



Comprehensive Needs Assessment 2026 - 2027 School Report



State Schools
Georgia 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.

Leadership Team

	Position/Role	Name
Team Member # 1	Director, Division of State Schools	Leslie Jackson
Team Member # 2	GSD Superintendent	Sharion Gooden
Team Member # 3	School Effectiveness Specialist, Division of State Schools	Lisa Landrum
Team Member # 4	Family & Community Engagement Coordinator/ School Social Worker	Jacqueline Blanchard
Team Member # 5	Special Education Director	Jamie Herston
Team Member # 6	Instructional Coach/ High School Social Studies Teacher	Marie Dickinson
Team Member # 7	School Effectiveness Specialist/Federal Programs Coordinator	Ron Fuss

Additional Leadership Team

	Position/Role	Name
Team Member # 1	Middle School Math teacher	Tiffany Pauling-Brown
Team Member # 2	Technology Specialist	Soibhan Wolcott
Team Member # 3	Elementary English/Language Arts teacher	Jamie Anderson
Team Member # 4		
Team Member # 5		
Team Member # 6		
Team Member # 7		
Team Member # 8		
Team Member # 9		
Team Member # 10		

1. PLANNING AND PREPARATION

1.2 Identification of Stakeholders

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

Stakeholders

	Position/Role	Name
Stakeholder # 1	School Superintendent	Sharion Gooden
Stakeholder # 2	Parent/Administrative Assistant	Jennifer Sanford
Stakeholder # 3	Nurse	Kathy Barnes
Stakeholder # 4	School Social Worker	Jacqueline Blanchard
Stakeholder # 5	ELA teacher	Jamie Anderson
Stakeholder # 6	Math teacher	Tiffany Pauling-Brown
Stakeholder # 7	Social Studies teacher/ Instructional Coach	Marie Dickinson
Stakeholder # 8	Federal Programs and School Effectiveness Coordinator	Ron Fuss

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?	Stakeholders are invited to attend Leadership Team meetings in order to be involved in the educational process at GSD and provide feedback on the needs assessment process. Minutes of each meeting are made available to stakeholders. Representatives from each department (elementary, middle school, high school, residential, etc.) share the proceedings of the Leadership Team meetings with their department each month. Representatives bring feedback back to the Leadership Team. Questions are also addressed through meeting minutes with emailed responses. Surveys are also used as a means of collecting input on the Needs Assessment and School Improvement Plan. These surveys are made available to stakeholders via email, school website, and social media. The surveys are available in English and Spanish.
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2. DATA COLLECTION ANALYSIS

2.1 Coherent Instructional System

Analyze the LEA's data (including sections 2.6 and 2.7) 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).

Coherent Instruction Data

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

Coherent Instruction Data

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

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

Coherent Instruction Data

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

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

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

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 2.7) 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).

Effective Leadership Data

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

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

Effective Leadership Data

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

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

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

Effective Leadership Data

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

Effective Leadership Data

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

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

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

Effective Leadership Data

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

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

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

Effective Leadership Data

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

2. DATA COLLECTION ANALYSIS

2.3 Professional Capacity

Analyze the LEA's data (including sections 2.6 and 2.7) 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).

Professional Capacity Data

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

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

Professional Capacity Data

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

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

Professional Capacity Data

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

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

Professional Capacity Data

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

2. DATA COLLECTION ANALYSIS

2.4 Family and Community Engagement

Analyze the LEA's data (including sections 2.6 and 2.7) 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).

Family and Community Engagement Data

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

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

Family and Community Engagement Data

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

Family and Community Engagement Data

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

Family and Community Engagement 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 2.7) 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).

Supportive Learning Environment Data

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

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

Supportive Learning Environment Data

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

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

Supportive Learning Environment Data

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

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

Supportive Learning Environment Data

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

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

Supportive Learning Environment Data

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

2. DATA COLLECTION ANALYSIS

2.6 Data Analysis Questions

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

What perception data did you use? [examples: student perceptions about school climate issues (health survey, violence, prejudice, bullying, etc.); student/parent perceptions about the effectiveness of programs or interventions; student understanding of relationship of school to career or has an academic plan]	Data: post-professional learning evaluations; parent surveys (variety of topics), School Climate Survey (students, families, and staff); staff survey on professional learning; needs assessment survey (stakeholders); School Climate and CCRPI Scores
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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?")	<u>Staff Professional Learning Survey</u> An updated survey will be taken in pre-planning (July/August 2026) to determine teachers' opinions on professional development at GSD and their specific interests in professional development. In previous surveys, the instructional staff felt there is plenty of professional development available at GSD. The teachers identified several topics of interest, some of which tied directly into our School Improvement Plan. This provides evidence that the school improvement plan is targeting the needs perceived by a high percentage of GSD staff. Specific feedback provided on the current PL provided by GSD will be considered in order to make improvements as needed. <u>Parent Surveys</u> During registration in July 2025, all parents were asked to complete a feedback form. A strong majority stated they were satisfied with the ways the school communicated (teacher contacts, texts, Talking Points app, emails, calls, newsletter, Facebook, etc.). Respondents indicated they were satisfied overall with the IEP process, but some comments indicated they desired more information regarding transition to be shared. Developing student independence was also mentioned. The most common need listed was support in learning ASL (finding local classes, wanting GSD to offer classes, resources for online support, etc.). Overall, respondents indicated they were satisfied or very satisfied with the services and education GSD provided for their child(ren). However, there is still a lot of room for improvement. The survey will be offered again in July/August 2025. <u>Stakeholder Survey</u> Survey data was collected from parents, staff, and other stakeholders on the Needs Assessment and the School Improvement Plan in August 2025. Survey data from parents on the School Improvement Plan for 2025-2026 will be collected in August 2025 during student orientation. The first Overarching Need and the associated SIP goal identified by the planning team met with strong agreement from those responding to the survey: 100% agreed with Need #1 and 100% supported Goal #1.
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	The second Overarching Need and associated SIP goal was also strongly supported: 100% respondents agreed with Need #2 and 100% supported Goal #2. Goal #3 was also supported, with 8/9 respondents in agreement. Based on this data, GSD's leadership team feels that the needs and goals decided on by the planning team are supported by stakeholders. <u>School Climate</u> Student responses on the Georgia School Climate survey provide positive results. Most students agreed or strongly agreed that they feel connected to the school, get along with their peers, that teachers respect and value them, and they feel safe at school. Most students did not report issues with bullying or harassment. A large majority of students reported no alcohol, tobacco, or drug use. Self-harm reporting was minimal, and most answers indicated students perceived themselves as having good mental health. GSD will continue to provide specific training regarding bullying and other negative social behaviors (as well as teaching and reinforcing positive social behaviors) via PBIS and Social Emotional Learning sessions and by focusing on better communication skills, as language development is crucial for improved social communication. GSD received a 5-star Climate Rating in 2018 and 2019. No Climate Ratings were provided for 2020-2022. The most recent climate score provided indicates an overall score of 87.3 for 2024.
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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)	Data sources: instructional practices, lesson plans, observations, assessments, curriculum, interventions, materials, administrative practices, extracurricular involvement, Parent Input Meeting sign-ins sheets and survey results, parent participation in workshop opportunities
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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?")	GSD follows the Georgia's K-12 Learning Standards, Georgia's K-12 English/Language Arts Standards, and frameworks/standards for Math. Teachers develop lesson plans which align learning targets based on the selected standard(s). The learning targets are developed using Formative Instructional Practice (FIP) strategies and methods. FIP is also used to develop and use a variety of assessments to determine student mastery. Mastery is also determined using progress monitoring tests. Lesson plans and observations are used to monitor standard/instruction alignment as well as evaluate instruction. Teachers needing support are assigned a mentor (as are all induction teachers). A variety of instructional strategies and materials are used. Various research-based bilingual strategies are used. Bilingual literacy programs specifically designed for deaf and hard of hearing students are used in grades PreK-5: Foundations for Literacy and Fingerspelling Our Way to Reading. In 2025-2026, selected teachers began or continued training and implementation of other programs and teaching strategies: Bedrock Literacy, Bilingual Grammar, Wonders, Study Sync,
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	and Unique. Response to Intervention methods are employed to address the needs of struggling students; additional approaches are also used. Logistical concerns are addressed by planning for resources to be in place where and as needed for instruction processes to proceed as planned. Teachers use a Purchase Request form if supplies are needed, or an Activity Request form to request a room reservation, special technology, transportation, interpreters, etc. Administrative concerns are addressed through accessing support from the Department of Education specialists, the Director of the Division of State Schools, and/or the assigned School Improvement Specialist. Students can be involved in a variety of extracurricular and enrichment activities. High school students may choose between enrichment classes held Monday-Thursday. Student activities include sports and clubs, as well as activities our residential students participate in, such as trips to the local YMCA. All activities have coaches or sponsors, who are responsible for completing all necessary processes for sport/club events: activity requests, request for funds, fundraiser approvals, room reservations, parental permission forms, etc. This data shows processes are in place to not only ensure quality instruction is happening, but to identify weak areas needing to be addressed in a timely fashion. There is evidence of multiple instructional strategies used, which lends itself to meeting the needs of individual students. FIP was used to develop and apply learning targets and to choose and implement assessments. More practice is needed in this area and it will continue to be supported this year. Processes in place for extracurricular and enrichment activities are defined and followed.
What achievement data did you use?	Data sources: Milestones EOC and EOG On the Georgia Milestones Assessments, very few of our students receive proficient or above scores. Growth Model data provides a clearer picture of our students' progress. To some extent, most of our students are affected by delayed language acquisition, which impacts test achievement. On a comparative scale, we typically have "too few students" to compare our students with students from other schools/districts. Based on the 2025 growth model: EOG: ELA: below average growth, below average achievement. Median growth percentile: 23 Math: Too few students for breakdown of individual grade level scores EOC: US History: Too few students for breakdown Lit./Comp. II: Too few students for breakdown Biology:

What does your achievement data tell you?	Data analysis indicates several issues. English and ASL literacy are significant challenges for most students. Poor literacy drastically impedes students' ability to learn, communicate, and demonstrate what they know on English-based assessments. Analysis shows most students need to develop foundational skills in reading, numeracy, and ASL (for some) in order to access the curriculum and demonstrate knowledge and skill growth on assessments. Implementation of IXL in the 2025-2026 school year has positively impacted math skill learning in both elementary and middle schools. Plans are in place to expand use of IXL for English Language Arts in the 2026-2027 school year to address identified individual student skill needs.
What demographic data did you use?	Data categories: CCRPI (economically disadvantaged, students with disabilities, students with IEPs, attendance, race, migrant); SWIS (discipline); Infinite Campus (homeless, attendance)
What does the demographic data tell you?	All students at GSD are categorized as economically disadvantaged, special education, and have IEPs. We do not have English Language Learners; all of our students are, however, part of a language minority. These are some of the reasons why GSD emphasizes a bilingual approach to education and why this approach is used school-wide. All of our students are identified special education due to deafness, which makes literacy in ASL and English critical. Literacy is typically a key concern among economically disadvantaged students, so the bilingual approach succeeds across many levels. We do not have any migrant students. In general, there is not an attendance issue with most students; however, due to our most of our students living on campus during the week due to geographic distance, it is typical for a student to miss an entire week of school if they are sick on transportation day or have an appointment during the week. Teachers provide learning opportunities for students not on campus via a learning management system (Google Classroom or Canvas). Geographic distance also impacts family involvement. Continually improving or creating new ways for families living far from the school to participate in school meetings, events, etc. is necessary. Students who qualify for McKinney-Vento/district homeless set-aside support were identified and supported by our social worker, school psychologist, and family engagement coordinator. GSD is ethnically mixed. Most students identify as Black (43%) or white (35%). There are a fair number of Hispanic students (16%), and a small number of Asian (5%) students. The ethnic makeup of the student body is not reflected in the staff makeup, which is overwhelmingly white. This can be explained in part by the fact that the number of educators qualified to work with deaf and hard of hearing students is small; within that small group, the majority are white. However, while the staff may not be racially diverse, GSD does have a good percentage of Deaf staff who can relate to and serve as models to our fully Deaf student body. We need to continue to keep in mind diversity and the need for role models.

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 3.3.

Strengths and Challenges Based on Trends and Patterns

Coherent Instructional: Summarize the coherent instructional system trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?	A supportive and well-managed environment for student success has been established and is maintained via the consistent use and monitoring of PBIS. Academically challenging courses with high expectations are implemented via the use of learning targets and the consistent use of rigorous, standards-based lesson plans which are evaluated regularly. Consistent analysis and application of data from a variety of sources enables teachers to instruct and monitor student progress effectively. A bilingual environment promoting dual literacy (ASL and English) and cultural pride is fostered, with emphasis on the use of technology. Continued training and implementation of Formative Instructional Practices (FIP) will identify ways to improve in both operational and emerging areas (e.g., differentiation, providing descriptive feedback to students on their progress, and improving active student monitoring of their progress) and PL needs. Continued analysis and application of data from various sources will identify needs in the area of providing maximum benefit from interventions. Analysis of TKES data will identify general and individual needs of teachers.
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?	Leadership has established a safe, orderly, positive learning environment with a common vision using data to implement and monitor the school improvement plan, staff performance, and student learning. Systems to ensure effective use of curriculum, assessments, instruction, and resources are in place. Continued monitoring of lesson plans, data analysis/application, and observations will identify needs for PL across all levels. Continuing to provide leadership opportunities that build professional capacity and allow staff to be involved in decision-making will identify ways to improve relationships, foster trust, respect, and collaboration, and provide more accurate data regarding student learning, staff performance, and general school improvement.

Strengths and Challenges Based on Trends and Patterns

Professional Capacity: Summarize the professional capacity trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?	Processes in place to recruit and retain effective teachers and staff are showing good results. Staff development opportunities, both job-embedded and self-selected, are numerous. Resources are allotted to allow for improving professional capacity (fees, travel, and lodging). Continuing to provide staff with opportunities to be involved in decision-making and leadership will help identify needs in professional learning. Teachers continue to implement FIP strategies, which enables them to identify strengths and weaknesses in instruction, data analysis, application and monitoring of interventions, and student self-sufficiency. This in turn helps with determining PL needs (and therefore budgetary needs). Recognition of the ongoing need for developing and maintaining bilingual proficiency of staff will lead to the implementation of assessment and PL in this area. A combination of a variety of factors (assessment results and other data, observations, teacher self-reports, etc.) identified bilingual literacy as a key weakness for many of our students, as well as a need for teachers to be trained in evidence-based strategies to address this weakness. Ongoing PL works to address these needs, with Foundations for Literacy, Bilingual Grammar, and Bedrock Literacy program training and implementation the most recent targeted PL provided.
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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?	Family engagement, while a priority, is an ongoing challenge due to our families being scattered across the state. It is difficult for families to travel to school events. Language barriers also negatively impact family involvement, as many of our students' parents are not fluent in American Sign Language and struggle to communicate with their children. To help with this, GSD offers ASL classes (on campus and online, in rotation) and provides all families with a subscription to SignIt!, an online ASL learning platform. GSD continues to provide multiple means of access and opportunities for involvement while seeking new ways to help parents connect with their child's academic progress. Important trends such as success with direct teacher-parent contact (via phone, videophone, email, text, or note home) have been noted and making registration day mandatory has seen a positive increase in getting parents onto campus and in contact with the school. Installing videophones in Deaf teachers' classrooms has enabled more frequent contact with parents. Expansion of the use of communication technology is needed; the use of a mass texting app (one designed for teachers and that provides translations into languages other than English called Talking Points) received a positive response, with a notable increase in parent/family response to messages and an increase in contacts initiated by a family member. Encouraging parents to participate in IEP meetings via conference call/video conference from their LEA with any necessary interpreters is also successful at increasing parent involvement. Continuing to develop employment and community service opportunities for students and partnerships with alumni and local civic organizations and businesses will aid in positive growth for students and the school.
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Strengths and Challenges Based on Trends and Patterns

Supportive Learning Environment: Summarize the supportive learning environment trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?	The implementation of PBIS has had a positive effect on the school climate and in establishing a stronger supportive learning environment. Drug and alcohol usage is not an issue and acts of aggression are minimal. Students have multiple opportunities to engage in activities that promote academic and social growth. Continued use of PBIS and IC data will identify needs across all levels. Further use of TAA lesson plans with student/teacher feedback on effectiveness will assist in monitoring needs of students in regard to personal academic and social progress. High expectations will continue to maintain and improve GSD's supportive learning environment. Creating and maintaining a bilingual environment that supports Deaf Culture and nurtures a strong, positive Deaf identity is essential to our students and is an area that remains a high priority need for continual improvement.
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?	GSD serves a small, unique population: all students are Deaf or Hard-of-Hearing, use American Sign Language (and are therefore part of a language minority), and come to school from all over the state. Many students come from families with low socio-economic status. These patterns present special challenges in regard to academic achievement, school environment, and family and community engagement. Despite these challenges, GSD provides a rich learning environment that allows students to embrace their Deaf identity while developing bilingual literacy in conjunction with pursuing academic success. Continuing to educate the public about the services GSD provides and the importance of ASL and Deaf Culture through direct outreach and community involvement will aid in identifying students needing services across the state. Continued development of bilingual strategies and ASL proficiency will indicate needed areas of improvement for students, staff, and leaders.
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?	Delays in acquisition of language due to language deprivation and late exposure to language continue to impact literacy in both English and ASL. Recent changes in state standards and GMAS assessments make it difficult to determine trends and patterns with such a small student population so far. Milestones Growth Model data is not available for 2020-2022. Partial Growth Model data is available for 2024 as of June 2025. Updated SGP's will be analyzed once available in 2026. Additional data from state testing gathered over the long term will help provide more valid data for identifying needs. Continued use of local assessments will generate data that allows teachers to address individual student needs. Collaboration among teachers and leaders will support further identification of needs. STAR data is used in both ELA and Math to monitor student growth quarterly. Student growth indicates a challenge for students to progress beyond third grade level in reading. Targeted language and reading interventions have been

Strengths and Challenges Based on Trends and Patterns

	implemented in 2025-2026 and will continue in 2026-2027.
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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.

Strengths	All students at Georgia School for the Deaf are classified as special education and have IEPs. The student population we serve is unique; all students are deaf or hard of hearing. As such, our entire educational program is designed to meet the needs of this unique population. Our biggest strength lies in our bilingual approach. ASL and English are valued equally and skills in both languages are specifically targeted in order to develop all aspects of literacy: expressive and receptive (ASL) and reading and writing (English) (depending on a student's IEP, spoken English may also be addressed via speech and language services). Literacy in both languages is not only crucial for communication, but also academic advancement, career readiness, and social development. As part of our bilingual philosophy, GSD teachers use a variety of strategies, including (but not limited to) concurrent language use, lexicalized fingerspelling, code-switching, Foundations for Literacy, Fingerspelling Our Way to Reading, Thinking Maps, Bedrock Literacy, Bilingual Grammar Curriculum, and direct ASL instruction. All instructional staff are fluent in both ASL and English and serve as language models. Additionally, GSD has many Deaf staff who serve as role models and provide our students with much needed access to Deaf culture (the vast majority of Deaf children are born into hearing families and often do not have exposure to ASL or Deaf culture outside of school). This access to Deaf culture is critical to social development and personal growth for our students. Students attending GSD are referred from school systems throughout the state of Georgia. We serve students aged 3-21 from highly diversified backgrounds in terms of race, ethnicity, and socioeconomic status. Literacy is a challenge faced by almost all Deaf people, regardless of their family's economic situation. We work to level the playing field by focusing on bilingual literacy for all of our students.
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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.

Challenges	Most Deaf children do not have full access to language from birth the way their hearing peers do. Additionally, as most of our students' families do not sign or have only minimal ASL skills, this language deprivation continues at home throughout their educational career; this strongly impacts their ability to develop and retain literacy skills in English, ASL, and numeracy. As data indicates, this also leads to summer learning loss. As a result, language deprivation is common and language acquisition is often delayed, which causes serious challenges to literacy (English and ASL, as well as numeracy in some cases). Depending on a child's home environment and educational experiences, a student who enrolls at GSD may be several years behind academically and/or have communication skills well below that of their peers.
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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 and 3.2 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 3.2.

Overarching Need # 1

Overarching Need	Literacy proficiency is below grade level in both ASL (expressive and receptive) and ELA among K-12 students at GSD
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 below grade level among K-12 students at GSD.
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 # 3

Overarching Need	There is an overarching need for a more robust infrastructure which includes: targeted tiered PL support, attendance protocols across all school levels, enhanced participation in Beyond the Core programs, and structured and documented meetings for leadership teams and PLCs to ensure effective communication and accountability.
How severe is the need?	Low
Is the need trending better or worse over time?	No Change
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 3.3. 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. Use the letter codes below to identify which programs relate to each root cause (ex: "ABCF").;A. IDEA - Special Education;B. School and District Effectiveness;C. Title I, Part A - Improving the Academic Achievement of the Disadvantaged;D. Title I, Part A - Foster Care Program;E. Title I, Part A - Parent Engagement Program;F. Title I, Part C - Education of Migratory Children;G. Title I, Part D - Programs for Neglected or Delinquent Children;H. Title II, Part A - Preparing, Training, and Recruiting High-Quality Teachers, Principals, and Other;I. School Leaders;J. Title III - Language Instruction for English Learners and Immigrant Students;K. Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program

Overarching Need - Literacy proficiency is below grade level in both ASL (expressive and receptive) and ELA among K-12 students at GSD

Root Cause # 1

Root Causes to be Addressed	Despite significant progress, there is variability in the implementation of tier 1 ELA instructional strategies, the rigor and intent of ELA standards addressed, levels of active student engagement, and lesson planning processes across classrooms. •There is variability in the implementation of ASL instruction, specially designed instruction for DHH students, tiered supports, scaffolding, differentiation, and interventions which negatively impact student literacy. •There is variability in the expressive and receptive American Sign Language skills of both students and faculty, 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 Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program Title IV, Part A - Student Support and Academic Enrichment

Root Cause # 1

Additional Responses	
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Overarching Need - Mathematics proficiency is below grade level among K-12 students at GSD.

Root Cause # 1

Root Causes to be Addressed	Despite significant progress, there is variability in the implementation of tier 1 mathematics instructional strategies, the rigor and intent of mathematics standards addressed, levels of active student engagement, and lesson planning processes across classrooms. There is variability in the implementation of specially designed instruction for DHH students, tiered supports, scaffolding, differentiation, and interventions which negatively impact student literacy. •There is variability in the expressive and receptive American Sign Language skills of both students and faculty, 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 Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title 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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Overarching Need - There is an overarching need for a more robust infrastructure which includes: targeted tiered PL support, attendance protocols across all school levels, enhanced participation in Beyond the Core programs, and structured and documented meetings for leadership teams and PLCs to ensure effective communication and accountability.

Root Cause # 1

Root Causes to be Addressed	The variability in infrastructure and implementation of targeted tiered PL support, the leadership team, PLCs, and attendance protocols, Pathway Completion, and College and Career Readiness courses and assessments, which 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 Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders Title 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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School Improvement Plan 2026 - 2027



State Schools
Georgia School for the Deaf

SCHOOL IMPROVEMENT PLAN

1 General Improvement Plan Information

General Improvement Plan Information

District	State Schools
School Name	Georgia School for the Deaf
Team Lead	Sharion Gooden
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)	
☐	Free/Reduced meal application
☒	Community Eligibility Program (CEP) - Direct Certification ONLY
☐	Other (if selected, please describe below)

2. SCHOOL IMPROVEMENT GOALS

2.1 Overarching Need # 1

Overarching Need

Overarching Need as identified in CNA Section 3.2	Literacy proficiency is below grade level in both ASL (expressive and receptive) and ELA among K-12 students at GSD
Root Cause # 1	Despite significant progress, there is variability in the implementation of tier 1 ELA instructional strategies, the rigor and intent of ELA standards addressed, levels of active student engagement, and lesson planning processes across classrooms. •There is variability in the implementation of ASL instruction, specially designed instruction for DHH students, tiered supports, scaffolding, differentiation, and interventions which negatively impact student literacy. •There is variability in the expressive and receptive American Sign Language skills of both students and faculty, contributing to disparities in educational outcomes.
Goal	By the end of the 2026-2027 school year at all grade levels, GSD will reduce the variability across all ASL/English bilingual classrooms in the implementation of Tier 1 instructional strategies, 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 impacting ASL and ELA teaching and learning. As an indicator of an increase in student bilingual literacy, by May 2027 the average grade-equivalent growth on the STAR Reading assessment will increase by 5 months, rising from 45% of students in May 2026 to 60% of students in May 2027.

Action Step # 1

Action Step	Monitor the development and implementation of standards-aligned, rigorous lesson plans that incorporate specially designed instruction for DHH students and engaging Tier 1 instructional strategies across all grade levels (K–12), with an emphasis on ELA and ASL.
Funding Sources	Title I, Part A Title I, Part A SIG Title II, Part A Title IV, Part A IDEA Perkins
Subgroups	Economically Disadvantaged Foster Homeless Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity

Action Step # 1

Systems	Supportive Learning Environment
Method for Monitoring Implementation	Monitoring instrument: State Schools lesson plan templates and rubrics State Schools Instructional Awareness Walk (IAW) Instrument
Method for Monitoring Effectiveness	STAR, Bedrock Literacy video rubrics, IXL weekly reports, quarterly STAR assessment reports
Position/Role Responsible	Federal Programs/School Effectiveness Coordinator, 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)?	
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Action Step # 2

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 ELA and ASL.
Funding Sources	Title I, Part A Title I, Part A SIG Title II, Part A Title IV, Part A IDEA Perkins
Subgroups	Economically Disadvantaged Foster Homeless Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	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 ELA and ASL.

Action Step # 2

Method for Monitoring Effectiveness	Quarterly STAR assessment results, Bedrock Literacy video rubrics, IXL weekly reports
Position/Role Responsible	Federal Programs/School Effectiveness Coordinator, Instructional Coach, Leadership Tem
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)?	
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Action Step # 3

Action Step	Guide and monitor PLC Collaborative Planning for the middle grade teachers. PLCs will be based on lesson planning/tuning protocols and on data driven instruction, shared inquiry and action research: i.e. 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.
Funding Sources	Title I, Part A Title I, Part A SIG Title II, Part A Title IV, Part A IDEA Perkins
Subgroups	Economically Disadvantaged Foster Homeless Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Monitoring Instrument: Office of School and District Improvement Collaborative Planning High Impact Practices Rubric
Method for Monitoring Effectiveness	The middle school PLC will score an overall average of 50% Operational on the Collaborative Planning High Impact Practices Rubric according to administrative

Action Step # 3

Method for Monitoring Effectiveness	observations
Position/Role Responsible	Federal Programs/School Effectiveness Coordinator, Instructional Coach, Leadership Team
Timeline for Implementation	Weekly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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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 below grade level among K-12 students at GSD.
Root Cause # 1	Despite significant progress, there is variability in the implementation of tier 1 mathematics instructional strategies, the rigor and intent of mathematics standards addressed, levels of active student engagement, and lesson planning processes across classrooms. There is variability in the implementation of specially designed instruction for DHH students, tiered supports, scaffolding, differentiation, and interventions which negatively impact student literacy. •There is variability in the expressive and receptive American Sign Language skills of both students and faculty, contributing to disparities in educational outcomes.
Goal	By the end of the 2026-2027 school year at all grade levels, GSD will reduce the variability across all K-12 mathematics classrooms in the implementation of Tier 1 instructional strategies, 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 impacting Math achievement and learning. As an indicator of an increase in student math achievement, by May 2027 the average grade-equivalent growth on the STAR Math assessment will increase by 5 month, rising from 43% of students in May 2026 to 60% of students in May 2027.

Action Step # 1

Action Step	Monitor the development and implementation of standards-aligned, rigorous lesson plans that incorporate specially designed instruction for DHH students and engaging Tier 1 instructional strategies across all grade levels (K–12), with an emphasis on Math and ASL.
Funding Sources	Title I, Part A Title I, Part A SIG Title II, Part A Title IV, Part A IDEA Perkins
Subgroups	Economically Disadvantaged Foster Homeless Race / Ethnicity / Minority Student with Disabilities

Action Step # 1

Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	State Schools Lesson Plan Rubric, State Schools Instructional Awareness Walk instrument
Method for Monitoring Effectiveness	STAR data, weekly IXL reports,
Position/Role Responsible	Federal Programs/School Effectiveness Coordinator, Instructional 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)?	
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Action Step # 2

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 I, Part A SIG Title II, Part A Title IV, Part A IDEA Perkins
Subgroups	Economically Disadvantaged Foster Homeless Race / Ethnicity / Minority Student with Disabilities
Systems	Professional Capacity
Method for Monitoring Implementation	State Schools Instructional Awareness Walk (IAW) Instrument

Action Step # 2

Method for Monitoring Effectiveness	Quarterly STAR data; IXL weekly reports
Position/Role Responsible	Federal Programs/School Effectiveness Coordinator, 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)?	
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Action Step # 3

Action Step	Guide and monitor PLC Collaborative Planning for middle grades teachers. PLCs will be based on data driven instruction, lesson tuning protocols and on shared inquiry and action research: i.e. High-yield strategies, differentiation, classroom engagement, assessment, feedback, etc. Action research cycles will identify a challenge, try a new strategy, collect data, and reflect/refine.
Funding Sources	Title I, Part A Title I, Part A SIG Title I, Part C Title I, Part D Title II, Part A Title III, Part A Title IV, Part A Title V, Part B IDEA
Subgroups	Economically Disadvantaged Foster Homeless Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Collaborative Planning HIP Rubric; PLC agendas and minutes

Action Step # 3

Method for Monitoring Effectiveness	Quarterly STAR data; IXL weekly reports, Collaborative Planning HIP Rubric
Position/Role Responsible	Administration, Leadership Team
Timeline for Implementation	Weekly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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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 a more robust infrastructure which includes: targeted tiered PL support, attendance protocols across all school levels, enhanced participation in Beyond the Core programs, and structured and documented meetings for leadership teams and PLCs to ensure effective communication and accountability.
Root Cause # 1	The variability in infrastructure and implementation of targeted tiered PL support, the leadership team, PLCs, and attendance protocols, Pathway Completion, and College and Career Readiness courses and assessments, which are contributing to disparities in educational outcomes.
Goal	By the end of the 2026-2027 school year, GSD will reduce the variability in the systems, protocols, and processes that comprise the school's infrastructure as demonstrated by CCRPI Readiness from 2025 to 2027. The CCRPI Elementary School Readiness Score will increase from 52.9 to 80, the Middle School Readiness Score will maintain at 87.5 or higher, the High School Readiness Score will maintain at 85.7 or higher. This will be achieved by consistent implementation of a student attendance protocol and ensuring students continue to participate in and are enrolled in Beyond the Core courses.

Action Step # 1

Action Step	1. Monitor student attendance and develop, implement, and monitor an attendance protocol.
Funding Sources	Title I, Part A Title I, Part A SIG Title II, Part A Title IV, Part A IDEA Perkins
Subgroups	Economically Disadvantaged Foster Homeless Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Attendance reports, attendance protocol

Action Step # 1

Method for Monitoring Effectiveness	Attendance Reports; MTSS leadership team meeting agendas
Position/Role Responsible	Superintendent, school social worker, leadership team
Timeline for Implementation	Weekly

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

Action Step	Implement and monitor a schoolwide PBIS framework with fidelity across all grade bands (K–12), ensuring consistent teaching, reinforcement, and monitoring of behavioral expectations to support a positive and orderly learning environment
Funding Sources	Title I, Part A Title I, Part A SIG Title II, Part A Title IV, Part A IDEA Perkins
Subgroups	Economically Disadvantaged Foster Homeless Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	PBIS processes
Method for Monitoring Effectiveness	PBIS walkthroughs
Position/Role Responsible	Leadership Team; Superintendent

Action Step # 2

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)?	
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Action Step # 3

Action Step	Accurately implement and monitor required IEP, course coding, offerings, and completion along with 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.
Funding Sources	Title I, Part A Title I, Part A SIG Title II, Part A Title IV, Part A IDEA Perkins
Subgroups	Economically Disadvantaged Foster Homeless Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	State course codes, student grade reports, IEP, transition plans, graduation plans
Method for Monitoring Effectiveness	monitoring graduation plans and IEP meetings
Position/Role Responsible	Superintendent; IEP Coordinator, case managers
Timeline for Implementation	Quarterly

Action Step # 3

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)?	
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Action Step # 4

Action Step	Accurately implement and monitor consistent, standards-aligned grading practices across all grade bands (elementary, middle, and high school), ensuring grading reflects mastery of grade-level content, incorporates appropriate accommodations and specially designed instruction for DHH students, and aligns with district expectations for College and Career Readiness and CCRPI components.
Funding Sources	Title I, Part A Title I, Part A SIG Title II, Part A Title IV, Part A IDEA Perkins
Subgroups	Economically Disadvantaged Foster Homeless Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Infinite Campus State Schools grading policy School handbook grading requirements State Schools lesson plan rubrics
Method for Monitoring Effectiveness	Administrative monitoring of grade reports, weekly lesson plan reviews/rubric scores
Position/Role Responsible	Superintendent, instructional coach, leadership team
Timeline for Implementation	Weekly

Action Step # 4

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)?	
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Action Step # 5

Action Step	Implement and monitor a comprehensive, schoolwide approach to student well-being that promotes a positive, inclusive learning environment and strengthens students' sense of belonging and safety across all grade bands (K–12).
Funding Sources	Title I, Part A Title I, Part A SIG Title II, Part A Title IV, Part A Title V, Part B IDEA Perkins
Subgroups	Economically Disadvantaged Foster Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	ELEOT student survey, PBIS
Method for Monitoring Effectiveness	Leadership Team/ MTSS data analysis, MTSS meeting agendas
Position/Role Responsible	Superintendent, leadership team
Timeline for Implementation	Monthly

Action Step # 5

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)?	
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3. REQUIRED QUESTIONS

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

Required Questions

1. In developing this plan, briefly describe how the school sought advice from individuals (teachers, staff, other school leaders, paraprofessionals, specialized instructional support personnel, parents, community partners, and other stakeholders).	Stakeholders were chosen from across all departments representing the various aspects of education at GSD. The parent representatives were selected from among our most actively engaged parents. Stakeholders are invited to attend Leadership Team meetings in order to be involved in the educational process at GSD and provide feedback on the needs assessment process. Minutes of each meeting are made available to stakeholders. Representatives from each department (elementary, middle, high, residential, etc.) share the proceedings of the Leadership Team meetings with their department each month. Representatives bring back feedback to the Leadership Team. Questions are also addressed through meeting minutes with emailed responses. Surveys were used to solicit input from staff, parents, and community stakeholders.
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.	Each classroom will be staffed with a teacher who is in-field or is working diligently to become in-field in that area. Induction teachers will be paired with mentors who are experienced and will lend their expertise to that classroom. Departments (ES, MS, HS) will be balanced as much as possible between experienced and less experienced teachers, given the difficulties of recruiting and retaining dual-certified (special education and content area(s)) and experienced staff. Induction and struggling teachers at GSD are provided the support and training to acquire the skills needed to be effective in the classroom through mentoring and professional learning (including but not limited to, instructional planning, classroom management, and assessment). The data and results gained from the numerous methods of evaluation assist in identifying induction and/or ineffective teachers and assists leadership staff in their efforts to not place students with a teacher that is inexperienced and/or ineffective two years in a row.
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).	The Georgia School for the Deaf (GSD) is the state's only residential school for deaf and hard of hearing students. All students attending GSD are referred from school systems throughout the State of Georgia and include students ages 3 – 21 from highly diversified backgrounds including ethnicity and socioeconomic factors. GSD provides a bilingual learning environment (American Sign Language (ASL) and English) to meet the needs of our Deaf and Hard of Hearing student population. Bilingual literacy (English and ASL) and math literacy (numeracy) are the areas to be addressed. Strategies and programs: --Bilingual (ASL/English) strategies (i.e., concurrent language use, code-switching, lexicalized fingerspelling, preview-view-review,

	translation, and translanguaging) --Thinking Maps --Formative Instructional Practices (FIP) --Cultural awareness, development, and support --Direct ASL instruction --Foundations for Literacy and Fingerspelling Our Way to Reading --Bilingual Grammar Curriculum --Bedrock Literacy
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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.	GSD is not a targeted assistance school.
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3. REQUIRED QUESTIONS

3.2 PQ, Federally Identified Schools, CTAE, Discipline

Required Questions

5. If applicable, describe how the school will support, coordinate, and integrate services with early childhood programs at the school level, including strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.	Local Education Agencies provide this service in conjunction with local early childhood programs prior to a student's referral/enrollment at GSD.
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.	Students in grades 8-12 have transition plans and graduation plans as part of their IEPs. Students, teachers, parents, and the IEP team set transition goals. Students will work on transition goals in bi-monthly Teachers As Advisors (TAA) classes with their TAA teacher, with the transition coordinator, and with partners from Vocational Rehabilitation. GSD's Transition Team (Special Ed Director, Transition Coordinator, Social Worker, Family Engagement Coordinator) works to develop appropriate plans for students transitioning at different levels (Elementary to Middle, Middle to High, etc.) and evaluate the needs of students and teachers. High school students will receive vocational rehab services from the assigned Vocational Rehabilitation counselor as appropriate (determined by IEP). GSD partners with the Floyd County College and Career Academy to provide services for students as appropriate (determined by IEP). The transition coordinator works with high school students on researching and completing necessary steps for postsecondary education and transition to work. In their TAA class, students complete interest inventories and other activities using the website www.gafutures.org. High school students also take Transition classes that teach skills necessary for independent living and careers. Eligible students can engage in the dual enrollment program with Georgia Northwestern Technical College. Students are provided with opportunities to take the Accuplacer test to determine if dual enrollment is appropriate; students may receive tutoring to improve their Accuplacer scores if desired. Middle school students complete activities designed to facilitate success in middle school and in transitioning to high school and beyond in bi-monthly TAA classes with their TAA teacher.

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.	GSD will continue to implement PBIS in both the school and residential settings. Teachers, administrators, paraprofessionals, and residential staff are trained in the use of PBIS strategies and use of strategies will be monitored by the school psychologist and the Leadership Team through PBIS and SWIS data. GSD's social worker conducts weekly Social-Emotional Learning (SEL) activities with all students and additionally works with individual students and small groups on specific issues and skills as needed to encourage, teach, and model school-appropriate behaviors and coping strategies. Students will be taught PBIS using teacher-delivered lesson plans targeted to individual situations (classroom, restroom, cafeteria, etc.) and reminded/coached on a continuous basis. A PBIS reward system will continue to be implemented in age-appropriate ways (Peace Days, etc.). PBIS and SWIS data will be evaluated quarterly by the Leadership Team to determine effects of PBIS practices on the school as a whole and specific subgroups of students. Teachers, leaders, and other staff have participated in professional learning designed to help improve/reinforce GSD staff's cultural competency and awareness of mental and emotional wellness. The school social worker will provide support in the area of mental and emotional awareness as needed. Leadership and staff will continue to maintain and improve upon a bilingual, supportive learning environment in which a strong Deaf identity and awareness of Deaf culture is fostered among students and staff. All staff will use ASL at all times during instruction and in all public areas. A strong, bilingual, supportive learning environment will positively impact student behavior via high expectations, the promotion of cultural pride, and the development of respect for self and others.
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ADDITIONAL RESPONSES

8. Use the space below to provide additional narrative regarding the school's improvement plan.	A. GSD operates with several funding sources including legislative appropriation, Title I, Title I SIG, Title II, IDEA, IDEA Preschool (every three years), and Title IV. Please note that GSD has several significant annual and on-going expenditures required to provide services for the students who attend GSD: technology infrastructure, technology software/programs, professional learning (travel, registration, lodging, etc.), and IEP-related services including transportation and housing. B. Definitions: ASL: American Sign Language PLCs: Professional Learning Communities PL: Professional Learning FIP: Formative Instructional Practices PBIS: Positive Behavioral Interventions and Supports MTSS: Multi-tiered System of Supports
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