



Comprehensive Needs Assessment 2025 - 2026 School Report



State Schools
Atlanta Area School for the Deaf

1. PLANNING AND PREPARATION

1.1 Identification of Team

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

Leadership Team

	Position/Role	Name
Team Member # 1	School-Level Superintendent	J. Jack Johnson
Team Member # 2	Principal (Instruction)	Thomas Gray
Team Member # 3	Principal (Student Services)	TBD
Team Member # 4	Elementary School Teacher Lead	Janaya Joyner
Team Member # 5	Middle School Teacher Lead	Matthew Laucka
Team Member # 6	High School Teacher Lead	Luke Bundrum
Team Member # 7	Curriculum and Technology Specialist	M. Chad Moore

Additional Leadership Team

	Position/Role	Name
Team Member # 1	Family Engagement Specialist	Patti Lombardi
Team Member # 2	Accessibility / Interpreter Coordinator	Meghan Cowin
Team Member # 3	ASL Specialist	Wende Grass
Team Member # 4	GaDOE School Effectiveness Specialist	Dr. Lisa Landrum
Team Member # 5		
Team Member # 6		
Team Member # 7		
Team Member # 8		
Team Member # 9		Cassandra Matthews
Team Member # 10		TBD

1. PLANNING AND PREPARATION

1.2 Identification of Stakeholders

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

Stakeholders

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

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

2.1 Coherent Instructional System

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

Coherent Instruction Data

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

Coherent Instruction Data

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

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

Coherent Instruction Data

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

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

Coherent Instruction Data

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

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

Coherent Instruction Data

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

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

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

Coherent Instruction Data

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

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

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

Coherent Instruction Data

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

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

2. DATA COLLECTION ANALYSIS

2.2 Effective Leadership

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

Effective Leadership Data

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

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

Effective Leadership Data

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

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

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

Effective Leadership Data

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

Effective Leadership Data

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

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

Effective Leadership Data

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

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

Effective Leadership Data

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

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

Effective Leadership Data

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

Effective Leadership Data

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

2. DATA COLLECTION ANALYSIS

2.3 Professional Capacity

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

Professional Capacity Data

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

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

Professional Capacity Data

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

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

Professional Capacity Data

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

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

Professional Capacity Data

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

2. DATA COLLECTION ANALYSIS

2.4 Family and Community Engagement

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

Family and Community Engagement Data

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

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

Family and Community Engagement Data

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

Family and Community Engagement Data

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

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

Family and Community Engagement Data

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

2. DATA COLLECTION ANALYSIS

2.5 Supportive Learning Environment

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

Supportive Learning Environment Data

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

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

Supportive Learning Environment Data

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

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

Supportive Learning Environment Data

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

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

Supportive Learning Environment Data

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

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

Supportive Learning Environment Data

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

2. DATA COLLECTION ANALYSIS

2.6 Data Analysis Questions

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

<p>What perception data did you use? [examples: student perceptions about school climate issues (health survey, violence, prejudice, bullying, etc.); student/parent perceptions about the effectiveness of programs or interventions; student understanding of relationship of school to career or has an academic plan]</p>	<p>The leadership team used a variety of student achievement data including but is not limited to:</p> <ul style="list-style-type: none"> ● ASL-EST/RST ● MAP Reading & Math ● GA Milestones (EOG & EOC) ● Georgia Alternate Assessment (GAA) 2.0 ● BRI (reading inventory) ● ELM (Early Literacy Measure) ● Kendall Writing Assessment ● G-Kids 2.0 ● Numeracy Project (GLOSS & IKAN) ● GA BEST rubric scores ● Soft Skills rubric <p>The leadership team also reviewed other student data including but is not limited to:</p> <ul style="list-style-type: none"> ● Student attendance ● Student behavior incidents including office referrals and suspensions <p>Other sources:</p> <ul style="list-style-type: none"> ● AASD Staff Surveys (October 2024) ● Accreditation Reports from Cognia including recommendations for school improvement ● GSAPS Review including recommendations for school improvement
<p>What does the perception data tell you? (perception data can describe people's knowledge, attitudes, beliefs, perceptions, competencies; perception data can also answer the question "What do people think they know, believe, or can do?")</p>	<p>We continue to see low student achievement particularly on GA Milestones but we recognize some growth in other student achievement data including MAP and BRI. We are also seeing some inconsistencies in student achievement trends which tells us that our instructional practices are not consistent and rigorous as it should be. The survey results reveal that the school does not have a shared understanding of curriculum and the school resources to support student learning. AASD Staff Surveys reveal that student engagement and ownership of learning is not consistent. There is a disconnect between the school and family perceptions of family engagement. School-wide communication with families is evident, but there is less consistency in communication between teachers and families.</p>

<p>What process data did you use? (examples: student participation in school activities, sports, clubs, arts; student participation in special programs such as peer mediation, counseling, skills conferences; parent/student participation in events such as college information meetings and parent workshops)</p>	<p>The administration team reviewed a variety of data including survey results from students, families and staff during the team meetings and we reviewed the School Improvement Plan progress with the team.</p>
<p>What does the process data tell you? (process data describes the way programs are conducted; provides evidence of participant involvement in programs; answers the question “What did you do for whom?”)</p>	<p>We continue to see low student achievement particularly on GA Milestones. We are also seeing some inconsistencies in student achievement trends which tells us that our instructional practices are not consistent and rigorous as it should be. We discussed the need for fidelity with new initiatives and implementation and we also recognized the need to develop a comprehensive and effective professional development plan for all instructional staff. The survey results reveal that the school does not have a shared understanding of curriculum and the school resources to support student learning. Data reveals that student engagement and ownership of learning is not consistent. There is a disconnect between the school and family perceptions of family engagement.</p>
<p>What achievement data did you use?</p>	<p>The leadership team used a variety of student achievement data including but is not limited to:</p> <ul style="list-style-type: none"> • ASL-EST/RST • MAP Reading & Math • GA Milestones (EOG & EOC) • Georgia Alternate Assessment (GAA) 2.0 • BRI (reading inventory) • ELM (Early Literacy Measure) • Kendall Writing Assessment • G-Kids 2.0 • Numeracy Project (GLOSS & IKAN) • GA BEST rubric scores • Soft Skills rubric <p>The leadership team also reviewed other student data including but is not limited to:</p> <ul style="list-style-type: none"> • Student attendance • Student behavior incidents including office referrals and suspensions <p>Other sources:</p> <ul style="list-style-type: none"> • AASD Staff Surveys (October 2024) • Accreditation Reports from Cognia including recommendations for school improvement • GSAPS Review including recommendations for school improvement

What does your achievement data tell you?	Our student achievement scores continue to be low particularly in state testing but we've noticed some growth in MAP. The student achievement data trends reveal some inconsistencies which tells us that our instructional practices and rigor are not as consistent as we would like it to be. There is a need for emphasis in instructional support and walk-throughs/observations to increase support and raise rigor across all departments. In addition, the lack of shared understanding of curriculum and inconsistent access to school curriculum & instructional resources may have played a significant role.
What demographic data did you use?	<p>Student demographics</p> <ul style="list-style-type: none"> ● Racial/ethnic subgroups ● Other subgroups ● Program enrollment including the years of enrollment at AASD ● Counties of residence
What does the demographic data tell you?	Our demographics and trends have been consistent in the past several years although the enrollment number has declined slightly in the last ten years. All of our students are placed at AASD based on IEP team decisions, which means that our population comes from students that the county systems cannot provide services adequately. We've noticed that the number of students from certain county systems have declined over the past several years as they continue to grow their D/HH programs/services. Overall, we continue to serve a majority of economically-disadvantaged and minority students. 50% of the students are African-American, 33% are Hispanic and 13% are white. This is a strong reflection of our need to increase our efforts to recruit staff of color to maintain a strong representation of role models for students.

3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

3.1 Strengths and Challenges Based on Trends and Patterns

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

Strengths and Challenges Based on Trends and Patterns

<p>Coherent Instructional: Summarize the coherent instructional system trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>Not evident or emerging scores were provided for every standard within the Coherent Instructional System. This is indicative of a continued need to focus on our school wide expectations (Tier I), purposeful language planning and instructional practices in addition to general classroom best practices. Due to the hiring of new teachers and support staff over the past few years, not all of our staff has the same knowledge base about bilingual strategies and best classroom practices, such as differentiation, unpacking standards, etc. While these strategies may have been touched on in different meetings and trainings, there is a lack of consistency in implementation across the school. The lack of implementation of curricular guides leads to the school not having a clear understanding of expectations governed by GA Milestones and how existing resources can be accessed and used to support student learning.</p> <p>There were several teaching positions still vacant and some of those vacancies were filled by non-certified teachers or paraprofessionals. Additionally, there is a continued need for teachers to obtain instructional support and feedback from administration and instructional support staff that they can use to improve their instruction. In summary, the school needs to continue to recruit for highly qualified teachers and current teachers need both training and ongoing instructional support and quality feedback; leaders need coaching on how to provide quality feedback to improve instruction; and students need all of this to improve their learning.</p>
<p>Effective Leadership: Summarize the effective leadership trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>The only standard within the Effective Leadership System to receive an operational rating is Planning and Organization Standard 6. All of the other standards received a rating of not evident or emerging.</p> <p>The school-level superintendent has restructured the school organizational chart to focus on providing a collaborative approach instructional leadership in all content areas with the goal of vertically aligning standards throughout elementary through high school. Teachers would like to receive more constructive feedback and coaching in the classroom in order to improve their instruction. Teachers are needing better understanding of instructional rigor and setting high expectations for students. Roles and expectations need to</p>

Strengths and Challenges Based on Trends and Patterns

	be elaborated and clarified as it pertains to decision-making concerning instructional and behavioral needs.
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Professional Capacity: Summarize the professional capacity trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?	<p>Based on feedback from teachers and staff, there is a desire for more shared decision-making and collaboration between staff and administration and consistent communication to the staff regarding instructional and operational decisions/changes. However, the new organizational chart should address these concerns.</p> <p>Teachers would like to see differentiated professional learning opportunities continue but there is a need for better monitoring and evaluation of all professional development offered. In the 2024-2025 school year, the school administration team focus is to increase their capacity as instructional leaders in order to increase the consistent use of best practices in all classrooms.</p> <p>There is a need to utilize support personnel effectively to maximize support for classroom teachers. It is recognized that there are many ongoing priorities (in response to multiple accreditation reviews) which would require a deliberate coordinated approach to professional learning. It needs to include coaching/ongoing support throughout the school year to ensure understanding and application of concepts learned through professional learning. In the 2024-2025 school year, the school will focus on providing more intentional data-driven professional learning opportunities. There will be a greater focus on supporting implementation and monitoring their professional learning.</p>
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Family and Community Engagement: Summarize the family and community engagement trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?	<p>In the past several years, AASD has continued efforts to increase school communication with families, and the results have been somewhat mixed and inconsistent. It is noted that there is a disconnect between the school and families in terms of how family engagement is perceived on both ends. There is a need to increase parent capacity and enable families to connect with each other for support. Efforts to build the capacity of parents to understand specific academic/developmental needs and goals, support life-skills learning at home and improve communication with their children must increase and become more innovative. Other needs: increase student self-advocacy with families, train and support teachers to improve collaboration with parents, assure leaders foster a respectful, welcoming environment by raising expectations among staff for consistent, positive, inclusive family communication and engagement.</p>
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NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

Strengths and Challenges Based on Trends and Patterns

<p>Supportive Learning Environment: Summarize the supportive learning environment trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>The school as a whole has many important pieces in place. It is noted that teachers still struggle with students who have different behavior and academic expectations along with a lack of consistency in how behavior support is offered throughout the school. Even though we have Positive Behavior Intervention System (PBIS) program in place, there is a need to revisit the behavior support system and streamline staff efforts to coordinate responses and support. Despite the school's efforts to implement PBIS with staff to ensure shared expectations are consistent throughout the school, gaps still remain. The PBIS committee continues to meet to address tiered needs. High school and middle school staff are using Kickboard, which eliminates the ambiguity to the behavior systems. Teachers developed their own, but the expectations were not always the same, leading to misunderstandings and inconsistencies. There are still some inconsistencies with the use of Kickboard, but with students earning points, the behavior system is more systematic although it's still a work in progress. There is an increased need for additional support concerning mental and behavioral needs which has significantly consumed most of the mental health/behavior support team's time, along with administrators.</p>
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<p>Demographic and Financial: Summarize the demographic and financial trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>Over the past several years, there has been no major statistical changes to the demographics of our students. All of our students are placed at AASD based on IEP team decisions, which means that our population comes from students where the county systems cannot provide services adequately. Overall, we serve a majority of economically-disadvantaged and minority students. All AASD students have access and equitable opportunities to direct instruction in American Sign Language. AASD is committed to providing impartial and fair educational opportunities for all of our students. We believe that it is critical that students are served by highly qualified and effective teachers, administrators, and support personnel who are knowledgeable about the unique educational needs of students who are deaf or hard of hearing and have possible multiple disabilities. It is our continued goal to provide highly qualified teachers for all of our students.</p>
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<p>Student Achievement: Summarize the student achievement trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>Academic performance at our school level is unique. Testing and achievement in each of the departments within the school is specialized and should be compared cautiously. Because 100% of our student population is on an Individualized Education Plan, the testing environment may not mirror what goes on within a regular public school system. Even with accommodations and embedded support, a majority of our students are scoring below grade level in the area of ELA and Math on the Georgia Milestones End of Grade Tests. We need to continue to prioritize our instruction to address curricular weaknesses in ELA and Math. Priorities include addressing curriculum</p>
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Strengths and Challenges Based on Trends and Patterns

	<p>needs and strengthening our understanding of providing a rich language environment through the use of effective bilingual strategies and instructional best practices. We will also be implementing formal daily instruction in American Sign Language for all students starting in pre-school and going through eighth grade. This is a critical component for our students to have that formal instruction in their first language. In addition, we continue to look at a variety of assessment scores to take a holistic approach including but is not limited to Measurement of Academic Progress (MAP) in Reading and Math, Basic Reading Inventory (BRI), Georgia Numeracy Project, and other informal assessments to track progress and growth. The school is currently looking for a full-time bilingual language arts coach and a full-time math coach to support instruction. We have already identified an applicant to take on the role of structured literacy support coach for our students and staff in kindergarten through the third grade. The 2024-2025 school year will be focused on full implementation of the adopted ELA curriculum. Additionally, the school will continue to explore math curriculum for implementation, along with researching and implementing a foundation for our multi-tiered system of supports for the 2024-2025 school year.</p>
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IDEA – Special Education, Economically Disadvantaged Children, and English Learners.

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

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

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

	socio-emotional development.
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Challenges	<p>While AASD has many strengths as a school community, it comes with challenges. Many of the students are struggling learners because they come in with little or no language, so the teachers and support personnel constantly work in providing a variety of educational and social opportunities to support their language acquisition, academic development, and general understanding of the world.</p> <p>Historically, the students have not performed well on state testing, so AASD strives to conduct a variety of assessments to monitor growth and progress in different areas.</p> <p>Job posting practices has been a challenge in recruiting highly qualified support staff (behavior specialist, speech language pathologists, school counselor, school social worker, etc.).</p> <p>The teachers are faced with the task of developing their own resources for their lesson activities. However, AASD is currently engaged in search for and adopting curriculum for math, science, and social studies.</p> <p>With students' limited language abilities and skills, it exacerbates the need for specialized wrap-around services to address their socio-emotional needs with our limited resources and manpower.</p> <p>Many of the students come from different county systems, so the traveling distance for some of the students poses as a challenge; especially when it comes to having them involved in extracurricular activities (i.e., afterschool tutoring, student clubs, student-led activities, and sports.) Family engagement and involvement continue to be an area of need, so AASD is constantly seeking new ideas and strategies to boost family engagement and build family capacity.</p>
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3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

3.2 Identification and Prioritization of Overarching Needs

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

Overarching Need # 1

Overarching Need	Bilingual literacy proficiency is low in both ASL (expressive and receptive) and English Language Arts among K-12 students at AASD.
How severe is the need?	High
Is the need trending better or worse over time?	No Change
Can Root Causes be Identified?	Yes
Priority Order	1

Additional Considerations	
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Overarching Need # 2

Overarching Need	Mathematics proficiency is low among K-12 students at AASD. This underscores the necessity for robust tier 1 instruction and targeted interventions to enhance math skills and sustain growth.
How severe is the need?	High
Is the need trending better or worse over time?	No Change
Can Root Causes be Identified?	Yes
Priority Order	2

Additional Considerations	
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Overarching Need # 3

Overarching Need	There is an overarching need for more robust attendance protocols across all school levels, staff development plans, school climate enhancement plans, enhanced participation in Beyond the Core programs, and structured and documented meetings for the Impact Team and Collaborative Planning groups to ensure effective communication and accountability.
How severe is the need?	High
Is the need trending better or worse over time?	Unknown
Can Root Causes be Identified?	Yes
Priority Order	3

Additional Considerations	
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3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

3.3 Root Cause Analysis

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

Overarching Need - Bilingual literacy proficiency is low in both ASL (expressive and receptive) and English Language Arts among K-12 students at AASD.

Root Cause # 1

Root Causes to be Addressed	There is variability in the implementation of tier 1 BLA instructional strategies, the rigor and intent of ELA standards addressed, levels of active student engagement, ASL instruction, and lesson planning processes across classrooms.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part D - Programs for Neglected or Delinquent Children Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program Title IV, Part A - Student Support and Academic Enrichment

Additional Responses	
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Root Cause # 2

Root Causes to be Addressed	There is variability in scheduling and implementation of interventions, tiered supports, scaffolding, differentiation, and specially designed instruction for DHH students which negatively impact student literacy.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes

Root Cause # 2

Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part D - Programs for Neglected or Delinquent Children Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program Title IV, Part A - Student Support and Academic Enrichment
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Additional Responses	
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Root Cause # 3

Root Causes to be Addressed	The proficiency in expressive and receptive American Sign Language skills of both students and faculty are contributing to disparities in educational outcomes.
This is a root cause and not a contributing cause or symptom	No
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part D - Programs for Neglected or Delinquent Children Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program Title IV, Part A - Student Support and Academic Enrichment

Additional Responses	
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Overarching Need - Mathematics proficiency is low among K-12 students at AASD. This underscores the necessity for robust tier 1 instruction and targeted interventions to enhance math skills and sustain growth.

Root Cause # 1

Root Causes to be Addressed	There is variability in the implementation of tier 1 mathematics instructional strategies, specially designed instruction for DHH students, the rigor and intent of math standards addressed, levels of active student engagement, and planning processes across classrooms.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part D - Programs for Neglected or Delinquent Children Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program Title IV, Part A - Student Support and Academic Enrichment

Additional Responses	
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Root Cause # 2

Root Causes to be Addressed	There is variability in scheduling and implementation of tiered supports, scaffolding, differentiation, and interventions which negatively impact student math performance.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program Others :

Additional Responses	
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Root Cause # 3

Root Causes to be Addressed	The proficiency in expressive and receptive American Sign Language skills of both students and faculty are contributing to disparities in educational outcomes.
This is a root cause and not a contributing cause or symptom	No
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program Title IV, Part A - Student Support and Academic Enrichment

Additional Responses	
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Overarching Need - There is an overarching need for more robust attendance protocols across all school levels, staff development plans, school climate enhancement plans, enhanced participation in Beyond the Core programs, and structured and documented meetings for the Impact Team and Collaborative Planning groups to ensure effective communication and accountability.

Root Cause # 1

Root Causes to be Addressed	The variability in infrastructure and implementation of the Impact Team and Collaborative Planning, staff development plans, school climate enhancement plans, and attendance protocols which includes alternative digital learning at all levels, combined with variability in course offerings, coding, and implementation of Beyond the Core, Accelerated Enrollment, Pathway Completion, and College and Career Readiness courses and assessments, are contributing to disparities in educational outcomes.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program

Root Cause # 1

Impacted Programs	Title I, Part A - Parent and Family Engagement Program Title I, Part D - Programs for Neglected or Delinquent Children Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program Title IV, Part A - Student Support and Academic Enrichment
Additional Responses	



School Improvement Plan 2025 - 2026



State Schools
Atlanta Area School for the Deaf

SCHOOL IMPROVEMENT PLAN

1 General Improvement Plan Information

General Improvement Plan Information

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

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

2. SCHOOL IMPROVEMENT GOALS

2.1 Overarching Need # 1

Overarching Need

Overarching Need as identified in CNA Section 3.2	Bilingual literacy proficiency is low in both ASL (expressive and receptive) and English Language Arts among K-12 students at AASD.
Root Cause # 1	There is variability in scheduling and implementation of interventions, tiered supports, scaffolding, differentiation, and specially designed instruction for DHH students which negatively impact student literacy.
Root Cause # 2	The proficiency in expressive and receptive American Sign Language skills of both students and faculty are contributing to disparities in educational outcomes.
Root Cause # 3	There is variability in the implementation of tier 1 BLA instructional strategies, the rigor and intent of ELA standards addressed, levels of active student engagement, ASL instruction, and lesson planning processes across classrooms.
Goal	By the end of the 2025-2026 school year at all grade levels, AASD will reduce the variability across all K-12 BLA classrooms in the implementation of Tier 1 instructional strategies, interventions, specially designed instruction, student engagement, rigor of addressed standards, planning processes, and proficiency of expressive and receptive ASL skills. This will be achieved through targeted professional development along with the consistent implementation and monitoring of systems, procedures, and processes impacting BLA teaching and learning. As an indicator of an increase in bilingual literacy, the percentage of ALL middle school students at or above grade-level reading will increase to 7.14% (from 3.57% in 2024) according to 2026 CCRPI Readiness measures based on Lexile bands.

Action Step # 1

Action Step	Develop and monitor the implementation of specially designed instruction for DHH students and rigorous, engaging Tier 1 instruction at all grade levels K-12, with an emphasis on Bilingual Language Arts (ELA and ASL).
Funding Sources	Title I, Part A Title II, Part A Title IV, Part A IDEA
Subgroups	Economically Disadvantaged Foster Homeless English Learners Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement

Action Step # 1

Systems	Supportive Learning Environment
Method for Monitoring Implementation	<p>Monitoring instrument: State Schools Instructional Awareness Walk (IAW) Instrument and observation schedule and feedback from school administrators</p> <p>Focus walk schedule using the State Schools IAW</p> <p>GADOE subject area specific Instructional Framework, PL, and on-going support</p> <p>GADOE subject area content, PL, and support</p> <p>Structured Literacy Coaching support for classroom teachers and students</p>
Method for Monitoring Effectiveness	The average rating of ALL teachers and the subsets of ELA and ASL teachers observed will be 3.0: Evident on core items focused on coherent tier 1 instruction using the State Schools IAW instrument.
Position/Role Responsible	<p>Administration</p> <p>Structured Literacy Coach</p> <p>ASL Specialist</p> <p>Bilingual Coach</p> <p>Instructional Coach (Curriculum and Technology Coach)</p> <p>Leadership Team</p> <p>Teachers</p>
Timeline for Implementation	Weekly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	GADOE State Schools Office and other GADOE divisions, Metro RESA consultants, and Curriculum Consultants
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Action Step # 2

Action Step	<p>Guide and monitor Collaborative Planning PLCs for all grade levels from preK-12. Collaborative Planning PLCs will be based on lesson planning/tuning protocols and on data driven instruction, shared inquiry and action research: i.e. calibration protocols for examining student work and developing next steps, deconstruction of standards, high-yield strategies, specially designed instruction for DHH students, differentiation, classroom engagement, assessment, feedback, etc. Action research cycles will identify a challenge, try a new strategy, collect data, and</p>
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Action Step # 2

Action Step	reflect/refine.
Funding Sources	Title I, Part A Title II, Part A Title IV, Part A IDEA
Subgroups	Economically Disadvantaged Foster Homeless English Learners Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Monitoring Instrument: Office of School and District Improvement Collaborative Planning High Impact Practices Rubric Metro RESA: AASD Summary of Support and Next Steps 2025 Metro RESA.docx School/District Planning Template, protocol, Agendas, and minutes 90 minutes weekly on the Master Schedule Structured Literacy Coach support for classroom teachers and students Administrative PLC Planning observation/participation schedule
Method for Monitoring Effectiveness	All PLCs will score an overall average of 50% Operational on the Collaborative Planning High Impact Practices Rubric according to administrative observations According to teacher sign-in sheets, 80% of teachers will participate in all weekly Collaborative Planning sessions. Collaborative Planning sessions will introduce and implement a data analysis protocol and how this data should be used to guide instruction.
Position/Role Responsible	Administration Structured Literacy Coach ASL Specialist Bilingual Coach Instructional Coach (Curriculum and Technology Coach) Leadership Team Teachers
Timeline for Implementation	Weekly

Action Step # 2

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	GaDOE State Schools Office and other GADOE divisions, Metro RESA consultants, and Curriculum Consultants
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Action Step # 3

Action Step	Monitor the implementation of ASL and ELA curricula: Bilingual Grammar Curriculum (BGC), Wonders, and Study Sync.
Funding Sources	Title I, Part A Title II, Part A Title IV, Part A IDEA
Subgroups	Economically Disadvantaged Foster Homeless English Learners Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Wonders curriculum and resources IAW observation instrument and monthly schedule MTSS structure and documentation of tiered student supports
Method for Monitoring Effectiveness	According to cumulative IAW to date, 100% of observed teachers will score an average of 80% total "yes" on all combined component items for the ELA and ASL curricula check to indicate appropriate implementation of the BGC, Wonders, and Study Sync curricula.
Position/Role Responsible	Administration Structured Literacy Coach ASL Specialist Bilingual Coach Instructional Coach (Curriculum and Technology Coach) Leadership Team Teachers

Action Step # 3

Timeline for Implementation	Monthly
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What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	GaDOE State Schools Office and other GADOE divisions, Metro RESA consultants, and Curriculum Consultants
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Action Step # 4

Action Step	Using ASL/DHH adaptations as appropriate, monitor the implementation of the literacy block to ensure it includes “phonics,” phonological awareness, comprehension and writing instruction by conducting weekly observations in each K-3 literacy classroom using the literacy block observation document.
Funding Sources	Title I, Part A Title II, Part A Title IV, Part A IDEA
Subgroups	Economically Disadvantaged Foster Homeless English Learners Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Observation of Literacy Block DHH Adapted Observation Document Weekly observation and coaching schedules Individual student IEPs Adapted DHH Grade Normed DHH Adapted Fluency Chart

Action Step # 4

Method for Monitoring Implementation	
Method for Monitoring Effectiveness	80% of weekly observations in K-3 classrooms will demonstrate 100% implementation of ASL/DHH appropriate: “phonics”, phonological awareness, comprehension, and writing instruction as measured by the observations conducted by the Literacy Coach, district Literacy Specialist, and administrators using the literacy block observation document
Position/Role Responsible	Administration Structured Literacy Coach ASL Specialist Bilingual Coach Teachers Instructional Coach
Timeline for Implementation	Weekly

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

2.2 Overarching Need # 2

Overarching Need

Overarching Need as identified in CNA Section 3.2	Mathematics proficiency is low among K-12 students at AASD. This underscores the necessity for robust tier 1 instruction and targeted interventions to enhance math skills and sustain growth.
Root Cause # 1	There is variability in scheduling and implementation of tiered supports, scaffolding, differentiation, and interventions which negatively impact student math performance.
Root Cause # 2	There is variability in the implementation of tier 1 mathematics instructional strategies, specially designed instruction for DHH students, the rigor and intent of math standards addressed, levels of active student engagement, and planning processes across classrooms.
Root Cause # 3	The proficiency in expressive and receptive American Sign Language skills of both students and faculty are contributing to disparities in educational outcomes.
Goal	By the end of the 2025-2026 school year at all grade levels, AASD will reduce the variability across all K-12 classrooms in the implementation of Tier 1 instructional strategies, interventions, specially designed instruction, student engagement, rigor of standards addressed, planning processes, and expressive and receptive ASL skills. This will be achieved through targeted professional development along with the consistent implementation and monitoring of systems, procedures, and processes designed to increase the overall K-12 2026 CCRPI Math Progress indicators as demonstrated by increasing Student Growth Percentiles (SGPs) to 70 (from 61.55 in 2024) for ALL middle school students.

Action Step # 1

Action Step	Monitor the implementation of specially designed instruction for DHH students and rigorous, engaging Tier 1 instruction at all grade levels K-12, with an emphasis on Mathematics.
Funding Sources	Title I, Part A Title II, Part A Title IV, Part A IDEA
Subgroups	Economically Disadvantaged Foster Homeless English Learners Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement

Action Step # 1

Systems	Supportive Learning Environment
Method for Monitoring Implementation	Monitoring instrument: State Schools Instructional Awareness Walk (IAW) Instrument and observation schedule And school administrative feedback Focus walk schedule using the State Schools IAW GADOE subject area specific Instructional Framework, PL, and on-going support GADOE subject area content, PL, and support
Method for Monitoring Effectiveness	The average rating of ALL teachers and the subsets of Mathematics teachers observed will be 3.0: Evident on core items focused on coherent tier 1 instruction using the State Schools IAW instrument.
Position/Role Responsible	Administration Leadership Team Instructional Coach (Curriculum and Technology Coach) Teachers
Timeline for Implementation	Weekly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	GADOE State Schools Office and other GADOE divisions and Curriculum Consultants; Metro RESA
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Action Step # 2

Action Step	Guide and monitor Collaborative Planning for all grade levels from preK-12. Collaborative Planning will be based on lesson planning/tuning protocols and on data driven instruction, shared inquiry and action research: i.e. calibration protocols for examining student work and developing next steps, deconstruction of standards, high-yield strategies, specially designed instruction for DHH students, differentiation, classroom engagement, assessment, feedback, etc. Action research cycles will identify a challenge, try a new strategy, collect data, and reflect/refine.
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Action Step # 2

Funding Sources	Title I, Part A Title II, Part A Title IV, Part A IDEA
Subgroups	Economically Disadvantaged Foster Homeless English Learners Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Monitoring Instrument: Office of School and District Improvement Collaborative Planning High Impact Practices Rubric AASD Planning Template, protocol, Agendas, and minutes, feedback from administration Metro RESA: AASD Summary of Support and Next Steps 2025 Metro RESA.docx 90 minutes weekly on the Master Schedule Administrative PLC Planning observation/participation schedule
Method for Monitoring Effectiveness	All PLCs will score an overall average of 50% Operational on the Collaborative Planning High Impact Practices Rubric according to administrative observations According to teacher sign-in sheets, 80% of teachers will participate in all weekly Collaborative Planning sessions. Collaborative Planning sessions will introduce and implement a data analysis protocol and how this data should be used to guide instruction.
Position/Role Responsible	Administration Leadership Team Instructional Coach (Curriculum and Technology Coach) Teachers
Timeline for Implementation	Weekly

Action Step # 2

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

2.3 Overarching Need # 3

Overarching Need

Overarching Need as identified in CNA Section 3.2	There is an overarching need for more robust attendance protocols across all school levels, staff development plans, school climate enhancement plans, enhanced participation in Beyond the Core programs, and structured and documented meetings for the Impact Team and Collaborative Planning groups to ensure effective communication and accountability.
Root Cause # 1	The variability in infrastructure and implementation of the Impact Team and Collaborative Planning, staff development plans, school climate enhancement plans, and attendance protocols which includes alternative digital learning at all levels, combined with variability in course offerings, coding, and implementation of Beyond the Core, Accelerated Enrollment, Pathway Completion, and College and Career Readiness courses and assessments, are contributing to disparities in educational outcomes.
Goal	By the end of the 2025-2026 school year, AASD will reduce the variability in the systems, protocols, and processes that comprise the school's infrastructure as demonstrated by CCRPI Readiness and School Climate Star scores from 2024 to 2026. The CCRPI Elementary Readiness Score will increase from 29.3 to 78, the Middle School Readiness Score will increase from 21.7 to 52, the High School Readiness Score will increase from 36.1 to 52, and the Overall School Climate Star Rating Score will increase from 80.9 to 90.9. This will be achieved by consistent implementation of a student attendance protocol and the Ron Clark Academy House System/PBIS, Student and Parent Advisory Groups, along with ensuring the correct offerings, coding, and implementation of courses/programs (i.e. Beyond the Core components: fine arts, world language, P.E., Career Exploratory, and Computer Science, Accelerated Enrollment, Pathway Completion, and College and Career Readiness).

Action Step # 1

Action Step	Monitor the implementation and progress of the School Improvement Plan (SIP) through 45-day Short Term Action Plans (STAPs), utilizing the Continuous Improvement Team (CIT) and Impact Team. This will be done by following the processes and protocols in the Office of School and District Improvement Leadership Team Process Guide and by dedicating one Impact Team meeting per month to oversee the implementation of the SIP.
Funding Sources	Title I, Part A Title II, Part A Title IV, Part A IDEA
Subgroups	Economically Disadvantaged Foster Homeless English Learners

Action Step # 1

Subgroups	Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Monitoring Instrument: SDI Leadership Team High Impact Practices Rubric and observation schedule And school administrative feedback Leadership Team Agenda template, agenda, minutes, processes, and protocol Yearlong LT meeting schedule for 2 meetings per month 4- 45 Day STAPs based on the SIP LT Data Protocol SDI Leadership Team Process Guide
Method for Monitoring Effectiveness	75% of LT meetings will be scored at 75% Operational according to observations using the SDI Leadership Team High Impact Practices Rubric
Position/Role Responsible	Administration Leadership Team School Social Worker
Timeline for Implementation	Others : Twice Monthly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	GADOE State Schools Office and other GADOE divisions; Metro RESA
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Action Step # 2

Action Step	Monitor and provide targeted PL for improving the ASL proficiency of faculty and/or staff.
Funding Sources	Title I, Part A Title IV, Part A IDEA
Subgroups	Economically Disadvantaged Foster Homeless English Learners Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Monitoring instrument: faculty ASL proficiency Targeted ASL proficiency PL for faculty
Method for Monitoring Effectiveness	100% of identified staff will participate in targeted PL to build their professional capacity in ASL according to sign-in sheets or other evidence of participation/completion.
Position/Role Responsible	Administration Leadership Team ASL Specialist Bilingual Coach Teachers
Timeline for Implementation	Monthly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	GaDOE State Schools Office and other GADOE divisions; Metro RESA
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Action Step # 3

Action Step	Monitor student attendance and develop, implement, and monitor an attendance protocol.
Funding Sources	Title I, Part A Title II, Part A Title IV, Part A IDEA
Subgroups	Economically Disadvantaged Foster Homeless English Learners Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	District and school attendance protocol and procedures which includes digital learning options for excused absences Student attendance records
Method for Monitoring Effectiveness	ALL faculty will express clear expectations and communications for student attendance during the GMAS testing window ensuring all students are encouraged to fully participate and do their best on the test and that they are supported throughout the process with appropriate accommodations.
Position/Role Responsible	Administration Attendance Committee Leadership Team Social Worker Teachers
Timeline for Implementation	Others : Daily

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	GaDOE State Schools Office and other GADOE divisions; Metro RESA
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Action Step # 4

	Accurately implement and monitor required IEP, course coding, offerings, and completion along with transcripts/graduation tracking, requirements, and completion for all students in all grade bands: elementary, middle, and high school. This includes an emphasis on accelerated enrollment courses, pathway completion and College and Career Readiness CCRPI components.
	Title I, Part A Title II, Part A Title IV, Part A IDEA
	Economically Disadvantaged Foster Homeless English Learners Race / Ethnicity / Minority Student with Disabilities Immigrant
	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
	Infinite Campus and school administration monitoring plan State approved/required course numbers List of required Beyond the Core courses for middle school students School grading policy Monitoring plan for IEPs Transcripts and Graduation plans for high school students and administration monitoring plan
	For each grading period, 100% of elementary and middle school students will participate and be coded in at least one Beyond the Core course. For each grading period, 100% of transcripts/graduation plans will be accurate and up-to-date for ALL high school students. This includes an emphasis on accelerated enrollment courses, pathway completion and College and Career Readiness CCRPI components. 100% of IEPs will be up-to-date and completed in a timely manner.
Position/Role Responsible	Administration Records clerk Leadership Team Teachers Transition Specialist Social Worker IEP Coordinator

Action Step # 4

Position/Role Responsible	Administration Records clerk Leadership Team Teachers Transition Specialist Social Worker IEP Coordinator
Timeline for Implementation	Quarterly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	GaDOE State Schools Office and other GADOE divisions; Metro RESA
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Action Step # 5

Action Step	Monitor the incorporation of the Ron Clark Academy House System with PBIS to reduce the student discipline office referral rate.
Funding Sources	Title I, Part A Title I, Part A SIG Title II, Part A Title IV, Part A IDEA
Subgroups	Economically Disadvantaged Foster Homeless English Learners Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	PL on Ron Clark Academy House System

Action Step # 5

Method for Monitoring Implementation	Targeted PL as needed on PBIS Monitoring plan for student behavior and student behavior management
Method for Monitoring Effectiveness	Each monthly office referral total will be reduced by 25% from 24-25 to 25-26.
Position/Role Responsible	Administration Leadership Team PBIS team
Timeline for Implementation	Monthly

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

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

Required Questions

<p>1. In developing this plan, briefly describe how the school sought advice from individuals (teachers, staff, other school leaders, paraprofessionals, specialized instructional support personnel, parents, community partners, and other stakeholders).</p>	<p>The school improvement planning process involved identifying varying needs through one-to-one meetings with staff; schoolwide meetings; and surveys. The school leadership team met twice to review the AASD School Improvement Plan 2023-2024, the Cognia Recommendations 2024, and the GSAPS review to AASD to determine whether the individual goals or recommendations were accomplished. The school-level superintendent met with School Council to give parents the opportunity to share their perspectives on how AASD is doing.</p>
<p>2. Describe how the school will ensure that low-income and minority children enrolled in the Title I school are not served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers.</p>	<p>Newly hired teachers are automatically enrolled in our new teachers induction program where each teacher will get mentoring support throughout the year. Human Resources Office works with all teacher hires to ensure that they have appropriate certification for their teaching assignments. In case of an out-of-field teaching assignment, the supervisor, HR technician and the teacher meets to implement a plan of action where the teacher will work toward obtaining the necessary certification s/he needs in order to become professionally qualified. The HR Office works closely with the school-level superintendent to review and maintain the Master Teacher spreadsheet that contains a list of all of the current PSC certifications and licensure of each instructional staff. This will ensure consistent tracking of teacher professional qualifications. The teachers including new teachers participate in ongoing professional development on a bi-weekly basis focusing on a variety of topics that are aligned to the School Improvement Plan addressing best instructional practices and school-wide needs. The leadership team meets on a regular basis to plan professional development for the teachers and assign lead teachers, support staff, literacy coach and outside consultants to provide training and coaching for teachers.</p>
<p>3. Provide a general description of the Title I instructional program being implemented at this Title I school. Specifically define the subject areas to be addressed and the instructional strategies/methodologies to be employed to address the identified needs of the most academically at-risk students in the school. Please include services to be provided for students living in local institutions for neglected or delinquent children (if applicable).</p>	<p>AASD offers a developmental bilingual program that primarily uses American Sign Language and English for the delivery of instruction for all students. The school aims to preserve and build upon students' abilities in both languages and strive for students to achieve fluency in both. Students develop their expressive and reception skills in ASL. Students also develop their abilities to read, write, and for some, speak and listen in English. Teachers provides Tier I instruction using research-based instructional practices that include but are not limited to guided reading, bilingual strategies such as fingerspelling, bridging, thinking maps, differentiation, learning targets, word walls and many more. Like many public schools, AASD follows the state standards for all grades including the graduation requirements for high school</p>

	<p>students. All students have IEPs so all students get individualized plans, accommodations (if needed) and modifications (if needed) to further support their learning and address their specific needs. Students are regularly assessed using a variety of instrumental tools to measure their progress as well as their levels to gauge instruction and identify appropriate interventions. Students who are identified as in need of additional support are provided intervention using Tier II and Tier III strategies as deemed appropriate. AASD has data teams that meet on a regular basis to review academic data to identify trends, strategies and academic interventions for at-risk students. Strategies and interventions are recommended and then carried over to the classroom where the teachers provide interventions and monitor their students' progress toward their learning goals.</p>
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<p>4. If applicable, provide a description of how teachers, in consultation with parents, administrators, and pupil services personnel, will identify eligible children most in need of services in Title I targeted assistance schools/programs. Please include a description of how the school will develop and implement multiple (a minimum of 2) objective, academic-based performance criteria to rank students for service. Also include a description of the measurable scale (point system) that uses the objective criteria to rank all students.</p>	<p>All students at AASD have an IEP, so all students get individualized plans that include appropriate accommodations and modifications to further support their learning and address their specific needs.</p>
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3. REQUIRED QUESTIONS

3.2 PQ, Federally Identified Schools, CTAE, Discipline

Required Questions

<p>5. If applicable, describe how the school will support, coordinate, and integrate services with early childhood programs at the school level, including strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.</p>	<p>AASD serves students from ages 3 to 21 years old including those in early childhood education programs. Each student including those in preschool grades are required to have annual IEP review where the student's strengths and needs are addressed. The IEP serves as a way for the IEP committee to identify plans and strategies for the transition from early childhood education program to elementary program.</p>
<p>6. If applicable, describe how the school will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including: Coordination with institutions of higher education, employers, and local partners; and Increased student access to early college, high school, or dual or concurrent enrollment opportunities or career counseling to identify student interest and skills.</p>	<p>All AASD students have IEPs which include transition plans for students aged 14 years and older. AASD currently employs a transition team that includes a transition specialist, school leaders, school counselor, and IEP coordinator. The transition team works closely with all middle school and high school students on career and postsecondary planning that includes the development and monitoring of their personal graduation plans. For 8th graders prior to entering high school, they participate in an orientation about high school to familiarize themselves with expectations and graduation requirements. AASD has a growing Career, Technology, and Agriculture Education department which consists of eight teachers who provide specialized instruction related to a variety of career pathways, and in addition, the teachers provide explicit instruction in soft skills. Each student aged 14 years and older has an individualized transition plan that addresses their postsecondary plans and activities needed to accomplish their postsecondary goals. Many high school students take CCART classes which provide opportunities for students to learn about essential employment skills such as interviewing, filling out applications, and working off campus to gain work experience. AASD cultivates and maintains partnership with local businesses and agencies to provide work placements for students. In addition, AASD has a strong partnership with Georgia Vocational Rehabilitative Agency (GVRA), and AASD has an office on campus to house a GVRA counselor which enables the counselor to work directly with students to address their transition needs.</p>
<p>7. Describe how the school will support efforts to reduce the overuse of discipline practices that remove students from the classroom, specifically addressing the effects on all subgroups of students.</p>	<p>AASD employs a behavior support team consisting of behavior staff, school psychologists, social worker, social-emotional behavior support specialist, school leaders who works primarily with students in need of additional socio-emotional support and immediate intervention who may be struggling in the classrooms. The school has a student responsibility center which provides a calming environment for students on behavior intervention plans (BIPs) to de-escalate and address their coping skills with the Behavior Specialist and/or the School</p>

	<p>Psychologist. Once the students have the opportunity to decompress and refocus, they return to their classrooms to resume their learning. In addition, AASD has a Positive Behavior Intervention Support (PBIS) core committee that meets on a monthly basis. The committee consists of the behavior team, social worker, school psychologist, administrators, and selected teachers. The committee regularly meets to review behavioral data and discipline referrals to identify trends, strategies and interventions to reduce office referrals and misbehaviors. The committee also hosts student assemblies periodically to recognize and celebrate student successes and positive behaviors. At-risk students (behavior) are identified using data, and the committee develops individualized behavior support plans which are then monitored on a bi-weekly basis by the leadership team. Interventions may include but are not limited to the use of the social worker or individualized school counseling sessions. The teachers provide bi-weekly social skills classes to high school students to address a variety of socio-emotional topics such as maintaining healthy relationships, bullying prevention, and many more.</p>
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ADDITIONAL RESPONSES

<p>8. Use the space below to provide additional narrative regarding the school's improvement plan.</p>	<p>The school has gone through many changes in leadership. We will continue to see changes for the 2024-2025 school year. We are also in the process of implementing school improvement practices based on the results of our GSAPS review and Cognia Accreditation results from the 2023-2024 school year. Lastly, we understand the importance of students being able to read and write English. However, English is the second or third language for all of our students. As a result of English being the second or other language, and our students not having a strong foundation in their first language, American Sign language (ASL), we are putting a big push on ASL instruction and intervention time for ASL, reading, writing, and math.</p>
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Family and Parent Engagement Policy 2024 - 2025

Revised July 31, 2024



ATLANTA AREA SCHOOL FOR THE DEAF

ATLANTA AREA SCHOOL FOR THE DEAF

J. Jack Johnson, Superintendent

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Our mission at the Atlanta Area School for the Deaf is to provide a language-rich student-centered learning environment through American Sign Language and English for the purpose of empowering our students to live independent, fulfilling lives and to become productive, contributing members of society.

AASD's Family Engagement Policy

What is it?

This Family Engagement Policy outlines opportunities for families to support student learning and social-emotional health. AASD values the contributions and involvement of family members and believes meaningful partnerships with families are key.

How is it revised?

In the 2024 Policy Review meetings, parent surveys, and School-Parent Council meetings, stakeholders looked closely and suggested revisions to last year's policy which were then considered by school staff as they created this year's Family Engagement Policy.

Who is it for?

All AASD families are invited to participate fully in the opportunities described in this plan. AASD provides full access for families with limited English, parents, or guardians with disabilities, and those of migratory children.

Where is it available?

It is distributed to all students at the start of the school year. Copies are available in our Family Resource Room and on our website, www.aasdweb.com.

What is Title 1?

Atlanta Area School for the Deaf is a Title I school as identified by the, **Every Student Succeeds Act of 2015** (ESSA). Title I support state and local school reform efforts tied to challenging state academic standards to reinforce and enhance efforts to improve teaching and learning for students.

Title I program must be based on effective means of improving student achievement and include strategies to support family engagement. All Title I schools must jointly develop with all parents, a written Family and Parent Engagement Policy.

Families as Partners

The Atlanta Area School for the Deaf believes in the participation of parents and guardians in regular two-way, meaningful communication to ensure that

- Parents play a crucial role in assisting their child's learning at home.
- Parents are encouraged to be actively involved in their child's education at school.
- Parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child.

AASD 2024-2025 SCHOOL THEME:

LEARN ~ GROW ~ THRIVE

As we incorporate our school motto “*Excellence Everyday...That’s the Panther Way!*” we will strive to build students’ deep-rooted language base in ASL. A rich language base is essential to reading and literacy, and leads to understanding in all academic areas.

AASD SCHOOL GOALS FOR 2024 – 2025

[NOTE: This page is entirely for the goals and focus for the new school year. Patti wrote the paragraph above but it can be changed. What more do we want to say? Do we want any graphics here?]

The goals below are from last year. There are too many and they are too technically worded. Please share your suggestions based on our SIP for 24-25]

2024-2025 Idea for goals

Students will increase their independent basic reading level of students by a minimum of half of one year growth.

Students will increase their independent basic reading level of students by a minimum of half of one year growth. **OR** Students will achieve a 6 to 12 month growth increase in their independent basic reading inventory (BRI) scores.

2023-2024 OLD GOALS:

High School: at least **12%** of State Schools students will score in the proficient range on the GMAS for *American Literature*

Math Goals:

4th grade: at least **23%** of State Schools students will score in the proficient range on the GMAS

8th grade: at least **12%** of State Schools students will score in the proficient range on the GMAS

High School: at least **10%** of State Schools students will score in the proficient range on the GMAS for *Algebra I*

2023-2024 School Goals

By the end of the 2023-24 school year, using evidence-based instructional strategies, bilingual strategies, and appropriate resources and technology, 70% of students will demonstrate age-appropriate growth in their expressive language and receptive language development as measured by the ASL-EST.

Family Input

All family perspectives and viewpoints matter. We offer private and group meetings, live and virtually, at various days and times to accommodate family schedules. Meetings are interpreted in ASL, Spanish or other home languages. Individual and group conversations offering us feedback are always welcome.

Family Resource Room

Just off the front lobby at AASD is our Family Resource Room offering space to relax, work, meet with staff and/or find resources families may need.

Parent and Family Engagement Standards

The National PTA Standards for Family-School Partnerships guide our family engagement.

- Welcoming All Families
- Communicating Effectively
- Supporting Student Success
- Speaking Up for Every Child
- Sharing Power
- Collaborating with Community

AASD partners with families by:

Providing professional learning and coaching opportunities for staff to build skills as they work with families to support children's learning.

Providing academic support materials, in a language families can understand, to help families work with their child to improve their child's achievement. These include digital and printed materials that support language, reading, math, and social emotional health.

Sharing information in English and Spanish with all families in a timely fashion, regarding school events and activities, through our website, email, phone calls and social media.

Collaborating with Babies Can't Wait (BCW) and Georgia PINES and offering specialized toddler and pre-school programs, including ASL classes and family support groups, to help prepare families and children for kindergarten and improve school transition.

Working with all parents and families to develop a working knowledge of American Sign Language, offering regular classes, on-line resources, and support materials.

Building capacity in families to assure confidence and readiness regarding their child's Individual Education Plan (IEP).

Engaging families of high school students in transition to college and/or career programs through partnership building with the Georgia Vocational Rehabilitation Agency.

Events and Family Learning

- Each department – Elementary, middle, and high school will host events specific to families during the school year.
- The Family Engagement Team will also offer virtual family empowerment sessions on assorted topics.
- We welcome your input on topics and guest speakers.

Annual Title 1 Meeting

Each year AASD hosts an Annual Title 1 Parent and Family meeting. A video version is also sent to all families and housed on the school website. The meeting explains AASD's Title 1 program, the nature of Title 1 programs, parental requirements, our Family Engagement Policy, the School-Parent Compact and our schoolwide plans for the new school year. The meeting also shares our school curriculums, state and local assessments measuring student growth, and AASD's performance profile, showing our school's progress toward meeting the learning goals of the Georgia Department of Education. Families will be notified about this meeting in advance in a variety of ways. Interpretation in ASL and Spanish is provided.

School – Parent Compacts

As part of this plan, AASD and our families develop a department-based **School-Parent Compact**, which is an agreement that specifically explains *how* parents and teachers will work together to ensure students reach grade-level standards.

Compacts are updated annually based on feedback from parents, students and teachers during our Annual Policy Review, Spring School Council Meeting, and family school climate surveys. Families receive revised Compacts each year, which are reviewed at parent-teacher meetings in the fall.

AASD, A Unique Learning Community

All AASD families are part of our special learning community.

We offer a rich bilingual education in both American Sign Language and English where experienced Deaf professionals, teachers of the deaf, coaches and administrators serve as active daily role and language models for our students.

Family participation in all IEPs, increased home use of American Sign Language, regular reading support, and intentional life skills training at home, are central to the achievement of our mission.

Let us know how we can support you this year!

Contact Us

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