department of Behavioral Health and Developmental Disabilities. The program is designed to address the increasing mental health needs of students by using student Peer Leaders to change the culture of the school. It is our plan to add this for 2021-22 as a part of our PBIS programming and utilize the class meeting structure to enable students to create 3-4 “campaigns” a year on the 8 strengths that people have that ensure healthy coping when things are difficult. The positive outcomes this program reports include not only supporting students who are struggling, but creating team work, positivity and cultural change that hugely impacts school climate.

RECOMMENDATION #8

The CEASD Accreditation Team recommends the Atlanta Area School for the Deaf determine and display student progress in multiple ways, and analyze data to adjust instruction and support student achievement.

The AASD School Improvement Team consisting of various representatives including State Schools Office and the Georgia Department of Education's School Effectiveness Division was established to meet on a monthly basis starting in August 2019. The team reviewed the school improvement plan as well as the CEASD accreditation recommendations and went over a variety of student data including College and Career Ready Performance Index (CCRPI) scores and MAP results. The team discussed and identified MAP targets/projected growth for students in Reading and Mathematics, and addressed the correlation between MAP targets and Georgia Milestones (state assessments). Due to pandemic/virtual learning, the School Improvement team did not convene during the 2020-2021 school year.

In addition to ELA assessments and MAP that was administered online for the students this year, the primary focus for this year is re-assessing students' IEP goals upon the return of in-person instruction to identify possible regression and determine whether or not compensatory services are needed. Assessment results will be reviewed by the IEP committees to discuss the next steps for compensatory services if data demonstrated such a need.

The instructional coaches in partnership with the school psychologist set up monthly teacher meetings based on content area and age group to address instructional strategies and data support.

A key component of this response is the MTSS work that has been done. Please refer to p. 8 (Recommendation #3) for more information. In addition to addressing math assessment needs, the Literacy coach begun the process of identifying and re-evaluating all current ELA assessments and how it's used. Please refer to Appendix A.

ELA Assessments at AASD

ELA Assessments	Administered by Whom	Administration Schedule	Grade Levels	What does it measure?	Purpose
School Level Assessments					
Georgia Milestones ELA Assessment	School Test Examiners	1 time a year at the end of the school year	3rd through 8th and American Literature	English Language Arts ability - general language skills as related to grade level standards, writing and reading proficiency related to grade level standards.	GaDOE and the Dept of Ed requires this test to be given at the end of the school year.
Georgia Alternative Assessment	School Test Examiners	1 time a year at the end of the school year	3rd through 8th and 11th	This assessment will provide meaningful information about classroom instruction and help identify students' areas of strength and improvement through standardized tests. Unlike the original GAA, GAA 2.0 is not a portfolio-based assessment. Thus, it will measure students' achievement and not progress	GaDOE and the Dept of Ed requires this test to be given at the end of the school year.
Jerry Johns BRI	Student's current ELA teacher (Literacy Coach as needed)	3x a year, Fall, Winter and Spring. The full BRI is given approximately 3 weeks before the annual IEP. Reading comprehension only is given 2 more times.	K-12+	Word recognition for high frequency words, reading ability (running record and error analysis, passage comprehension (questions)	This reading inventory was created to be administered repeatedly throughout a school year: 1) to collect student-specific data to evaluate reading comprehension growth 2) to drive reading instruction tailored to individual student need. This assessment contains graded levels of word lists and reading passages. Graphs are created to provide a visual of student growth for parents and educators.
Early Literacy Measurement (ELM)	Student's current ELA teacher	3x a year, Fall, Winter, Spring. The full ELM given approximately 3 weeks before the annual IEP. Reading comprehension only is given 2 more times.	K-12+	Letter identification, high frequency words including Dolch and common nouns, words in context (error analysis) and passage comprehension (questions) at the Pre-Kindergarten level	This reading inventory was created to be administered repeatedly throughout a school year: 1) to collect student-specific data to evaluate reading comprehension growth 2) to drive reading instruction tailored to individual student need.

ELM.3	Student's current ELA teacher	1-3 times a year	K-12+ with possible expansion for Pre-K/PreSchool with the new Boardmaker supported passages and questions.	Newly developed ELM.3: Boardmaker passages, questions and responses to evaluate student growth at the picture supported comprehension level. This assessment provides students with three answer options and is leveled below the Pre-Kindergarten level.	This Boardmaker supported reading inventory was created to be administered 1-3 times throughout a school year: 1) to collect student-specific data to evaluate reading comprehension growth 2) to drive reading instruction tailored to individual student need.
ELM.2	Student's current ELA teacher	1-3 times a year	K-12+ with possible expansion for Pre-K/PreSchool with the new Boardmaker supported passages and questions.	Newly developed ELM.3: Boardmaker passages, questions and responses to evaluate student growth at the picture supported comprehension level. This assessment provides students with two answer options and is a level below the ELM.3.	This Boardmaker supported reading inventory was created to be administered 1-3 times throughout a school year: 1) to collect student-specific data to evaluate reading comprehension growth 2) to drive reading instruction tailored to individual student need.
STAR Reading (currently optional)	Student's current ELA teacher	4-5 times a year	K-12+	Vocabulary in context	This assessment measures vocabulary development in reading passages to drive reading instruction tailored to individual student need. It is used as a progress monitoring tool and for goal setting. It includes a variety of reports connected with reading skills.
Kendall Writing (Created for children who are Deaf)	Student's current ELA teacher	1-3 times a year	K-12+	Determine a student's current level of functioning based on writing samples.	This assessment is used to identify the current, general developmental writing level (Levels 1-8) and to develop the student's current level and next level writing skills.
Write from the Beginning and Beyond	Student's current ELA teacher	weekly rubrics	K-12+	Determine student's developmental level characteristics and skills	Used to determine the developmental writing level and current level of student's writing level and to provide skill/goal oriented instruction.

Measures of Academic Progress	Student's current ELA teacher	2 times a year: 1st - 5th grade take reading and language Usage 3 times a year: 6th-12th grade take Reading and Language usage. 1 time a year: everyone, regardless of level or additional disability.	K-12+	Student's current level in reading and language usage, identifies strengths and weaknesses, provides areas to support IEP goals, and shows progress/growth over time.	Measure grade-level academic progress in specific reading skills and strategies
EOWPVT - currently elementary only	Student's current ELA teacher	2 times a year (beg. & end)		Signed or spoken English expressive vocabulary	Identifies student's age equivalent expressive vocabulary
Foundations for Literacy	Student's current ELA teacher	Exempt 2020-2021 school year	ages 3-7 and expanded ages depending on student abilities	Initial letter identification, vocabulary, letter-handshape correspondence, reading, and story elements	Identifies student's progress through the FFL curriculum
Fingerspelling Our Way to Reading	Student's current ELA teacher	End of Module	Elementary as needed		Measure fingerspelling production and print recognition of target vocabulary for each module (3 units)
Classroom Level Assessments					
Teacher observation	Student's current ELA teacher	As needed	PS/PK-12+	Formative assessment	General Reasons for Classroom Level Assessments Decide what to teach Justify practices See progress Student goal setting Check signed retell to comprehension Rate of progress Provide differentiated instruction Monitor growth Determine skills for instruction Determine skills for support
Questioning	Student's current ELA teacher	As needed	PS/PK-12+	Understanding	
Vocabulary Quizzes	Student's current ELA teacher	As needed	K-12+	Sign/Print concepts	
Spelling Quizzes	Student's current ELA teacher	As needed	K-12+	Spelling	
Discussion	Student's current ELA teacher	As needed	PS/PK-12+	Formative assessment	
Read Aloud Pre- and Post Questions	Student's current ELA teacher	As needed	PS/PK-12+	Comprehension of a signed story	

Projects	Student's current ELA teacher	As needed	K-12+	Application of learned information	Determine areas of need Alter instruction Identify strength and gaps Compare students to grade level Compare students to their peers Build students' testing skills Student flexible groupings deductive reasoning see if we can teach and they can learn Real world application Strengthen the purpose of the lesson Determine weak areas to address in class For students' self-monitoring Baseline data and trends Determine which strategies worked To find out if students' have mastery Find independent reading levels
PowerPoints	Student's current ELA teacher	As needed	K-12+	Application of learned information	
NewsELA (articles 2nd Grade level and up)	Student's current ELA teacher	As needed	MS/HS	Comprehension	
Reading with teacher 1:1	Student's current ELA teacher	As needed	PS/PK-12+	Formative assessment	
Dolch Word List	Student's current ELA teacher	As needed	K-12+	Sign/Print concepts	
95 Noun Word List	Student's current ELA teacher	As needed	K-12+	Sign/Print concepts	
IXL ELA learning activities	Student's current ELA teacher	As needed	K-12+	Skill mastery	
Reading A-Z Quizzes (ebooks and resources)	Student's current ELA teacher	As needed	K-12+	Various reading skills	
Story Retelling	Student's current ELA teacher	As needed	PS/PK-12+	Comprehension/Sequencing	
Student Summaries	Student's current ELA teacher	As needed	PS/PK-12+	Comprehension	
Writing Journals	Student's current ELA teacher	As needed	K-12+	Various writing skills	
Kahoot (online game-based learning)	Student's current ELA teacher	As needed	K-12+	Formative/Summative assessment	
Skill-Specific Rubrics	Student's current ELA teacher	As needed	PS/PK-12+	Skill mastery	
Letter Recognition	Student's current ELA teacher	As needed	PS/PK-12+	Letter identification	
Letter Handshape Recognition	Student's current ELA teacher	As needed	PS/PK-12+	Handshape recognition	
Cloze Reading	Student's current ELA teacher	As needed	K-12+	Comprehension	

Teacher Made Games	Student's current ELA teacher	As needed	PS/PK-12+	Formative/Summative assessment	
Writing Journals	Student's current ELA teacher	As needed	K-12+	Various writing skills	

AASD Diversity, Equity & Inclusion Plan

JANUARY 2021-MAY 2022

DEI PRIORITIZATION & TRAINING

Sub-committee lead: Amanda

Sub-committee members: John, Samantha, Stacey

JANUARY 2021-MAY 2021	GOAL 1: Prioritization of Diversity and Equity as a school initiative				
	OBJECTIVE	ACTION	Person/s responsible	Progress notes	Date to be completed
	Elevate the training related to Diversity and Equity school wide	Identify training dates that will focus on Diversity and Equity school wide and develop year-long or three-year plan for Diversity and Equity professional learning			
	Develop shared definitions of the term Diversity Equity and Inclusion.	Finalize definitions as a committee; share definitions with AASD staff and community.			
	School wide training on micro-aggressions	Add training to PL calendar			
	Committee discussion/training on micro-aggressions	Select time for Committee to learn about and share info related to micro-aggressions.			
	Provide diversity related training specific for AASD supervisory leadership.	Develop training plan for AASD supervisors.			

APRIL 2021-NOVEMBER 2021	GOAL 1: Prioritization of Diversity and Equity as a school initiative				
	OBJECTIVE	ACTION	Person/s responsible	Progress notes	Date to be completed
	Establish Diversity and Equity as a key element of the school mission and vision.	Modify the mission and vision to reflect this value. Speak to it in all communications, social media, newsletters, etc...			

SAFE SPACES & SUPPORT

Sub-committee lead: Candace (students) Stacey (staff)

Sub-committee members: Samantha, Reggie, Amanda

JANUARY 2021-MAY 2021	GOAL 2: Provide support system for staff and students that enables sharing truths and experiences with no risk of retaliation and allows us to learn from past experiences and training required for staff and students to understand DEI related issues more clearly.				
	OBJECTIVE	ACTION	Person/s responsible	Progress notes	Date to be completed
	Create a platform and safe space for staff to share experiences at AASD regarding racism; this includes microaggressions.	Educate students and staff on an appropriate and professional definition of racism.			
		Include experiences for those who are Latinx			
		Create system for staff and communicate to them reporting structure, process after reporting, what to do when issues not resolved, etc.. Who does staff report to? What happens then? What procedures are in place to resolve the issue? What if the issue is not resolved?			
	Re-establishment/re-offering of diverse student organizations and with new leaders of them develop goals for each.	Find new student leaders to chair the BSU. BSU goals may include development of a better understanding of BLM (not just police brutality.)			
		Establish a new organization (Latinx Student Union=LSU),			
		Re-establish Gay Straight Alliance			

APRIL 2021-NOVEMBER 2021	GOAL 2: Provide support system for staff and students that enables sharing truths and experiences with no risk of retaliation and allows us to learn from past experiences and training required for staff and students to understand DEI related issues more clearly.				
	OBJECTIVE	ACTION	Person/s responsible	Progress notes	Date to be completed
	Create a platform and safe space for students and staff to share experiences at AASD regarding racism	Host virtual panel discussions for students to share experiences about racism			
		Host virtual panel discussions for staff to share experiences about racism			
		Develop Safe Space Meetings at varied times for students to be able to sign up to go and share experiences with racism.			
		Select trainers and/or develop trainings if in house things to consider include: Gather Staff and students' microaggression experiences and share it. Creating polling questions for staff to stay engaged in training by asking scenario questions "What Would You Do" multiple choices			
		Host virtual panel discussions for students to share experiences about racism			
		Host virtual panel discussions for staff to share experiences about racism			
		Establish Big Brothers & Big Sisters Program for elementary and middle school			

REPRESENTATION

Sub-committee lead: Lara/Angie

Sub-committee members: Patti, Karen, John, Lori

JANUARY 2021-MAY 2021	GOAL 3: Ensure greater representation in all aspects of school operations.				
	OBJECTIVE	ACTION	Person/s responsible	Progress notes	Date to be completed
	Increase representation of staff.	Examine hiring processes: begin tracking demographics of all candidates applying for positions.			
		Examine hiring processes: examine interview questions carefully and ensure Diversity, Equity and Inclusion is reflected as a value in that process			
		Re-examine the selection process for School Leadership Team membership and ensure minutes and procedures are transparent and accessible to all.			

APRIL 2021-NOVEMBER 2021	GOAL 3: Ensure greater representation in all aspects of school operations.				
	OBJECTIVE	ACTION	Person/s responsible	Progress notes	Date to be completed
	Increase representation of staff.	Examine hiring processes: create diverse interview panels to ensure representation of a greater spectrum of diversity in the hiring process. Develop written procedures regarding interviewing.			

AUGUST 2021-MAY 2022	GOAL 3: Ensure greater representation in all aspects of school operations.				
	OBJECTIVE	ACTION	Person/s responsible	Progress notes	Date to be completed
	Examination of school policies and procedures to look for where and how they can be made more equitable and ensure they are reflective of cultural differences.	Review and revise Student Handbook: Develop work groups that break down sections of the handbook and meets with students and Diversity committee to discuss			
		Review and revise Staff Handbook: Develop work groups that break down sections of the handbooks and reports back to the Diversity committee			

PBIS Action Plan 2020-21**APPENDIX C**

Items with ~~strikethrough~~ were removed due to COVID and modifications of requirements due to virtual instruction

GOAL: To emphasize relationships in year two of our re-boot.

Action Item	Person/s Responsible	Date to complete
Develop re-connect materials and roll out training with students	Tier 3 Team	Sept 2020
To re-establish the diversity committee.	Tier 1 Team/Admin	August 2020
To provide collaboration/training between the diversity committee and PBIS teams	Admin	Fall 2020
Reach out to the Behavior Specialists in the counties we serve for students on BIPS	Behavior Specialists/Coaches /Admin	Ongoing

GOAL: To shore up Tier 2. (carried over from last year's PBIS Action plan)

Action Item	Person/s Responsible	Date to complete
To review data and establish appropriate Tier 2 groups.	Tier 2 Team	January 2021
To evaluate the effectiveness of Tier 2 groups	Tier 2 Team	April 2021
To identify evidence-based strategies for Tier 2 groups.	Tier 2 Team	Spring 2021
To identify referral process for Tier 2 and create clear criteria for roll out Fall 2021	Tier 2 Team	Spring 2021

GOAL: To continue to emphasize the expectations of Panther Pride

Action Item	Person/s Responsible	Date to complete
Check that posters are hung, order new as needed, and that staff have the needed visual supports for expectations.	Tier 1 Team	January 2021
Provide walkthrough	Tier 1 Team	Spring 2021
Provide training for paras and subs	PBIS Core/Admin	Fall 2021
Provide training for admin team	PBIS Core/Admin	Spring 2021
To co-lead training with admin for depts.	PBIS Core/Admin	Spring 2021
Revise PBIS Handbook	PBIS Chairs	Fall 2021
Provide training for all staff to ensure reading and ownership of handbook in preparation of reopening	PBIS Core/Admin	Jan 2021

GOAL: ~~To implement assessment and evaluation plan for 2020-21.~~ This was removed due to virtual instruction

Action Item	Person/s Responsible	Date to complete
SAS	SK	September 2020
Complete Fall Walkthrough	PBIS Core	October 2020
Complete TFI Fall	Tier 2 Team	November 2020
Put action plan in SLDS	SK	November 2020
Staff attend training for FBA/BIPs	SK, Karen, Reggie	November 2020
Send attend training for Tier 1	TBD	December 2020
Complete Spring Walkthrough	Tier 1 Team	February 2021
Analyze data during PBIS Core meetings	PBIS Surveys-SK SWIS-Lori Kickboard-Reggie/Karen ~~Bathroom Data Amy~~	Spring post TFI SWIS data reviewed in November from past year to look at diversity trends. Will break down further once back in person. KB once back in person ~~Bathroom Data on hold this year~~
Complete TFI Spring	Tier 1 Team	April 2020
~~Complete PBIS Summary Report~~ no longer required by DOE	~~Stacey, Karen~~	~~May 2021~~
Complete evaluation of each group upon completion	Tier 2 Group Leaders	April 2021
Complete goals, case notes, and updates on any Tier 2, Tier 3 services	Tier 2 and 3 Service providers	Ongoing

PBIS Action Plan 2020-21

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Complete goals, case notes, and updates on any Tier 2, Tier 3 services	Tier 2 and 3 Service providers	Ongoing