

LEA Consolidated Application**District Code:**

799

District Name:

State Schools

Fiscal Year:

2016

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

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

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

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

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

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

The State Schools District conducts an annual needs assessment that provides a comprehensive analysis of student, school, and system performance. The needs assessment focuses on student achievement, including student access to the general curriculum and achievement gaps between student subgroups based on gender, race/ethnicity, disability, and economic background. In addition, the needs assessment addresses the hiring and retention of highly qualified instructional staff and administrators.

Needs Assessment feedback is offered through the use of surveys. Links to the on-line edition of the surveys are distributed through e-mail, school website, postcard mailings, and multiple newsletter announcements to teachers, paraprofessionals, students, and parents. Students will be provided class time to complete the surveys. Community partners will be provided with hard copies of the survey to complete. Stakeholder representatives will participate in planning and prioritizing needs. Annual meetings will be held to review the needs assessment data with stakeholders and seek additional input after the data has been analyzed. These stakeholder representatives, as well as parent partners at the Regional Parent Meetings, will have the opportunity to review the needs assessment data at the annual review meeting held at each State School. Stakeholders include administrators, students, teachers, parents, School Council, Leadership Team, DOE personnel, community and business leaders and representatives of higher education.

Documentation used to assess the State Schools District's needs included but was not limited to the following data sources: School Improvement Plan Southern Association of Colleges and Schools (SACS) reports

Georgia Assessment of Performance on School Standards (GAPSS) reports

Conference of Educational Administrators of Schools and Programs for the Deaf (CEASD) reports

State Schools District's CORE Leadership meeting minutes

Certification records

Title IIA Needs Assessment

School Level Review Informal surveys as needed throughout the year

Professional learning records Student assessment data

Performance evaluations

Letters of intent

Current performance data to support LEA's Title I Program needs

GAPSS Analysis

CRCT: ELA/Reading and Math

GHSCT: ELA and Math (Grade 11)

STAR Reading, STAR Math T

The Basic Reading Inventory

Highly Qualified data Teacher retention data

Class size data

Schoolwide Plan

Technology Plan

Teacher certification records

Teacher experience data

Retention data

IEP compliance data

Survey data

Title I Parent Input for School Quality and Improvement survey

Equity Surveys for leaders, teachers, paraprofessionals, and community leaders

After School Program Technology Needs

Expanded Core Program

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

The anticipated number of students to be served, Cognitive levels of students, Class size, Content area, and class coverage needed. Efforts are diligent to staff highly qualified teachers for all classes. We participate in both in and out-of-state educational job fairs as needed and when budgets can support these endeavors. We post job announcements through the Department of Education website and place an advertisements for teachers on the CEASD (Conference of Educational Administrators of Schools and Programs for the Deaf) that is viewed by not only administrators but by teachers of the deaf, and students currently or recently graduated from deaf education programs throughout the country. Our schools WebPages are designed to provide important links to the Georgia PSC website, GACE website, and GaDOE website. Contact information is provided for the school superintendent, the professional learning coordinator, and to our human resource personnel technician.

The State School district currently has the following vacancies available. 6 Special Education Teachers 1 Speech Language Pathologist 1 School Psychologist 1 School Social Worker 1 Physical Therapist 2 Interpreters 1 Nurse 1 Orientation/Mobility Therapist 2 Administrators In addition to vacancies in the following staffing areas: Food Service, Custodial, Technology, Program Specialist and Residential Coordinators.

Teacher HiQ Percentage: 88.40%

Paraprofessional HiQ Percentage: 100%

Methods for teacher retention include but are not limited to:

Gathering of pertinent information annually from both the School Superintendent and the personnel department. Information sources include the following:

- Letters of intent (filled out each spring by all teachers)

- End of the year interviews/evaluations

- Mentoring surveys

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

Strategies to assist retention:

- Providing teachers with teacher mentor and department chair support. This will especially target the larger number of teachers at the 0-3 years of experience range.

- Providing support to teachers in the areas of instruction and becoming highly qualified

- Having a supportive and highly involved administrative staff

- Providing technology support to all teachers

- Availability of numerous and varied instructional materials to both support and enhance teaching

- Instructional Coaches in the areas of Math, Literacy, and Special Needs that work closely with instructional staff in planning lessons and modeling lessons

- Providing quality professional learning courses on campus that focus on the needs of students

- Making available to staff numerous mini-professional development activities that they can participate in weekly and throughout the year on a variety of

topics, all aimed at improving student achievement and improving teacher quality

Opportunities for interested staff to assume leadership responsibilities and experiences that help them prepare for true leadership roles within the school:

Department Heads

Instructional Support Staff

Committee Chairs

Teacher Mentor Program

Providing instructional support to teachers new to the profession

Providing a safe environment for teachers new to the profession to be able to openly discuss concerns/problems they are facing

Providing a culture of coaching

Teachers have had training on meeting diverse student needs, job-imbedded professional learning continues in this area as well.

On-site professional learning courses and activities

Off-campus trainings, workshops, and professional learning courses through other agencies

GPS trainings offered through DOE and RESA

State and national conferences attended

College/university coursework

QPVI (Quality Programs for Visual Impairment) training, routines for students with multiple disabilities

training in assistive technology, expanded core curriculum, assessment

Participation in GLISI Georgia Leadership Institute for School Improvement

Professional Learning Communities facilitated by university staff and educational consultants

Participation in GVEST Georgia Vision Educators Statewide Training

Participation in Cultural Diversity Training

Participation in Family Engagement Initiatives

Ongoing training for implementation of new programs such as education for students who are deafblind

Distance and on-site seminars with expert national consultants

A professional learning data base is maintained by the Professional Learning Coordinator to track and document teacher participation in training to meet the diverse needs of our students. This data base includes all training resources.

Teachers are assessed using the Teacher Keys Effectiveness System (TKES), the Georgia Department of Education teacher evaluation program. Data are collected by class observations, individual meetings with teachers, and other support data. This information is used in determining professional learning activities needed by identified staff to meet the diverse needs of our students. This information also assists in planning for needed professional learning activities each school year.

Although we did not meet our goal of 100% highly qualified this year there have been significant gains. Success can be measured by the following:

One-on-one mentoring through the consultative model

Increase in staff taking and successfully completing GACE assessments

Admissions to approved programs

Number of college courses taken

Successful completion of approved school programs

Conversion of temporary certificates to clear renewable

Successful completion of required GACE assessments

Addition of certificate fields

A high participation rate in professional learning opportunities

HiQ status of paraprofessionals for – 100%

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

A statement that identifies the school/system equity needs.

The state schools system equity needs identified are:

1. Increase the number of highly qualified to 100% by the end of the 2015-2016 school year.
2. Increase ability of teachers to meet the diverse needs of students who are deafblind, deaf-hard of hearing, visually impaired and or have additional disabilities.
3. Recruit and retain highly qualified teachers
4. Equity of Stakeholder Involvement

Because of the small numbers of students at each level, we have very few areas in which we have options to maintain equivalent teacher experience at all grade levels and all content levels, frequently there is only one teacher at each grade/content level. Newer teachers are paired with more experienced teachers in similar grade bands or content areas as appropriate. State schools collaborate with special purpose for the deaf, blind and deafblind to increase capacity in skills and methodology. Intra-collaboration within the State Schools District of Georgia Department of Education is standard practice.

Professional Learning efforts are coordinated under the direction of the school Professional Learning coordinator in collaboration with the district and school administrative teams and Better Seeking Team in conjunction with the School Superintendents and Title II coordinator/Federal Programs Coordinator to increase and impact equity. Teachers that are not highly qualified are monitored by a progress tracking remediation plan. Supplemental resource materials are purchased to support teachers with course work. GACE assessment registration fees are paid by the school's Federal Funds to help offset the cost to reach Highly Qualified status. Monthly meetings were scheduled with Professional Learning coordinator and teacher to track progress and provide mentoring support. In addition teachers reaching Highly Qualified status are paid a incentive stipend when reaching the Highly qualified status. We have several professional development course opportunity that we offer in house as well as off campus for example:

Visualizing and Verbalizing:

The Visualizing and Verbalizing for Language Comprehension and Thinking® (V/V®) program, created by Nanci Bell, helps struggling readers develop the sensory-cognitive function of concept imagery. Unlike most reading and comprehension programs, V/V instruction directly applies concept imagery to the comprehension and expression of both oral and written language, as well as the development of critical thinking skills. Students in the V/V program move through a series of steps to learn the process for creating an imaged gestalt, then integrating that imagery with language to strengthen their comprehension and critical thinking.

Write From the Beginning and Beyond:

Write from the Beginning... and Beyond is a developmental, vertically aligned writing program for students in kindergarten through the eighth grade level. The program is organized by the following: laying the foundation, building the structure, developing the structure, and extending the proficiency. The training is designed to provide information to teachers regarding 1) the components of Write from the Beginning... and Beyond; 2) the characteristics and writing goals for students in K – 8th grade; 3) the essential criteria for all modes of writing as well as how to use mini lessons to address them; and 4) ideas for using Thinking Journals for writing across the curriculum.

Pre-requisite – Must have completed initial Thinking Maps training

CCGPS: Common Core Georgia Performance Standards

CCGPS will be a hands-on approach to curriculum planning. Staff will develop units using the standards and concepts of a content area. Staff will be able to understand that curriculum organization effects student learning and the quality of assessment influences the quality of instruction and learning. Staff will be able to develop units related to their classroom and be able to implement best practices into their everyday teaching.

LLPI :

This course prepares teachers to work in bilingual instruction using ASL and English as the languages of instruction. The goal of the course is for in-service teachers to explore the rationale, theories, goals and practical applications of a comprehensive learner-centered bilingual curriculum. It includes in depth examination of strategies and application of bilingual education in the classroom with Deaf students. Bilingual development, as well as development in ASL and English respectively, will be examined as integral components of a bilingual education program. As much of the class lecture and discussion will take place in both ASL and English as the languages of instruction and communication, knowledge of ASL and English are essential.

To meet the challenge, teachers and administration will go to a wide variety of classes, seminars, webinars, conferences. Topics and organizations included: autism, transition, CCRPI, SACS, IEPs, School Counselors State Conference, GCASE, GAEL, After School Program, GLISI, website management, Parent Engagement State Conference, VI Consortia, Technology Drive In, Functional Vision Evals, SPED Forum.

Teachers and paraprofessionals will a multiplicity of opportunities to attend professional learning in areas of school as well as individual growth.

Our goals are to improve quality/vision of Professional Learning plan; better documentation of the Professional learning Plan; and require documentation that it is needed for Individual Growth Plan or School Improvement Plan. Improvement of American Sign Language teacher evaluations scores has been documented to ensure teachers are communicating standard language skills across the school.

We annually review experience, credentials, and effectiveness on teachers to ensure equity.

Current performance data to support LEAs Title I Program needs

Elementary and Secondary Education Act (ESEA) School Designation Status:

Atlanta Area School for the Deaf- Priority

Georgia School for the Deaf -Priority

Georgia Academy for the Blind- Priority

Under Georgia's ESEA Flexibility Amendment Waiver, certain Title I schools are designated as Reward, Priority, Focus, schools. The Waiver also allows the use of the College and Career Ready Performance Index (CCRPI), which serves as a comprehensive report card for all schools in Georgia. The CCRPI provides a score between 0-100 for each school, and that score measures how well the school is doing in preparing its students to be successful in college and/or a career.

In reviewing the data, it is clear all students struggle with reading and/or math. Data reviewed included Criteria Referenced Competency Test (CRCT), Criteria Referenced Competency Test-Modified (CRCT-M), Georgia Alternate Assessment (GAA), End of Course Test (EOCT) and Measures of Academic Progress (MAP). With regards to the CRCT and CRCT-M, very few students have a non-standard administration. High school students who take the End of Course Tests have similar struggles with meeting expectations in EOCT-Math and ELA. Title I funds will be focused on building a strong foundation on math and literacy program initiatives such as Before/After school tutorials, weekend student/family engagement programs, staff professional learning programs and training in addition to regional parent programs/meetings.

State assessment results are reviewed to determine areas of academic needs of students. Action plan for increasing achievement for the SWD subgroup:

Review student records as needed to identify students in the "severely disabled category" that will need to participate in the Georgia Alternate Assessment. Provide appropriate accommodations to permit maximum student access to the regular assessments for all students.

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

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

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

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

Reading was selected as a content-area focus for 2015-2016 Title I focus for the following reasons:

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

Mathematics was selected as a content-area focus for the 2015-2016 Title I Focus for the following reasons:

- Deaf and hard-of-hearing students typically perform well below grade level in mathematics, graduating on average with less than a sixth grade achievement level (Allen, 1995; Broadbent & Daniele, 1982; Traxler, 2000)
- Georgia's transition to CCGPS-math subsequently increases the rigor and level of cognitive demand required of students.
- Student math comprehension and fluency skills are associated with low levels of student performance.
- Students have difficulty retaining the content that is delivered in math class

Georgia Academy for the Blind - School Designation - (New)Priority School Designation

Analysis of disaggregated test score data indicates need for improvement in all content areas. Strategies continue to increase achievement in the academic areas. The requirements of the state curriculum have challenged us to intensify our instruction in the Expanded Core Curriculum so that students are able to access the Georgia Performance Standards. The students need Braille instruction, as well as assistive technology instruction. Many of the students struggle in the area of reading as they struggle with print size and learning Braille. Students must also learn to use assistive technology so that they can access the curriculum and communicate their learning in a meaningful manner. They also require instruction in Orientation and Mobility and Daily Living Skills. The majority of the students have one or more disabilities in addition to their visual impairment.

In an effort to address these challenges, the Georgia Academy for the Blind will pursue the following:

1. Continue to offer academic support in Math through guided software programs such as Study Island and USA Test Prep. Think Claims Evidence Reasoning Counterarguments Audience (CERCA). Curricula are selected based on alignment of common core and national standards. Focus is on research based strategies and materials for differentiation and close reading.
2. Continue to designate a portion of the day every Friday and selected evenings to provide collaborative Expanded Core Curriculum (ECC) instruction Self-determination skills, orientation and mobility, social interaction, recreation and leisure, career education, independent living skills and sensory efficiency.
3. Continue extended learning time both before and after school.
4. Continue an after-school program to enhance achievement in all areas of the student performance to include:

Additional math instruction

Additional reading and writing instruction

Tutoring

Expanded Core Curriculum

Tactile graphics

Technology

Braille instruction

5. Continue a teacher mentoring program to focus on training and support of newly hired teachers and paraprofessionals

6. Continue with the Accelerated Reading Program.

7. Continue with the implementation of curriculum mapping/pacing guides and quality standards based lesson plans.

8. Emphasize on curriculum, assessment and instruction through the Common Core Georgia Performance Standards and standards based instruction.

9. Continue with the collaboration of our Quality Programs for Visual Impairment (QPVI) consultant and implementation of Quality Programs for the Visually Impaired

10. Continue a focus on literacy skills through braille instruction, increasing availability of instruction eligible students, and implementation of recommendations from the literacy national literacy consultant as well as GAB literacy coordinator.

☒ **Is Plan Descriptor Revised?**

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

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

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

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

EOCT:

CRCT:

GAA:

GHS GT

GHS WT

SLO

3rd, 5th and 8th grade writing assessments.

GKIDS

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

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

Classroom teachers are trained to administer and interpret a variety of formative and summative assessments (rubric, portfolios, benchmarks, etc.) as well as essential assessments for visual impairment.

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

IEP goals based on individual assessment drive student instruction. The results are shared via quarterly parent conferences and parent progress reports as well as at the

annual IEP meeting. Parent meetings held by request.

☒ **Is Plan Descriptor Revised?**

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

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

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

☐ **Is Plan Descriptor Revised?**

4. Title II, Part D; E-Rate

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

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

- Parent Involvement Meetings, PIP (Parent Involvement Program and POTS (Parents of the Students) meetings
- RPM's –Regional Parent Meetings
- LCD communicators
- Webinars
- Our individual School websites
- Parent Newsletters
- School News Show via television presented by students
- School Superintendent periodic up-dates
- GaDOE website linked from our school Website
- Emails sent to key communicators: foundations, School Council members, other schools for the blind, other schools for the deaf, organizations for and of the visually impaired and deaf/hard of hearing. Local Chambers of Commerce and civic/service organizations, Georgia Vocational Rehabilitation Agency and others.
- Local media including radio stations, television stations, newspapers, magazines, and bulletins

Integration/coordination with long range planning initiatives

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

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

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

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

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

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

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

☒ **Is Plan Descriptor Revised?**

5. Title I, Part A; Title I, Part C; Title III; IDEA

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

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

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

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

Steps taken to support disadvantaged students, migrant students, limited English proficient students and students with disabilities to ensure all students and teachers have access to technology and that the federal funds are used to support after school programs:

Visualizing and Verbalizing: The Visualizing and Verbalizing for Language Comprehension and Thinking® (V/V®) program, created by Nanci Bell, helps struggling readers develop the sensory-cognitive function of concept imagery. Unlike most reading and comprehension programs, V/V instruction directly applies concept imagery to the comprehension and expression of both oral and written language, as well as the development of critical thinking skills. Students in the V/V program move through a series of steps to learn the process for creating an imaged gestalt, then integrating that imagery with language to strengthen their comprehension and critical thinking.

Write From the Beginning and Beyond: Write from the Beginning... and Beyond is a developmental, vertically aligned writing program for students in kindergarten through the eighth grade level. The program is organized by the following: laying the foundation, building the structure, developing the structure, and extending the proficiency. The training is designed to provide information to teachers regarding 1) the components of Write from the Beginning... and Beyond; 2) the characteristics and writing goals for students in K – 8th grade; 3) the essential criteria for all modes of writing as well as how to use mini lessons to address them; and 4) ideas for using Thinking Journals for writing across the curriculum. Pre-requisite – Must have completed initial Thinking Maps training CCGPS: Common Core Georgia Performance Standards CCGPS will be a hands-on approach to curriculum planning. Staff will develop units using the standards and concepts of a content area. Staff will be able to understand that curriculum organization effects student learning and the quality of assessment influences the quality of instruction and learning. Staff will be able to develop units related to their classroom and be able to implement best practices into their everyday teaching.

LLPI : This course prepares teachers to work in bilingual instruction using ASL and English as the languages of instruction. The goal of the course is for in-service teachers to explore the rationale, theories, goals and practical applications of a comprehensive learner-centered bilingual curriculum. It includes in depth examination of strategies and application of bilingual education in the classroom with Deaf students. Bilingual development, as well as development in ASL and English respectively, will be examined as integral components of a bilingual education program. As much of the class lecture and discussion will take place in both ASL and English as the languages of instruction and communication, knowledge of ASL and English are essential.

The following scientifically researched-based instructional programs (noted above) will be utilized in the FLP math time to improve math skill and application, math vocabulary, problem solving, numbers and operations, and pre-algebra readiness: Accelerated Math Live™ software is a computerized tool for efficient progress monitoring and management of students' personalized daily math practice for grades 1–12 within a formative assessment process. In diagnostic mode, Accelerated Math helps teachers analyze individual skills deficiencies and fill in gaps in learning progressions as well as increase student practice of specific standards-linked skills.

MathFacts in a Flash™ software provides students at all levels with the essential practice required to develop automatic recall of addition, subtraction, multiplication, and division facts. The program also provides timed practice on other mental math skills, including squares and conversion between fractions, decimals, and percentages

Fairview integrated with Guided Reading

Learning to read, then developing reading fluency is vital in order for individuals to adequately participate in society. Yet, Marschark and Harris (1996) note that the deaf high school graduate reads, on average, at the same level as an 8-year old hearing child. Although small gains seem to have been made through the implementation of Total Communication programs, overall achievement remains considerably lower for deaf students than for their hearing peers. Deaf children of deaf parents, however, consistently outperform deaf children of hearing parents in reading skills and academic achievement (Kusche, Greenberg & Garfield, (1983); (Strong & Prinz, 1997). This observation has triggered the development of bilingual programs which seek to develop American Sign Language (ASL) as a child's first language, so that the acquisition of a second language (i.e. English) is made more efficient and effective (Israelite et al., 1992; Mason & Ewoldt, 1996). The empirical data show a strong positive relationship between signing and reading skills (Hoffmeister, 2000; Mann, 2006; Padden & Ramsey, 2000; Parisot, Dubuisson, Lelievre, Vercaingne-Menard & Villeneuve, 2005; Strong & Prinz, 1997, 1998).

Accelerated Reader™ is a guided reading intervention used to supplement regular reading instruction in K–12 classrooms. Its aim is to improve students' reading skills through reading practice and quizzes on the books students read. The Accelerated Reader™ program

Achieve 3000 -differentiated online instruction to improve students reading and writing to prepare them for college and career readiness. Students will be allowed to access the program 2-3 times a week when working independently and 45-55 minutes when lessons are teacher directed.

Northwest Evaluation Association NWEA- kid centric education stars with detailed accurate information about where each child is on their learning journey. used as often as four times a year. Provides assessments, state aligned computer based testing system MAP is built on 30 years of research and refinement and adapts to the child in real time as the test progresses for pinpointing a picture of learning achievement and readiness.

Curriculum Advantage- Classwork- online student activities program match to individual student learning style building skills such as collaboration, creativity and problem solving. providing teachers the tools to understand and meet student exactly where they are. Goal setting.

Thinking maps- Provides school improvement opportunities by allowing all students access to higher order thinking skills using common core and state standards.

How the LEA will provides additional educational assistance to individual students assessed as needing help in meeting the State's challenging student academic achievement standards.

Utilize achievement software programs such as Achieve 3000, Classworks, AIMSweb, NWEA , and Fairview Learning. Others are USA Test Prep, Study Island and Think CERCA.

After School Tutoring Program- salary stipends and supplies

Flexible learning Program- training expenditures

Flexible learning program supplies

Expanded Core Curriculum

Purchase of Supplemental instructional materials in core content areas.

Professional Development Training

Professional Development Travel expenditures as allowed by state guidelines per diem rate

Technology purchases as directed and noted in Technology improvement plan, Schoolwide plan and School Improvement plan including laptops, smartboards and other technological instructional advances. These plans provide a roadmap guidance template to ensure all students and teachers have increased access to technology.

Contracted Consultant work professionals- to provide workshops and training.

Regional Parent Meetings-Travel, materials and other expenditures as allowed and approved.

The district will continue to provide all school personnel with a variety of professional development opportunities to support instructional improvement and overall efficiency. The professional development program will facilitate and evaluate the relevant use of technology and assistive technology with the highest standards of professionalism and training in order to empower our staff to embrace technology as a tool that can be utilized effectively across the curriculum and in their daily job tasks. Various forms of professional development will be provided to help meet the expectations of the staff and the needs of the students. Professional learning needs of staff will be targeted by surveys, professional learning communities, and observations by content specialists and Assistant Principals for Instruction. The outcomes of the needs assessments are shared with the school improvement committees in order to align professional development needs with other school initiatives. Professional learning will be accessed via local RESAs or consultants brought on campus to provide instruction in targeted areas such as differentiated instruction. The programming at the RESAs is centered on scientifically based practices. Staff will only be permitted to attend professional learning that is in accordance with the professional learning standards as reflected in ESEA. Research is conducted to ensure that the professional development funds are spent on products and services with proven results. State Schools are currently working with the GaDOE Office of School Improvement and the Office of School Turnaround to ensure that activities are research based. Use of the funds is integrated with budgeted funding to assist in supporting activities that are reflected in the school improvement plan and the LEA Comprehensive Plan. State Schools now have the benefit of combining resources to coordinate district level professional development training among all three schools in addition to parent involvement programming. The preschool program is integrated into the instructional program. Pre-school and early elementary classes collaborate throughout the year in special events, field trips, and class visits. This model ensures a smooth transition from preschool to elementary school. We incorporate allocation of funds in the School-Wide Plan and School Improvement Plan to ensure equity of services and to facilitate effectiveness, eliminate duplication, and reduce fragmentation. All instructional staff will attend professional development training that will focus on standards based instruction. Additional funding will be used to help teachers become highly qualified in their assigned positions, as to allow students equitable access to quality instruction. Teachers then meet to determine instructional strategies to expose all students to the performance standards and cross reference those to the students' IEP goals. The Homeless program will be included in coordination efforts. The District Homeless Liaison Coordinator and System Federal Grants Coordinator will ensure that the following primary reporting groups have professional development opportunities on a regular basis to improve identification and services: Administrators Student Services staff School Social Worker School Staff School Counselors School Psychologists School Nurse School Secretaries Parent Mentor Transition Team In addition to training regarding how properly identify a student with a homeless status, these groups will be provided with access to the Homeless Education Program (HEP) form that will be located in the student services office, the school office, the office of the school social worker and the nurses office. The above primary reporting groups will be trained on confidentiality of information. Other Professional development topics may include: students' rights under the McKinney-Vento Act, indicators of homelessness sensitivity in identifying families and youth as homeless, how to enroll students in the Homeless Education Program, services to homeless families and unaccompanied youth, compliance with District policies and procedures regarding homeless students.

☒ **Is Plan Descriptor Revised?**

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

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

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

Our students depend on technology to access the curriculum therefore technology availability and usage is a key factor in our planning. Title I, CTAE, School Improvement 1003a and IDEA funds are used to purchase technology and so ongoing professional learning occurs. We have increased the number of technology classes that will be available to students. Each school is in process or planning on a 21st Century Technology Center that assists students in meeting state and local academic achievement standards in core academic subjects, such as reading and mathematics, by providing the students with opportunities for academic enrichment. It is important to provide students with a relevant environment for learning in today's technological advanced society. The State Assessment Coordinator for each school can program on-line assessments based on student's individual needs for supplemental support preparations. Students that need remedial or make up classes can take virtual course work.

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

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

☐ Is Plan Descriptor Revised?

7. Title II, Part D (NOT APPLICABLE)

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

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

☐ Is Plan Descriptor Revised?

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

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

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

Training will be offered in four modes

*In the form of one-on-one training

*Small/large group training

*Train the trainer and training

* On-line tutorials

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

☐ Is Plan Descriptor Revised?

9. Title I, Part A; Title I, Part C; Title III; IDEA, EHCY

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

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

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

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

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

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

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

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

The Homeless program will be included in coordination efforts.

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

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

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

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

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

The State Schools District will provide additional educational assistance to all individual students assessed as needing help in meeting the State's academic achievement standards. Students are referred to a State school through the IEP process. All three state schools are Schoolwide due to high percentage of students that meet the Schoolwide eligibility criteria. This encompasses students who are disadvantaged, migrant and Limited English Proficient students as well as students with disabilities. Flexible Learning Plan is increased an learning period that is held during school, before and after school and on weekends staffed by certified teachers and/or paraprofessionals. Students are assigned to attend these sessions to complete assignments and receive assistance (tutoring, etc.) as needed. In addition, our after-school programs will contain classes to address identified needs in areas such as math, writing, and reading. Title I, School Improvement Grant 1003a, School Improvement 1003g, and IDEA funds have been and will continue to be utilized to fund technology purchases to provide access to all students and teachers. Steps taken to support disadvantaged students, migrant students, limited English proficient students and students with disabilities to ensure all students and teachers have access to technology and that the federal funds are used to support after school programs: Visualizing and Verbalizing: The Visualizing and Verbalizing for Language Comprehension and Thinking® (V/V®) program, created by Nanci Bell, helps struggling readers develop the sensory-cognitive function of concept imagery. Unlike most reading and comprehension programs, V/V instruction directly applies concept imagery to the comprehension and expression of both oral and written language, as well as the development of critical thinking skills. Students in the V/V program move through a series of steps to learn the process for creating an imaged gestalt, then integrating that imagery with language to strengthen their comprehension and critical thinking. Write From the Beginning and Beyond: Write from the Beginning... and Beyond is a developmental, vertically aligned writing program for students in kindergarten through the eighth grade level. The program is organized by the following: laying the foundation, building the structure, developing the structure, and extending the proficiency. The training is designed to provide information to teachers regarding 1) the components of Write from the Beginning... and Beyond; 2) the characteristics and writing goals for students in K – 8th grade; 3) the essential criteria for all modes of writing as well as how to use mini lessons to address them; and 4) ideas for using Thinking Journals for writing across the curriculum. Pre-requisite – Must have completed initial Thinking Maps training CCGPS: Common Core Georgia Performance Standards CCGPS will be a hands-on approach to curriculum planning. Staff will develop units using the standards and concepts of a content area. Staff will be able to understand that curriculum organization effects student learning and the quality of assessment influences the quality of instruction and learning. Staff will be able to develop units related to their classroom and be able to implement best practices into their everyday teaching. LLPI : This course prepares teachers to work in bilingual instruction using ASL and English as the languages of instruction. The goal of the course is for in-service teachers to explore the rationale, theories, goals and practical applications of a comprehensive learner-centered bilingual curriculum. It includes in depth examination of strategies and application of bilingual education in the classroom with Deaf students. Bilingual development, as well as development in ASL and English respectively, will be examined as integral components of a bilingual education program. As much of the class lecture and discussion will take place in both ASL and English as the languages of instruction and communication, knowledge of ASL and English are essential. The following scientifically researched-based instructional programs (noted above) will be utilized in the FLP math time to improve math skill and application, math vocabulary, problem solving, numbers and operations, and pre-algebra readiness: Accelerated Math Live™ software is a computerized tool for efficient progress monitoring and management of students' personalized daily math practice for grades 1–12 within a formative assessment process. In diagnostic mode, Accelerated Math helps teachers analyze individual skills deficiencies and fill in gaps in learning progressions as well as increase student practice of specific standards-linked skills. MathFacts in a Flash™ software provides students at all levels with the essential practice required to develop automatic recall of addition, subtraction, multiplication, and division facts. The program also provides timed practice on other mental math skills, including squares and conversion between fractions, decimals, and percentages Fairview integrated with Guided Reading Learning to read, then developing reading fluency is vital in order for individuals to adequately participate in society. Yet, Marschark and Harris (1996) note that the deaf high school graduate reads, on average, at the same level as an 8-year old hearing child. Although small gains seem to have been made through the implementation of Total Communication programs, overall achievement remains considerably lower for deaf students than for their hearing peers. Deaf children of deaf parents, however, consistently outperform deaf children of hearing parents in reading skills and academic achievement (Kusche, Greenberg & Garfield, (1983); (Strong & Prinz, 1997). This observation has triggered the development of bilingual programs which seek to develop American Sign Language (ASL) as a child's first language, so that the acquisition of a second language (i.e. English) is made more efficient and effective (Israelite et al., 1992; Mason & Ewoldt, 1996). The empirical data show a strong positive relationship between signing and reading skills (Hoffmeister , 2000; Mann, 2006; Padden & Ramsey, 2000; Parisot, Dubuisson, Lelievre, Vercaingne-Menard & Villeneuve, 2005; Strong & Prinz, 1997, 1998). Accelerated Reader™ is a guided reading intervention used to supplement regular reading instruction in K–12 classrooms. Its aim is to improve students' reading skills through reading practice and quizzes on the books students read. The Accelerated Reader™ program Achieve 3000 -differentiated online instruction to improve

students reading and writing to prepare them for college and career readiness. Students will be allowed to access the program 2-3 times a week when working independently and 45-55 minutes when lessons are teacher directed. Northwest Evaluation Association NWEA- kid centric education stars with detailed accurate information about where each child is on their learning journey. used as often as four times a year. Provides assessments, state aligned computer based testing system MAP is built on 30 years of research and refinement and adapts to the child in real time as the test progresses for pinpointing a picture of learning achievement and readiness. Curriculum Advantage- Classroom- online student activities program match to individual student learning style building skills such as collaboration, creativity and problem solving. providing teachers the tools to understand and meet student exactly where they are. Goal setting. Thinking maps- Provides school improvement opportunities by allowing all students access to higher order thinking skills using common core and state standards. How the LEA will provide additional educational assistance to individual students assessed as needing help in meeting the State's challenging student academic achievement standards. After School Tutoring Program- salary stipends and supplies Flexible learning Program- training expenditures Flexible learning program supplies Expanded Core Curriculum Purchase of Supplemental instructional materials in core content areas. Professional Development Training Professional Development Travel expenditures as allowed by state guidelines per diem rate Technology purchases as directed and noted in Technology improvement plan, Schoolwide plan and School Improvement plan including laptops, smartboards and other technological instructional advances. These plans provide a roadmap guidance template to ensure all students and teachers have increased access to technology. Contracted Consultant work professionals- to provide workshops and training. Regional Parent Meetings- Travel, materials and other expenditures as allowed and approved

Utilize achievement software programs such as Achieve 3000, Classworks, AIMSweb, NWEA , and Fairview Learning. Others are USA Test Prep, Study Island and Think CERCA.

☒ **Is Plan Descriptor Revised?**

10. Title IV

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

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

- reducing existing bullying problems among students
- preventing the development of new bullying problems

Achieving better peer relations at school not only improves the student behavior, but student quality of life.

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

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

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

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

☐ **Is Plan Descriptor Revised?**

11. Title I, Part A

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

State Schools District.

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

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

☐ **Is Plan Descriptor Revised?**

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

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

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

☐ **Is Plan Descriptor Revised?**

13. All Programs

A general description of the instructional program in the following:

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

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

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

The schools of the State Schools District, The Georgia School for the Deaf (GSD), the Georgia Academy for the Blind (GAB) and the Atlanta Area School for the Deaf serves over 30 counties across the Atlanta metropolitan area. Placement at the one of the state schools is considered appropriate and necessary if it has been determined that the child's needs cannot be met by the local school system. All students attending a state school are referred from their local school system. Local school systems refer students to a state school for a variety of reasons. Some school systems do not have a program serving, blind/visually impaired, deaf/hard of hearing (D/HH) students because of the extremely low incidence in their county, others will refer students who are D/HH if they have additional disabilities and are not able to participate in traditional mainstream academic classes with an interpreter. Some school systems refer out of respect for the wishes of the parents or students to attend a school for the deaf where they are surrounded by their culture and a rich communication environment. Sometimes students are referred to a state school if they are not progressing in their local school system programs. Consequently, the state schools have a varied student body including students ages 3 through 21 coming from a large catchment area inclusive of students from rural districts as well as from urban Atlanta. The State schools serves as a resource center on blind/visually impaired and deaf education offering information and technical assistance to parents, local school systems, community groups, and other agencies.

Serving statewide creates numerous barriers and challenges. Language acquisition and access are significant challenges for deaf and hard of hearing students. On a state and national level, students are often multiple grade levels behind their hearing peers. Ninety percent of students go home to families with hearing parents. While students are all on IEPs and present with unique learning challenges, the requirements for them to receive a diploma are still the same as their hearing peers. Lastly, because students come from statewide several different local school systems, historically it has proved challenging for parents to be involved in school activities because of distances from home to school; this includes support for post secondary work, school, and/or training.

The major needs we discovered were:

- Develop and implement a consistent school-wide process for teachers and staff to align curriculum and design units of study and related curriculum products.
- Consider including in the curriculum an emphasis on skills (e.g., social interaction, independent living, career education...) that will benefit deaf students by meeting their unique disability-specific needs. These skills could be taught as separate classes and/or integrated into academic classes.
- Engage teachers in collaboratively examining student work on a consistent basis during pod and content meetings to revise curriculum implementation, guide instruction, determine desired results, and design assessment practices to attain the goal of increasing student achievement.
- Expand the use of diagnostic and formative assessment at the unit level as a systematic way to determine background knowledge and skills, to revise instruction, and to identify related instructional interventions.
- Incorporate a rich variety of summative assessment tasks to evaluate student achievement of GPS/QCC/ Common Core GSE. Use assessment data to guide and inform subject-area and grade-level decision-making.
- Increase the use of differentiated instruction, which is defined as supporting students according to their instructional needs, including adjustment of content (not the standard), process, product, and learning environment based on students' background knowledge, readiness levels, learning styles and interests.
- Increase student use of modern electronic technology as an effective instructional tool to support conceptual understanding and independent application of core content, to reinforce higher order thinking skills, to increase opportunities for differentiation of instruction, and to increase comfort and proficiency with technology.
- Engage students in working with teachers to jointly establish challenging learning goals and to evaluate their own work using benchmark examples, anchor papers, rubrics, scoring guides, written commentary, and checklists.
- Provide more opportunities for teachers to participate in instructional leadership development experiences and serve in instructional leadership roles.
- Analyze disaggregated student learning, demographic, perception (e.g., needs assessment/teacher survey) and process data to develop and implement a comprehensive, clearly articulated, long-term (two to three years) plan for professional learning. This will be aligned with the goals and strategies in the School Improvement Plan and focused on 3-4 expected teacher learning outcomes that will most significantly impact student achievement. Clearly communicate the intended results and expectations for implementation and describe expected changes in classroom practices. Conduct ongoing monitoring and evaluation of the impact of professional development on teacher practices and student learning. Provide feedback and coaching to teachers.
- Ensure that all professional learning activities promote the sustained development of teachers' deep understanding of content knowledge, research-based instructional strategies, and assessment strategies. Consider specifically including the following areas:
 - Subject area content classes for deeper knowledge
 - Proficiency in American Sign Language
 - Collaborative analysis of student work by teacher teams to include appropriate teacher commentary incorporating the language of the standards
 - Use of diagnostic assessments
 - Higher-order thinking skills/ questioning techniques in all content areas
 - Use of a variety of instructional strategies
 - Use of formative assessments
 - Proficiency in Braille

The specific academic needs of those subgroups of students that are to be addressed in the schoolwide program plan will be math, literacy, and language. Using the root cause analysis process, causes that we discovered for each of the needs were directly correlated with the student populations' specific areas of special education eligibility.

In order to meet the indicated goals in this section that will help students to meet or exceed Georgia's proficient and advanced levels of student performance, the

LEA will implement specific reform strategies. Student achievement data that informs the selection of the reform strategies is also denoted in this section. To overcome barriers and to improve student achievement, the following strategies will be utilized:

1. Implementation of technology including Smartboards, Elmos, and student computers to promote more appropriate instructional access to the Georgia Performance Standards. Students will be able to have hands on experiences and individualized/differentiated instruction versus group instruction.
2. Implement Extended Day Services, Expanded Core Weekends and Evenings, Regional Parent Meetings, Teacher on the go Tutoring, so that learning regression is mitigated.
3. Implement the Northwest Evaluation Association assessment software system to inform instruction and assist staff in developing/maintaining student portfolios. Features of this computerized assessment system include early literacy and early numeracy screening (diagnostic) tests, skills checklist (diagnostic) tests, and survey with goals (adaptive) tests in reading and mathematics. These assessments are intended to provide teachers with an efficient way to assess achievement levels of early learners so they can spend more time teaching and less time administering individual diagnostic tests. The diagnostic tests also provide information to guide instruction during the early stages of a student's academic career, identify the needs of all primary grades students from struggling to advanced learners, and utilize engaging test items that encourage student participation for more accurate results.
4. Implement Early Intervention home visits.
5. Hire a literacy program associate to increase language access by developing and maintaining accessible media (signed or captioned format) for support of classroom instruction. The literacy program associate would provide literacy and media support and training for small groups of students both in the classroom and in the media workroom.
6. Implement Parent Involvement workshops that focus on assisting parents with language access at home and content area support for each student.
7. Implement professional learning opportunities in content areas that are "best practices."
8. Utilize achievement software programs such as Achieve 3000, Classworks, AIMSweb, NWEA , and Fairview Learning. Others are USA Test Prep, Study Island and Think CERCA.

Students in the Georgia Student Assessment Program. Georgia assures the validity and reliability of all state testing. The purposes of the Georgia Student Assessment Program are to measure student achievement of the state mandated curriculum, to identify students failing to achieve mastery of content, to provide teachers with diagnostic information, and to assist school systems in identifying strengths and weaknesses in order to establish priorities in planning educational programs. Annual parent conference meetings are scheduled aside from regular IEP meetings. The meetings purpose is to focus on IEP progress, local assessment results, and review of CRCT/GHSGT results. Teachers explain the results to parents which assists parents to understand student proficiency levels on all assessments. The Milestones scores from testing 2014-2015 will be a source of data when available projected fall 2015.

We maintain the following strategies to attract highly qualified teachers by our hiring process through human resources, panel interviews, and job fairs. In order to attract qualified staff and to keep them employed at the State Schools District the following activities were implemented:

- Implement a teacher mentoring program
- A variety of Professional Learning Courses that are relevant to the population of students we serve as well as providing staff on campus courses that give them the opportunity to earn professional learning units required for recertification
- Numerous mini professional learning activities throughout the year that address more individualized needs of the staff
- Opportunities to participate in off campus professional learning courses, state training, and both local and national conferences
- A highly qualified Support Team to assist them in all areas of instruction and student engagement
- Increased opportunities for leadership
- Creative ways of compensating staff for additional responsibilities and work time
- Encourage and support National Board Certification for staff
- Actively seek minorities, males, and deaf representation to diversify staff
- Initiated vertical planning time enabling staff to work more closely with others in their same content area

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

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

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

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

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

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

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

The core subject areas to directly target with Title I Services are Reading/ELA and Math.
Neglected or Delinquent youth.

The State Schools District operates under the guidance of Georgia Department of Education and does not have any residential facilities for neglected or delinquent

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

☐ **Is Plan Descriptor Revised?**

14. Title I, Part A; IDEA; EHCY

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

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

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

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

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

☐ **Is Plan Descriptor Revised?**

15. Title I, Part A; Title I, Part C; Title III; Title IV; IDEA

In completing this section you should review the parental involvement strategies already defined in your LEA's parental involvement policy. The policy must include the items below, although other strategies may still be considered. As long as all the strategies below are addressed in your LEA parental involvement policy, it is recommended that you utilize much of that language in the text box below. By doing this, you will have met the requirements in this section for Title I, Part A, however, please be advised you still may need to add additional language for the other federal programs included in this plan descriptor. Please note: You may only include 10,000 characters (which includes letters, numbers, spaces – basically any strike on the keyboard) in the text box below. Therefore, you may need to further summarize the language from your LEA parental involvement policy to address all the required strategies listed.

- a. How the LEA included state and local government representatives, representatives of schools to be served, parents, teachers, students, and relevant community-based organizations in the development of the Comprehensive Plan for Improving Student Academic Achievement.
- b. How the LEA included opportunities for all parents of students receiving Title I services to be included in the development and yearly revision of the LEA parental involvement policy and in the decisions regarding how the 1% set-aside for parental involvement are allotted for parental involvement activities.
- c. How the LEA will provide the coordination, technical assistance, and other support necessary to assist schools in planning and implementing effective parent involvement activities to improve student academic achievement and school performance.
- d. How the LEA will build school and parents capacity for strong parental involvement through the six requirements in law (Section 1118(e)) with particular attention on how to support a partnership among the school, parents, and community.
- e. How the LEA will coordinate and integrate parental involvement strategies under NCLB with other community based programs such as Head Start, Reading First, Even Start, State operated preschool programs, etc.
- f. How the LEA will conduct an annual evaluation of the content and effectiveness of parental involvement.
- g. How the LEA will use data from the annual evaluation to design strategies for a more effective parental involvement policy.
- h. How the LEA will involve parents in schoolwide activities.

Staff and stakeholders including parents and students were involved in the Title I Part A, Title II Title III and IDEA needs assessment development, action planning, and evaluation of the action plan. The State Schools District works to include all personnel, parents, students, community leaders and organizations in assessing the school needs, planning strategies to meet those needs, and evaluating the plan. Stakeholders have the opportunity to participate in the annual needs assessment through School Council meetings, Parent Engagement Meetings, Annual Title I Conference, Fall Festival for Parents, Students and Community members. Those whom wish to participate are able to attend any of the listed informational sessions. In addition we offer Needs Assessment feedback through the use of surveys. Links to the on-line edition of the surveys are distributed through e-mail and multiple newsletter announcements to teachers, paraprofessionals, students, and parents. Students were provided class time to complete the surveys. Community partners were provided with hard copies of the survey to complete.

Documentation used to assess the State Schools District's needs include but was not limited to the following data sources:

- School Improvement Plan
- Surveys
- SACS reports/GAPPS reports/CEASD reports
- State Schools District's CORE Leadership meeting minutes
- Certification records
- Title IIA Needs Assessment
- Informal surveys throughout the year as the need arises

- Professional learning records
- Student achievement and test data

As State Schools is under the leadership and guidance of Georgia Department of Education we have access and immediate assistance from GaDOE personnel for technical assistance that will be sent down to the State Schools via email communication, personal visitation, on-line webinars and update mailing. Because we are a small district within Georgia Department of Education we have to ability to send key school administrators in addition to our district administrators to workshops and conference training unlike a large district that is limited to only sending a few members of the team to later disseminate to all schools. Effective parent involvement activities has been a challenge, however we plan to address the needs by embarking upon Regional Parent Meetings (RPM) available to all parents of students at Georgia School for the Deaf, Georgia Academy for the Blind and Atlanta Area School for the Deaf as opposed to local individual school meetings which are not easily accessible to our parents. A monthly parent RPM schedule will be available on each school website in addition to distribute to parents at the Annual Title I Conference. During the summer months we have a variety of teacher on the go tutoring sessions to help parents read to deaf/hard of hears students as well as summer camp program to help students improve reading while strengthen their ASL skills.

State Schools District focuses on teacher quality and effectiveness, retention of highly qualified and effective teachers, increased student achievement and meeting the diverse needs of our students when prioritizing our needs.

Stakeholder representatives participated in planning and prioritizing needs and contributed to the equity plan. These stakeholder representatives, as well as parent partners have the opportunity for input at many regional Parent Meetings on Registration Day, State Schools Parent Engagement Conference and school level Annual Title I Conference the equity plan will be revised as needed based on input and feedback.

The LEA includes state and local government representatives, representatives of schools to be served, parents, teachers, students, and relevant community-based organizations in the development of the Comprehensive Plan for Improving Student Academic Achievement to provide input into documents by the following methods:

- *Postcards are mailed annually to invite parents and community leaders to Evaluation review of the CLIP, Parent Involvement Plans, Title II Equity plans, Schoolwide Plan and School Improvement Plans.
- *Facebook notices are posted
- *Newsletters announcements are included
- *Website communicates
- *Parent Involvement Coordinators send out email notifications
- *From the Principal's Desk email communication to stakeholder groups
- *Staff Meetings
- *Leadership Meetings
- *Management Team Meetings
- *School Council Meetings
- *Invitations to all School - Community sponsored events are mailed to all partners,
- *Posted on the Marquee (GAB)
- *Posted on local bulletin boards throughout the community
- *Email communications with Transitions and Educational Voc Rehabilitation Counselors
- *Email communications with schools we are recruiting from
- *Coordination and Guidance from GaDOE Program Specialists

The State Schools District will take the following actions to involve parents in the joint development of its district parental involvement plan under section 1112 of the ESEA:

Parents of Title I students will be asked to complete a survey each Spring. The survey will be available electronically and in paper format. Results from this survey will be used to update a draft of a district parent involvement plan during the summer for the upcoming school year. This draft will be shared with parents and parents will be encouraged to provide feedback regarding the plan and suggestions for improving it

The State Schools District will provide the necessary coordination, technical assistance, and other support to assist Title I, Part A schools in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:

The State Schools District will take actions to conduct, with the involvement of parents, at the State Schools Title I Parent Conference an evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title I, Part A schools. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities. The school district will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.

The State Schools District will build the schools' and parents' capacity for strong parental involvement in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement through the following activities specifically described below:

The school district will, with the assistance of its Title I, Part A schools, provide assistance to parents of children served by the school district or school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph:

- the State's academic content standards,
- the State's student academic achievement standards,
- the State and local academic assessments including alternate assessments,
- the requirements of Title I, Part A,
- Parent Mentoring Program
- Parent Engagement-360 degrees
- Individual School's Improvement Goals
- Decision Making via stakeholder involvement with Federal Programs budget
- the mandatory Parent Notifications of Title I, Part A
- how to monitor their child's progress, and
- how to work with educators:

A. Training sessions and workshops for parents will be held at Title I schools on these topics in addition to other

Parent Involvement topics deemed necessary through Parent Survey. Schools also have printed materials on many of these topics that are available to parents.

B. The school district will, with the assistance of its schools, provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by: each school has resources available for parents including brochures on pertinent topics as well as books, CDs, and DVDs that parents can check out and take home. Parents can also get instructional materials such as learning games, school supplies, reading material, and math manipulatives to use with their children at home.

C. The school district will, with the assistance of its schools and parents, educate its teachers, pupil services personnel, principals and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by utilizing Parent Involvement Coordinators as a resources and a trainers. The school PIC will advise school teachers and staff on the best methods of communication and importance of such communication. Parent survey results will be utilized to shape the content of trainings.

D. The school district will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand.

E. Communications to parents are presented in a language that they can understand, free of educational jargon. Documents are translated into Spanish and will be translated into other languages as necessary. Face-to-face and over-the-phone interpretation is available in many languages for parents with limited English.

F. Provide other reasonable support for parental involvement activities under section 1118 as parents may request.

To the extent feasible and appropriate, *coordinate and integrate parent involvement programs*

and *activities* with Head Start, Reading First, Early Reading First, Even Start, the Home Instruction Programs. Students are placed at either Georgia Academy for the Blind, Georgia School for the Deaf or Atlanta Area School for Deaf of the State Schools District through the IEP process. State Schools are not a local community based school as students are referred to our program often from as far as two hours driving distance away. However we have started a new program to host a Toddler Playgroup transition program at the Atlanta Area School for the Deaf. We also coordinate program activities with GaPINES (Georgia Parent Infant Network).

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

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

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

☐ Is Plan Descriptor Revised?

16. Title I, Part A

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

The State Schools District has two schools identified as Priority.

1. The Atlanta Area School for the Deaf
2. The Georgia School for the Deaf
3. The Georgia Academy for the Blind

As our Priority schools work together with parents/guardians, our community and the State Schools team to develop a school plan that delivers the necessary support to address the learning needs of our students and increase their academic success. The following intervention includes:

- Response to Intervention (RTI)
- Positive Behavior Intervention and Support (PBIS)
- Flexible Learning Plan (FLP)
- Integrated Technology Use
- Parent Involvement
- Development of a strong bilingual program

The LEA's % set aside for Professional Learning for teacher training in the academic success of a Flexible Learning Program (FLP) will be offered at both Titles I priority schools. In accordance with the ESEA Flexibility Waiver Guidance, based upon 2014-2015 school level disaggregated data, the FLP will be conducted in the core content area of Mathematics, Reading and Language Arts for all schools. The Title I Director works collaboratively with the Priority Schools, parents, stakeholders, and community partners to develop appropriate Flexible Learning Programs.

Title I Priority Schools

For identified State School Priority School students, grades K-12 must be ranked by academic need and then apply the New Federal Rank Order for FLP to the ranking of academically at-risk students. If Student A is receiving free and/or reduced price meals (FRM) and is most academically at-risk, then this student is served in Rank 1. If Student B is not receiving FRM, but is a special education student and is most academically at risk, then this student is served in Rank 1. Atlanta Area School for the Deaf and Georgia School for the Deaf has 100% SWD and approximately 80% free and reduced lunch. State Schools are Provision II meaning all students eat free. All students served will be in Rank 1.

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

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

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

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

☐ Is Plan Descriptor Revised?

17. Title I, Part A

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

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

The FLP is designed to meet the needs of priority school students who are in danger of, or failing to meet state academic standards. The FLP will be conducted in the area of math, reading and language arts for all FLP schools for the 2015-16 school year. The program includes math and language arts resources to support each student's progress. Instructional strategies, learning activities, and skill-based lessons are strongly aligned with Georgia Common Core Standards. A variety of formative and summative assessment options help teachers tailor instruction to ensure mastery and proficiency for grade level standards.

The State Schools offering FLP for the 2015-16 school year are:

Priority

1. The Atlanta Area School for the Deaf
2. The Georgia School for the Deaf
3. The Georgia Academy for the Blind

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

Reading was selected as a content-area focus for the 2015-16 FLP for the following reasons:

- Children with prelingual deafness typically demonstrate delays of four to five years in reading development by the time they enter high school. Many of these children experience what teachers refer to as the "fourth grade problem," meaning that they fail to make progress beyond identification of a limited number of

words (Scarborough, 2001)

- The frequently reported low literacy levels among deaf students are, in part, due to the discrepancy between their incomplete spoken language system and the demands of reading a speech-based system (Perfetti & Sandak, 2000)
- Students must receive direct instruction in the use of bilingual education strategies at their instructional reading level in order to see the connection between their primary language (American Sign Language) and written English.
- The shift in the Common Core requires students to access text at higher levels of complexity. Students must have the opportunity to receive instruction in the use of comprehension strategies at their reading level to enable them to access the Common Core Georgia Performance Standards at the level of rigor determined to be college and career ready.

Mathematics was selected as a content-area focus for the 2015-16 FLP for the following reasons:

- Deaf and hard-of-hearing students typically perform well below grade level in mathematics, graduating on average with less than a sixth grade achievement level (Allen, 1995; Broadbent & Daniele, 1982; Traxler, 2000)
- Georgia's transition to CCGPS-math subsequently increases the rigor and level of cognitive demand required of students.
- Student math comprehension and fluency skills are associated with low levels of student performance.
- Students have difficulty retaining the content that is delivered in math class

Mathematics

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

The FLP preemptive mathematics classes will be conducted for eligible students during the regular school day, twice a week (Mondays and Wednesdays) for 30 minutes. This is in addition to students' regularly scheduled mathematics class. Eligible students will receive additional mathematics support through this increased learning time. To address this need the following strategies/support will be utilized:

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

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

Accelerated Math Live™ software is a computerized tool for efficient progress monitoring and management of students' personalized daily math practice for grades 1–12 within a formative assessment process. In diagnostic mode, Accelerated Math helps teachers analyze individual skills deficiencies and fill in gaps in learning progressions as well as increase student practice of specific standards-linked skills.

Accelerated Math personalizes student math practice and helps teachers generate assignments/tests, monitor progress, and motivate students to succeed. Teachers use progress-monitoring information provided by Accelerated Math to do what they do best—provide individualized, differentiated instruction to each student.

Spicuzza, R., Ysseldyke, J., Lemkuil, A., Kosciolk, S., Boys, C., & Teelucksingh, E. (2001). Effects of curriculum-based monitoring on classroom instruction and math achievement. *Journal of School Psychology*, 39(6), 521–542.

Springer, R. M., Pugalee, D., & Algozzine, B. (2007). Improving mathematics skills of high school students. *The Clearing House*, 81(1), 37–44.

MathFacts in a Flash™ software provides students at all levels with the essential practice required to develop automatic recall of addition, subtraction, multiplication, and division facts. The program also provides timed practice on other mental math skills, including squares and conversion between fractions, decimals, and percentages. Timed tests at the appropriate skill level accurately measure students' practice and mastery, while onscreen feedback pinpoints problems students are struggling with the most. MathFacts in a Flash generates detailed reports with criterion-referenced information to help teachers inform instruction and monitor student progress towards benchmarks throughout the year.

Burns, M. K., Kanive, R., & Degrande, M. (in press). Effect of a computer-delivered math fact intervention as a supplemental intervention for math in third and fourth grades. *Remedial and Special Education*.

Renaissance Learning. (2002). Special report: MathFacts in a Flash leads to growth in computational fluency. Wisconsin Rapids, WI: Author.

Renaissance Learning. (2011). The research foundation for MathFacts in a Flash: The critical role of automaticity in accelerating math achievement. Wisconsin Rapids, WI: Author.

Ysseldyke, J. E., Thill, T., Pohl, J., & Bolt, D. (2005). Using MathFacts in a Flash to enhance computational fluency. *Journal of Evidence Based Practices for Schools*, 6(1), 59–89.

These strategies are designed to provide students with the foundation skills necessary to be successful in their respective CCGPS math class.

Reading

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

The FLP preemptive reading classes for eligible students will be conducted for one hour daily (M - Th), and for the eligible students with the greatest need, an

additional 30 minutes of increased learning time twice a week (Tuesdays and Thursdays) will be added. Both of these reading sessions are during the regular school day in addition to students' regularly scheduled ELA/Reading classes.

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

- Teacher and students make connections between sign and print representation (Paivio, 2008; Schleper, 1998)
- Use of student retell following reading (Shandilya, 2010)
- Teacher and students activate prior knowledge related to reading instruction (Strassman, 1997)
- Teacher and students review vocabulary (Ecalfe, Bouchafa, Potocki, & Magnan, 2011)
- Use of Fairview symbols for multiple meaning words and use of bridging embedded in text (Fairview Learning Program; Clifton & Duffy, 2001; Easterbrooks & Beal-Alvarez, 2013)
- Teacher and students scaffold for each other during reading (Vygotsky, 1978)
- Teacher and student use of higher-order thinking skills during instruction (Easterbrooks & Beal-Alvarez, 2013; Fritschmann, Deshler, & Schumaker, 2007; Whitehurst, 1994)
- Creation of vocabulary cards with direct instruction and review of them in context (Fairview; Explicit Instruction, Easterbrooks & Beal-Alvarez, 2013; Richardson, MacLeod-Gallinger, McKee, & Long, 2000)
- Students grouped based on Instructional Reading Level

- Motivation supports included giving students choices, hands-on activities, and interesting text (Guthrie, Wigfield, Barbosa, Perencevich, Taboada, and Davis, et al. (2004)
- Small Group Instruction
- Teachers implement daily lessons that incorporate a variety of instructional approaches, each of which is supported by research (Fountas & Pinnell, 2003).
- Matching books to readers and then providing strong instructional support provides the base for effective processing (Fountas & Pinnell, 1999).
- Fidelity checklists to monitor the teacher's implementation of these research-based strategies

- Use of Accelerated Reader/Renaissance Place
- Professional Learning for teachers that focuses on the protocol for this increased learning time in reading and the proper implementation of these research-based strategies.

Protocol for daily Reading support

Fairview integrated with Guided Reading

- Teacher reviews old vocabulary (FV, Guided Reading Books)
- Teacher introduces new vocabulary (FV, Guided Reading Books)
- Students create picture cards for new vocabulary items
- Teacher prompts students to refer to vocabulary cards as needed
- Teacher models fluent reading of the Guided Reading Passage in book.
- Teacher highlights bridges in the text using brackets or highlighting tap

- Teacher asks comprehension questions about the text (Factual, Inferential, Leading)

- Teacher guides students in reading the passage as a group
- Students take turns reading the passage individually
- Students take turns engaging in the retell of the passage

- Teacher sets up learning centers prior to FV/Guided Reading Instruction Time
- Teacher reads one/one with each student using the Guided Reading Book Passage
- Students who are not reading one/one with the teacher are rotating through the learning centers.
- At least one center includes Adapted Dolch Word practice (Bridging practice after Dolch has been mastered)
- At least one center includes Guided Reading Book Vocabulary practice

Protocol Reading support

Teacher will be provided with a book based on the group's average reading level, and a vocabulary list based on the book they are given. Teacher will preview the book.

- Introduce the text by activating prior knowledge- ask students to predict what the text will be about based on the cover, title, summary, or jacket; talk about what personal experiences they may have based on the cover of the text; talk about the genre the text is part of; build background knowledge through group discussion, videos, and photos (ex. if you are reading a text about a captain in the Air force- discuss what rank a captain is, talk about the different branches of the military, talk about what the Air Force is responsible for, show pictures of a captain, etc.)
- Introduce and work with text vocabulary- spell the word (fingerspell and print), ask students if any of them know the word. Talk about and determine the meaning of the word. Find a non-linguistic representation of the word, sign the word, locate the word in the text, and use the word in a sentence.
- Begin reading the text- teacher provides ASL translation the text while the students follow in their copy. In addition, the teacher stops throughout reading to ask comprehension questions and focus on the comprehension strategies listed below.
- Periodically revisit the text- talk about the importance of the text, the sequence of events, characters, plot, setting, etc.
- Students take an AR Test on the book that was read.
- Notify Literacy Coach when your group is ready for a new book.

Reading Comprehension Strategies (These will be addressed individually, one at a time)

- Activating Prior Knowledge
- Questioning (develop and attempt to answer questions while reading)
- Visualizing (develop a mental image of what is described in the text)
- Monitoring, Clarifying, and Fix Up (traffic signs)
- Drawing Inferences (Generate information that is not explicit within the text)
- Summarizing/Retelling (ASL summary of book)

The following scientifically researched-based instructional programs (noted above) will be utilized in the FLP reading time to improve reading comprehension skills, reading fluency, and vocabulary development:

Accelerated Reader

Program Description

Accelerated Reader™ is a guided reading intervention used to supplement regular reading instruction in K–12 classrooms. Its aim is to improve students' reading skills through reading practice and quizzes on the books students read. The Accelerated Reader™ program calls for students to select and read a book and then take a computerized quiz based on the book's content and vocabulary. The computer software then provides teachers with information on the students' performance on the quiz, which allows teachers to monitor student progress and identify students who may need more reading assistance.

Research

One study of Accelerated Reader™ that falls within the scope of the Adolescent Literacy review protocol meets What Works Clearinghouse (WWC) evidence standards, and one study meets WWC evidence standards with reservations. The two studies included 2,877 students from grade 4 to grade 8 who attended elementary and middle schools in Oregon and Texas. Based on these two studies, the WWC considers the extent of evidence for Accelerated Reader™ on adolescent learners to be small for reading fluency and medium to large for comprehension. No studies that meet WWC evidence standards with or without reservations examined the effectiveness of Accelerated Reader™ on adolescent learners in the alphabets or general literacy achievement domains.

Fairview Learning

Learning to read, then developing reading fluency is vital in order for individuals to adequately participate in society. Yet, Marschark and Harris (1996) note that the deaf high school graduate reads, on average, at the same level as an 8-year old hearing child. Although small gains seem to have been made through the implementation of Total Communication programs, overall achievement remains considerably lower for deaf students than for their hearing peers. Deaf children of deaf parents, however, consistently outperform deaf children of hearing parents in reading skills and academic achievement (Kusche, Greenberg & Garfield, (1983); (Strong & Prinz, 1997). This observation has triggered the development of bilingual programs which seek to develop American Sign Language (ASL) as a child's first language, so that the acquisition of a second language (i.e. English) is made more efficient and effective (Israelite et al., 1992; Mason & Ewoldt, 1996). The empirical data show a strong positive relationship between signing and reading skills (Hoffmeister, 2000; Mann, 2006; Padden & Ramsey, 2000; Parisot, Dubuisson, Lelievre, Vercaingne-Menard & Villeneuve, 2005; Strong & Prinz, 1997, 1998).

Program Description

The Fairview Learning reading program, designed specifically for students who are Deaf or Hard of Hearing, reflects years of collaboration among educators of the deaf and utilizes best practices. Fairview's unique program provides individuals the literacy tools to construct mental, linguistic frameworks. These frameworks, specific to each user, allow access and increasing fluency in English and ASL, and ease the movement between the two languages. The program can be seamlessly integrated into any existing reading program, and is both user-friendly and fun.

Fairview is for:

- Parents who want to see their children develop good reading skills and succeed in school.
- Teachers who want resources developed specifically for their students who are deaf.
- Administrators who want an innovative reading program with accountability.
- Students who want to improve their reading levels quickly and significantly.
- Adults who want to jumpstart their reading skills quickly and efficiently

Recommendations for Implementing and RtI Framework - *National Center for Educational Evaluation and Regional Assistance-Institute of Educational Sciences: Assisting Students Struggling with Reading Response to Intervention (RtI) and Multi-Tier Intervention in the Primary Grades.

Screen all students for potential reading problems at the beginning of the year and again in the middle of the year. Regularly monitor the progress of students at risk for developing reading disabilities.

Tier 1 intervention/general education

Provide time for differentiated reading instruction for all students based on assessments of students' current reading level.

Tier 2 intervention

Provide intensive, systematic instruction on up to three foundational reading skills in small groups to students who score below the benchmark score on universal screening. Typically, these groups meet between three and five times a week, for 20 to 40 minutes.

Monitor the progress of tier 2 students at least once a month. Use these data to determine whether students still require intervention. For those students still making insufficient progress, school wide teams should design a tier 3 intervention plan.

Tier 3 intervention

Provide intensive instruction on a daily basis that promotes the development of the various components of reading proficiency to students who show minimal progress after reasonable time in tier 2 small group instruction (tier 3).

Guided Reading Practice Description

Guided reading is small-group reading instruction designed to provide differentiated teaching that supports students in developing reading proficiency. The teacher uses a tightly structured framework that allows for the incorporation of several research-based approaches into a coordinated whole. For the student, the guided reading lesson means reading and talking (and sometimes writing) about an interesting and engaging variety of fiction and nonfiction texts. For the teacher, guided reading means taking the opportunity for careful text selection and intentional and intensive teaching of systems of strategic activity for proficient reading (Fountas & Pinnell, 1996).

After systematic assessment to determine their strengths and needs, students are grouped for efficient reading instruction. While individuals always vary, the students in the group are alike enough that they can be effectively taught in a group. Texts are selected from a collection arranged along a gradient of difficulty. The teacher selects a text that students will be able to process successfully with instruction.

Research

In guided reading, teachers provide specific demonstrations and teaching of comprehension strategies such as inferring, synthesizing, analyzing, and critiquing. Teachers prompt readers to think and talk in these strategic ways. This kind of teaching is supported by research. The National Reading Panel (NICHD, 2000) has suggested that teaching a combination of reading comprehension techniques is highly effective in helping students recall information, generate questions, and summarize texts.

Discussion-based guided reading lessons are “geared toward creating richly textured opportunities for students’ conceptual and linguistic development” (Goldenberg, 1992, p. 317). Goldenberg found that talk surrounding texts has greater depth, and it can stretch students’ language abilities.

Guided reading provides a setting within which the explicit teaching of comprehending strategies is ideal:

- Teachers select texts that are within students’ ability to comprehend with teaching.
- Teachers select a variety of genres and a variety of text structures within those genres.
- Teachers introduce the text to students in a way that provides background information and acquaints them with aspects of the text such as structure, content, vocabulary, and plot. This introduction does not involve reading the text to the students; rather, it is a conversation that assures deeper understanding. In a comparison of three instructional methods, Stahl (2009) found that the text introduction yielded statistically significant effects in reading comprehension and science content acquisition.
- While students read, teachers may listen and intervene to prompt for and reinforce thinking. Teachers provide specific demonstrations of comprehending strategies.
- After reading, the teacher skillfully guides a discussion that may involve students’ talking about their inferences, predictions, synthesis of new learning, analysis of aspects of the writer’s craft, and critique (Fountas & Pinnell, 2006). The teacher can probe for deeper thinking.
- Teachers can make specific teaching points that demonstrate comprehension strategies to students.
- Teachers might also invite students to write about their reading to extend thinking.

The monitoring of the FLP progress will be ongoing. With a teacher/student ratio of 1:8 for FY 2014-15, all identified students will receive an Individualized Student Plan. The plan will entail specific Common Core Georgia Performance Standards that the student will be required to master to demonstrate proficiency on state academic standards.

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

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

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

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

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

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

☐ Is Plan Descriptor Revised?

18. Title I, Part A; Title II, Part A; Title III; IDEA

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

- a. Highly Qualified trend data for LEA and school
- b. Information about numbers of teachers (disaggregated by subject taught and grade level) who lack certification and who are NOT designated as highly qualified;
- c. Activities of how the LEA will develop strategies and use funds to support teachers in becoming highly qualified;

- d. The percentage of teachers and administrators who are technologically literate; the method(s) used to determine teacher and administrator technology literacy; and strategies the school system will implement to increase the percentage of teachers and administrators who are technologically literate;
- e. A description of how the LEA will certify that all teachers in any language instruction educational program for limited English proficient students that is, or will be funded under Title III, are fluent in English and any other language used for instruction, including having written and oral communication skills;

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

The State School district currently has the following vacancies available. 6 Special Education Teachers 1 Speech Language Pathologist 1 School Psychologist 1 School Social Worker 1 Physical Therapist 2 Interpreters 1 Nurse 1 Orientation/Mobility Therapist 2 Administrators In addition to vacancies in the following staffing areas: Food Service, Custodial, Technology, Program Specialist and Residential Coordinators. Our LEA recruitment needs for Special Education teachers in our schools for the deaf/hard of hearing are teachers certified in content area, Deaf Ed, Special Education and fluent in sign language. For our State school for the blind, our recruitment needs are Teachers certified in Content area, Special Ed, and Visual Impairment certification. To meet the recruitment needs we contract with another agency to use our site for certification training in this low incidence field. We will advocate recruiting from this pool when they are ready. We utilize Metro RESA and Middle Georgia RESA for programs initiated for Georgia teachers already certified in special education to add the visual impairment endorsement. To fill positions we reached out to universities with qualified programs and advertised in applicable professional publications and sites to identify quality applicants. We also participate in both in and out-of-state educational job fairs as needed and when budgets can support these endeavors. We post job announcements through the Department of Education, and TeachGeorgia.org. Our local school webpage posts job announcements, shares information about the schools and the surrounding area. It also provides important links to the Georgia PSC website, GACE website, and Ga DOE website. Contact information is provided for the school principal, the professional learning coordinator, and to our human resource personnel tech. Through advertising, contacts with feeder colleges, internship opportunities, and support for staff members who pursue certification, the State Schools District strives to obtain highly qualified teachers for all teaching assignments For the State Schools District we find most challenging for recruitment is finding qualified applicants particularly for the schools for the deaf and hard of hearing, HS courses because of the dual certification. HS math because of the complexity of the content, elementary because of our need of native like signers. Although we require a high level of sign language for all grade levels, typically the older students have a better ability to code switch and fill in gaps in educators do not have native like sign skills. Elementary students and students with lower cognitive ability need our most fluent signers to model appropriate language and to be able to clearly convey to instruction. Also, we struggle to find teachers who can work with our students who have behavior needs.

Out of 106 teacher positions, we only have 6 vacancies currently. We strive to retain qualified teachers through various support methods. Staff Attendance is at a 95-97% rate. We have a positive climate among teachers and leaders. TKES and Performance evaluations along with letters of intent are used to support retention decisions. Pertinent information is gathered annually from both the School Principal and the personnel department. Information sources include the following: Letters of intent (filled out each spring by all teachers) End of the year interviews/evaluations Mentoring surveys It is important to note that teachers at the State Schools District do not sign annual contracts for employment, as they are considered state employees. However, teachers are asked each spring to respond to an intent survey and to submit a letter of intent. The survey gauges teachers' intentions regarding their desire to return to teach for the upcoming school year. Strategies to assist retention efforts include but are not limited to the following: Providing teachers with teacher mentor and Department Head's support. This will especially target the larger number of teachers at the 0-3 years of experience range. Providing support to teachers in the areas of instruction and becoming highly qualified. Having a supportive and highly involved administrative staff. Providing technology support to all teachers. Availability of numerous and varied instructional materials to both support and enhance teaching. Instructional Coaches in the areas of Math, Literacy, and Special Needs that work closely with instructional staff in planning lessons and modeling lessons Providing quality professional learning courses on campus that focus on the needs of students. Making available to staff numerous mini-professional development activities that they can participate in weekly and throughout the year on a variety of topics, all aimed at improving student achievement and improving teacher quality. Opportunities for interested staff to assume leadership responsibilities and experiences that help them prepare for true leadership roles within the school:

Department Heads

Instructional Support Staff

Committee Chairs Teacher Mentor Program

Providing instructional support to teachers new to the profession or school

Providing a safe environment for teachers new to the profession to be able to openly discuss concerns/problems they are facing. Providing a culture of coaching PBIS committee provides positive support to the staff.

The hiring and scheduling practices at the State Schools will be used to assure that highly qualified teachers are placed in core academic classes.

The District will implement the following procedures for analyzing data, identifying deficiencies and designating the appropriate solutions for assigning highly qualified teachers.

Hiring: The plan is to communicate the necessity for accurate data to all staff that enter data into Certified/Classified Personnel Information (CPI) transmission reporting. CPI transmission report is HiQ2 report will be used to identify gaps in highly qualified content areas. HiQ2 is an online educator inventory system used to determine if an educator meets the Federal definition of "highly qualified" when placed in a teaching assignment. The system is also used to gather data to report to US Department of Education. Verify course codes and certification codes. The principals, HR Personnel Representatives, Title II Coordinators and other staff designee will coordinate efforts to review data submission, examine recruiting and retaining options to increase highly qualified teachers in core academic classes and identify appropriate solutions. The annual HiQ principal training will provide emphasis on hiring and appropriate staff placement to ensure State Schools meet HiQ requirements. **Recruit:** Principals will broaden recruiting efforts to reach a wider audience, and target institutions of high education that specialize in the category of need. Principals and professional learning coordinators will document remediation plans for provisional teachers to become highly qualified during the required period of time. Title II, Part A funds will be utilized to support teacher assessment needs in addition to course work reimbursement where funds are available and applicable.

Retain: The State schools will continue to have supplemental mentoring programs for new teacher and inexperienced teachers. New teachers and/or inexperienced teachers are provided peer coaching and other mentoring initiatives. Professional development plans are identified through student assessment data and developed to progress the student academic achievement goals. Parents Parent will be notified of their Right to Know and request information on the qualifications of teachers and paraprofessionals. This information is disseminated through the Annual Title I Conference, the student handbook, school website posting, in addition letters mailed

home. Principals will notify parents of students who are being taught by a teacher that is not highly qualified after four consecutive weeks. Principals will attest to the certification and qualifications of their teachers in the HiQ2 system.

Highly Qualified Teachers: 88.40%

Highly Qualified Paraprofessionals: 100%

Teacher Effectiveness is monitored closely through the following means:

- Teacher Keys Effectiveness System (TKES), the Georgia Department of Education teacher evaluation program.
- Lesson plans
- Observations and/or Walk-Thru
- Informal assessments of student work
- School wide testing
- STAR Math and Reading
- Failure Free Reading
- Fairview
- Jerry L. Johns Basic Reading Inventory
- Benchmark testing
- End of Course Tests
- State mandated testing (CRCT, GHSGT, GHSWT)
- Georgia Alternate Assessment
- Key Math
- High/Scope Child Observation Record: Language and Literacy
- Kendall Conversation Proficiency Levels
- French Stages of Literacy Development Checklist
- French Early Reading Checklist/French Reading Checklist
- MacArthur Communicative Development Inventory
- Jerry L. Johns Basic Reading Inventory
- NWEA test results
- Benchmark testing
- End of course tests

Based on results of the IEP process, student individual goals are matched to teacher strengths.

The State Schools District has established a comprehensive mentoring program to address the equity issue for newly hired teachers. This program will provide new teachers with specialized training prior to preplanning days. These teachers are then mentored throughout the school year by an experienced teacher. Each classroom will be staffed with a teacher who is HiQ, or is working diligently to become HiQ in that area. Teacher observations and evaluations will determine future placement of ineffective teachers as well as specific additional training they may need to become more effective.

Since the State Schools District is a special education facility, all teachers are required to have dual certification (special education field and content area/s) and visual signed communication proficiency. As previously noted, hiring experienced and highly qualified teachers can be challenging and not always obtainable, due to the specialized nature of the services provided. In order to ensure that all students receive the most effective instructional services possible, given the variability of experience and certification preparation level, every teacher is provided with the following:

- Support from Teacher Coaches, specifically in the areas of Reading, Math, and English Language Arts
- Participation in our mentoring program
- Training related to Best Practices, Standards Based Classroom, classroom management, behavior, use of effective instructional strategies, classroom assessment, data interpretation, differentiation
- Weekly review of lesson plans with feedback
- Modeling of instructional practices
- Opportunities to observe highly qualified, effective teachers
- Shared planning time
- Participation in Data Teams and Content Groups

State Schools District strives to obtain only highly qualified teachers for all teaching assignments.

We strive to obtain only highly qualified teachers for all teaching assignments through advertising, contacts with feeder colleges, internship opportunities, and support for staff members who pursue certification,

Administration determines the number of teachers needed annually. The determined number of teachers is based on the following considerations:

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

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

We participate in both in and out-of-state educational job fairs as needed and when budgets can support these endeavors.

We post job announcements through the Department of Education website and placed an advertisement for teachers on the CEASD (Conference of Educational Administrators of Schools and Programs for the Deaf) that is viewed by not only administrators but by teachers of the deaf, and students currently or recently graduated from deaf education programs throughout the country.

We also post job announcements through Simplicity which enables us to reach out to numerous college/university programs across the country with programs in deaf education.

Our webpage shares information about the schools in addition to our webpage The Georgia Academy for the Blind utilizes their electronic school marquee sign (Big Blue) in front of the school to post positions available.

Our school webpages are designed to provide important links to the Georgia PSC website, GACE website, and GaDOE website. Contact information is provided for the school principal, the professional learning coordinator, and to our human resource personnel tech.

Methods for teacher retention include but are not limited to:

Gathering of pertinent information annually from both the School Principal and the personnel department. Information sources include the following:

- Letters of intent (filled out each spring by all teachers)

- End of the year interviews/evaluations
- Mentoring surveys

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

Strategies to assist retention:

- Providing teachers with teacher mentor and department chair support. This will especially target the larger number of teachers at the 0-3 years of experience range.
- Providing support to teachers in the areas of instruction and becoming highly qualified
- Having a supportive and highly involved administrative staff
- Providing technology support to all teachers
- Availability of numerous and varied instructional materials to both support and enhance teaching
- Instructional Coaches in the areas of Math, Literacy, and Special Needs that work closely with instructional staff in planning lessons and modeling lessons
- Providing quality professional learning courses on campus that focus on the needs of students
- Making available to staff numerous mini-professional development activities that they can participate in weekly and throughout the year on a variety of topics, all aimed at improving student achievement and improving teacher quality
- Opportunities for interested staff to assume leadership responsibilities and experiences that help them prepare for true leadership roles within the school:
- * Department Heads
- * Instructional Support Staff
- * Committee Chairs
- * Teacher Mentor Program
- * Providing instructional support to teachers new to the profession
- * Providing a safe environment for teachers new to the profession to be able to openly discuss concerns/problems they are facing
- Teachers have had training on meeting diverse student needs, job-imbedded professional learning continues in this area as well.
- On-site professional learning courses and activities
- Off-campus trainings, workshops, and professional learning courses through other agencies
- GPS trainings offered through DOE and RESA
- State and national conferences attended
- College/university coursework
- QPVI training, routines for students with multiple disabilities
- training in assistive technology, expanded core curriculum, assessment

A professional learning data base is maintained by the Professional Learning Coordinator to track and document teacher participation in training to meet the diverse needs of our students. This data base includes all training resources.

Teachers are assessed using the Teacher Keys Effectiveness System (TKES), the Georgia Department of Education teacher evaluation program. Data is collected throughout the year through class observations, individual meetings with teachers, and through the monitoring of written lesson plans. This information is used in determining professional learning activities needed by identified staff in meeting the diverse needs of our students. This information also assists us in planning for needed professional learning activities each school year.

providing a culture of coaching

Although we did not meet our goal of 100% highly qualified this year there have been some significant gains. Success can be measured by the following:

- One-on-one mentoring through the consultative model
- Increase in staff taking GACE assessments
- Admissions to approved programs
- Number of college courses taken
- Successful completion of approved school programs
- Conversion of temporary certificates to clear renewable
- Successful completion of required GACE assessments
- Addition of certificate fields
- high participation rate in professional learning opportunities
- Class size was at or below the State of Georgia's class size requirement for IDEA regulations.

PRIORITIZED NEEDS

1. Increase the number of highly qualified to 100% by the end of the 2015-2016 school year
2. Increase ability of teachers to meet the diverse needs of students
3. Recruit and retain highly qualified teachers
4. Equity of Stakeholder Involvement

Provide the teacher HiQ Percentage for the current year 88.40%

Provide the paraprofessional HiQ Percentage for the current year %

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

At the initial meeting, certification and GACE assessment requirements leading to becoming a highly qualified teacher are discussed, and the plan is written based on time and achievement requirements. The remediation plan is then signed by the teacher and the Principal.

Remediation plans will be regularly monitored by the principal and documentation of monitoring will be maintained on the remediation document. Teachers provide updates on their progress toward complying with the requirements of the remediation plan and documentation of the required steps to achieve HiQ status or clear renewable certification. Progress is noted by the principal on the remediation plan at regular intervals. As certificates are renewed and HiQ status is achieved, teachers provide copies to the principal to update certification files.

Documentation that must be provided to the Principal includes but is not limited to the following:

acceptance letter into an approved college/university program
transcript of courses taken

copy of GACE admission ticket
copy of GACE score report

Updates from the Professional Standards Commission and GACE information are emailed to teachers throughout the year

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

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

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

1. The Right to Know letter is mailed at the beginning of the school from the District Director.
2. We require all three schools to email their parent groups the "Right to Know" letter.
3. The "Right to Know" letter is included in the District Handbook as well as individual school level handbooks. We now require signature receipt of the Student Handbook.
4. We require all three state schools to post the "Right to Know" letter on their individual school website.
5. Parent Resource rooms have informational Parent Notification shelves in which we keep copies of all Parent Notification notices including "Right to Know" letter.
6. We use opportunities at Family Engagement Saturdays and Parent Engagement Programs communicate additional opportunities to distribute the "Right to Know" letter.
7. Each school also has a Monthly Newsletter that keeps parents abreast of Parent Involvement Notifications.

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

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

A description of how parents are notified when their child is taught for 20 or more consecutive days by a teacher who is not highly qualified
Letters are sent home by certified mail. If a letter is returned a new contact information is obtained and letters are resent to these parents.

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

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

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

We have three schools in the State Schools District. We don't have a retention program need. Our need is Recruitment based. We find once we can find teachers to meet our specialized school needs, we provide a supportive, nurturing environment for both students and staff that has enabled us to keep staff for a longer period of time. Pertinent information is gathered annually to: Provide support to teachers in the areas of instruction and becoming highly qualified Having a supportive and highly involved administrative staff Providing technology support to all teachers Availability of numerous and varied instructional materials to both support and enhance teaching Instructional Coaches in the areas of Math, Literacy, and Special Needs that work closely with instructional staff in planning lessons and modeling lessons Providing quality professional learning courses on campus that focus on the needs of students Making available to staff numerous mini-professional development activities that they can participate in weekly and throughout the year on a variety of topics, all aimed at improving student achievement and improving teacher quality Opportunities for interested staff to assume leadership responsibilities and experiences that help them prepare for true leadership roles within the school: * Department Heads * Instructional Support Staff * Committee Chairs Teacher Mentor Program * Providing instructional support to teachers new to the profession * Providing a safe environment for teachers new to the profession to be able to openly discuss concerns/problems they are facing Providing a culture of coaching

With the implementation of Department Heads, they can monitor groups which are equally assigned to qualified teachers. Yes, we are consistently monitoring student progress and teacher effectiveness. Through: TKES Professional learning logs Experience Class Size Certification Observations Conferencing with staff Teachers are provided numerous professional development opportunities and mentoring. Teachers that are documented as ineffective may not be asked to return the following year. Documentation is clearly noted in TKES evaluation in addition to other mentoring meetings.

☒ **Is Plan Descriptor Revised?**

19. Professional Learning; and all federal programs

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

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

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

State Schools has implemented Positive Behavioral Interventions and Supports. PBIS program and Character Counts are part of the Behavior intervention programs

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

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

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

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

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

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

Through the IEP process students are approved for placement at the assigned State School. Individual student goals are addressed via the IEP process. Subsequent to this process, student needs are matched to teacher strengths, ensuring that individual student goals are met. Schedules, IEPs, and caseloads are evaluated and monitored by administrators to ensure compliance with HiQ and IDEA regulations.

☐ Is Plan Descriptor Revised?

20. Professional Learning and all federal programs

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

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

☐ Is Plan Descriptor Revised?

21. Professional Learning; and all federal programs

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

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

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

100% of professional learning opportunities are scientifically based.

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

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

Teachers have had training on meeting diverse student needs, job-imbedded professional learning continues in this area as well.

On-site professional learning courses and activities

Off-campus trainings, workshops, and professional learning courses through other agencies

GPS trainings offered through DOE and RESA

State and national conferences attended

College/university coursework

QPVI training, routines for students with multiple disabilities

training in assistive technology, expanded core curriculum, assessment

A professional learning data base is maintained by the Professional Learning Coordinator to track and document teacher participation in training to meet the diverse needs of our students. This data base includes all training resources.

Teachers are assessed using the Teacher Keys Effectiveness System (TKES), the Georgia Department of Education teacher evaluation program. Data is collected throughout the year through class observations, individual meetings with teachers, and through the monitoring of written lesson plans. This information is used in determining professional learning activities needed by identified staff in meeting the diverse needs of our students. This information also assists us in planning for needed professional learning activities each school year.

State Schools District

Professional Learning Plan

| Professional Learning Plan | School | Fund Source |
|--|------------------|--|
| Vision Coursework required to be Hi Q | GAB | Title II, VI-B |
| Technology and Assistive Technology training on Friday afternoons & Purchase of equipment | GAB, GSD & AASD | IDEA VIB, School Improvement |
| Use of Study Island/USA Test Prep (as needed) | | included with annual cost of software |
| Parent Outreach- IDEA VIB | | School Improvement or Title I |
| Parent Involvement Coordinator Program Specialist- IDEA VIB | | |
| Effective instructional strategies for ASP/ELT | GAB | In-house |
| Best practices for Quality Programming for Students with Visual Impairments | GAB | VI-B |
| Essential Assessments for students with VI | GAB | In-house |
| New teacher professional learning/mentoring | GAB, AASD, GSD | in-house |
| Training staff in importance of role of parents | GAB | in-house |
| Professional learning in areas to be determined by needs assessments and professional growth plans | GAB | in-house, VI-B School Improvement funds |
| Training required to implement Deaf-Blind program: teacher, intervener, para | GAB | state, VI-B |
| Bilingual Education | GSD & AASD | School Improvement/Title II/ IDEA VIB |
| Flexible Learning Plan | GSD & AASD | Title I and School Improvement |
| Math and ELA | GSD, GAB & AASD | RT3 Math & ELA grant School Improvement |
| Student Learning Objective (SLO) training | GSD, GAB, & AASD | RT3 SLO grant |
| Nancy Kelly Jones Contract- workshops and training groups on language separation and vocabulary development. | AASD | School Improvement Title I |
| contract- workshops ELA, Reading, Poetry | AASD | School Improvement |
| Leadership Development Training | GSD & AASD | School Improvement |
| RTI Training | AASD | in house School Improvement |
| Professional Learning Travel at various local resources | GSD | Title II, VI-B |
| Professional Learning Coursework | GAB | Title II, VI-B |
| TKES Professional Development Training | GSD & AASD | School Improvement |
| Fairview training - linguistic technics for deaf students to use for flexible learning program. | GSD & AASD | Title I |

| | | |
|----------------------|-------------|---------------------------|
| LLPI | AASD | School Improvement |
| Thinking Maps | AASD | School Improvement |

☐ **Is Plan Descriptor Revised?**

22. Title I, Part A; Title I, Part C; Title I, Part D; Title III; Title IV, Part A

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

As State Schools, there are no private schools applicable.

☐ **Is Plan Descriptor Revised?**

23. Professional Learning and all federal programs

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

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

The Change Team meets in the fall and again in the spring if needed. Communications utilized are email notifications, survey response, and conference calls. The Committee is open to of parents, community members, teachers, administrators, principals and other personnel. Our District Director is the person responsible for monitoring the implementation of the procedures.

At this meeting we identify the stakeholder roles:

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

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

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

Regarding the Title I, Part A budget planning we analyze the previous year budget expenditures against goals outlined in the School Improvement Plan. We determine after review of data from current and past data the instructional needs that meet the grant requirements and goals of School Improvement. The team processes and reviews programs ideas and/or suggestions. In addition the team acknowledges areas of weakness by removing program ideas not meeting quality and improvement standards and by identifying areas for increased improvement as targets for budget allocations. Parents who are not able to participate on a Change Team are invited by postcard mailing to all parents of the Georgia School for the Deaf, the Georgia Academy for the Blind and the Atlanta Area School for the Deaf for two local Consolidated LEA Improvement Plan (CLIP) review meetings. The notification is not only mailed by postcard to all parents, but posted on the individual school websites, sent via email parent notification, announced via newsletters and posted on the school Facebook.

☐ **Is Plan Descriptor Revised?**

24. Title I, Part A; Title I, Part C

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

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

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

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

☐ **Is Plan Descriptor Revised?**

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

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

Students attend the State Schools by IEP placement.

State Schools have Student Services Coordinators that process school records. The employees make sure that records are sent in a timely manner when request forms

have been approved by the parent or guardian.

☐ **Is Plan Descriptor Revised?**

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

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

Students at State Schools are placed by the IEP process. *The State Schools will work with the GaDOE MEP*

Region 1 office if they believe an enrolled student may be eligible for the Migrant Education Program.

☒ **Is Plan Descriptor Revised?**

27. Professional Learning and all federal programs

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

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

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

☐ **Is Plan Descriptor Revised?**

28. Title II, Part D; E-Rate

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

State Schools do not participate in Title II, Part D

☐ **Is Plan Descriptor Revised?**

29. Title II, Part D; E-Rate

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

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

☐ **Is Plan Descriptor Revised?**

30. Title II, Part D (NOT APPLICABLE)

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

☐ **Is Plan Descriptor Revised?**

31. Title II, Part D (NOT APPLICABLE)

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

☐ **Is Plan Descriptor Revised?**