

School Improvement Grant 1003(g)

Executive Summary

The Atlanta Area School for the Deaf (AASD) has completed the School Improvement Grant application in accordance with Section 1003(g) of the Elementary and Secondary Education Act. With stakeholder input and technical support from the Georgia Department of Education, the AASD School Improvement Grant Application Committee developed a comprehensive school reform plan reflecting the implementation of the Transformation Model. Through an extensive needs assessment, using data from recent Georgia Assessment of Performance on School Standards (GAPSS), Conference of Educational Administrators of Schools and Programs for the Deaf (CEASD), and self-study reviews, the AASD School Improvement Grant Application Committee targeted student language and literacy development as students' greatest areas of need. In order for deaf and hard of hearing students to be successful both academically and socially, appropriate language and literacy development undergird all aspects of school, home, and community life.

Through the Transformation Model, AASD will transform by implementing a bilingual bicultural (BiBi) instructional program developed by the Center for ASL/English Bilingual Education and Research Center (CAEBER) at Gallaudet University to improve student learning by addressing deaf and hard of hearing students' language and literacy development. With appropriate language models and effective interventions including innovative teaching strategies, cutting edge technology, parent involvement, extended learning time, professional learning for staff, remediation, acceleration, staff rewards/incentives, and accessible materials, students who are deaf and hard of hearing can achieve academic proficiency on par with hearing peers through the development of dual languages, sign language and English. Implementing and sustaining a BiBi instructional program will enable staff and students to become fluent in both languages which will in turn support students in achieving grade level proficiency and attaining positive postsecondary outcomes.

The submitted School Improvement Grant application reflects the following three year budgets that will support the AASD Transformation Model:

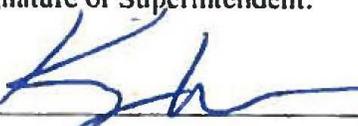
<u>Year</u>	<u>Amount</u>
2010-2011	\$737,730
2011-2012	\$492,300
<u>2012-2013</u>	<u>\$458,300</u>
Total	\$1,688,330

The Atlanta Area School for the Deaf understands and assures that any conflicts between the School Improvement Grant and Race to the Top will be resolved to reflect Race to the Top conditions.

Submitted by:
Kenney Moore
School Director

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LEA Application 2010

LEA Name: State Schools/Atlanta Area School for the Deaf	LEA Mailing Address: 890 North Indian Creek Drive Clarkston, GA 30021
LEA Contact for the School Improvement Grant Name: Kenney Moore Position and Office: School Director – Atlanta Area School for the Deaf Contact's Mailing Address: 890 North Indian Creek Drive, Clarkston, GA 30021 Telephone: 404-298-3998 Fax: 404-299-4485 Email Address: kemoore@doe.k12.ga.us	
Superintendent (Printed Name): Kenney Moore	Telephone: 404-298-3998
Signature of Superintendent: X 	Date: 4/15/2010
The District, through its authorized representative, agrees to comply with all requirements applicable to the School Improvement Grants program, including the assurances contained herein and the conditions that apply to any waivers that the District receives through this application.	

**School Improvement Grant 1003(g)
LEA Application 2010**

LEA Name: State Schools

Section A. SCHOOLS TO BE SERVED: The LEA must include the following information with respect to the schools it will serve with a School Improvement Grant. Using the attached list of eligible schools, identify each Tier I, Tier II, and Tier III school the LEA commits to serve and select one of the four intervention models (turnaround model, restart model, school closure model, transformation model) that the LEA will use in each Tier I and Tier II school.

Note: An LEA that has nine or more Tier I and Tier II schools may not implement the transformation model in more than 50 percent of the schools.

School Name	NCES ID#	Tier I	Tier II	Tier III	Intervention Models (Tier I and Tier II Only)			
					Turnaround	Restart	Closure	Transformation
Atlanta Area School for the Deaf	1300022	X						X

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LEA Application 2010

LEA Name: State Schools

School Name: Atlanta Area School for the Deaf

Sections B and C must be completed for each Tier I and Tier II school applying for this grant. Section B, number 6 and Section C must be completed for each Tier III school applying for this grant.

Section B. DESCRIPTIVE INFORMATION: The LEA must include the following information to complete the School Improvement Grant application.

1. For each Tier I and Tier II school that the LEA commits to serve, the LEA must analyze the needs of each school and select an intervention model for each school.
 - a) Complete the School Profile (Attachment 1a: Elementary School Profile, Attachment 1b: Middle School Profile, Attachment 1c: High School Profile). See attached.
 - b) If available, attach the “Target Areas for Improvement” section from the Georgia Assessment of Performance on School Standards (GAPSS) reviews completed within the last two years. See attached.

- c) Provide a narrative describing the outcomes of analyzing the data (school needs).

School Introduction

The Atlanta Area School for the Deaf (AASD) is a state-operated day school established for children who are deaf and hard of hearing. AASD was first accredited by the Southern Association of Colleges and Schools (SACS) and the Conference of Educational Administrators of Schools and Programs for the Deaf (CEASD) in 1988 and has maintained full accreditation. AASD serves as a resource center on deafness offering information and technical assistance to parents, local school systems, community groups, and other agencies.

All students attending AASD are referred from their local school system. Consequently, AASD has a varied student body of students ages 3 through 21 coming from a large catchment area of over 30 local school systems including students from rural and urban Atlanta districts. Student transportation to and from school is a related service provided by local school systems. AASD’s instructional day is tied directly to local school systems’ transportation schedules. The local school systems cannot adjust their route schedules because they must provide transportation services to their own students as well as to AASD students.

The AASD campus is comprised of five buildings and is situated on over 17 acres in Clarkston, Georgia. AASD opened in 1972 with just two buildings and approximately 80 students in preschool, elementary, and middle school. In 1978, a high school program was added with the first class graduating in 1983. Currently AASD has 197 students: 11 – PK, 10 – K, 10 - 1st grade, 5 - 2nd grade, 10 - 3rd grade, 10 - 4th grade, 14 - 5th grade, 21 - 6th grade, 13 - 7th grade, 9 - 8th

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grade, 17 - 9th grade, 13 - 10th grade, 18 - 11th grade, and 36 - 12th grade.

Regarding faculty and staff, there are currently three administrators: School Director, Student Services and Operations Coordinator, and School Principal. There are forty-seven classroom teachers, ten paraprofessionals, and one instructional aide. Support staff include one office manager, one business operations specialist, one financial operations technician, one administrative secretary, two school secretaries, one personnel representative, one program associate, one data analysis technician, one school nurse, one professional learning coordinator, three content specialists, two audiologists, five speech and language pathologists, two school psychologists, one state assessment coordinator, one graduation coach, one transition coach, one educational diagnostician, one media specialist, one media technician, one school social worker, one athletic director, one recreational director, one full-time sign language interpreter, one part-time sign language interpreter, one Spanish interpreter, four maintenance employees, five cafeteria employees, and one central supply coordinator. There are also twelve teacher mentors and twelve department chairs. AASD has three Nationally Board Certified Teachers.

Barriers and Challenges

As a day school serving over 30 Metro Atlanta school systems, AASD has numerous barriers and challenges including:

- **Language:** Language acquisition and access are significant challenges for deaf and hard of hearing students. On a state and national level, students are often multiple grade levels behind their hearing peers.
- **Communication:** Ninety percent of students go home to families with hearing parents. The majority of parents are not proficient in sign language and therefore cannot communicate with their children beyond basic signs or gesturing.
- **Student Enrollment:** Self-study data indicate that most students are referred to AASD in middle and high school. By this time, academic gaps in students' learning are significant because of limited exposure to consistent language models; qualified staff to work with deaf and hard of hearing students; and signing peers.
- **Transportation:** Student transportation is the responsibility of the local school system in which the student resides. AASD has no control regarding busing; therefore, there are limited opportunities for students to be involved in afterschool activities.
- **Graduation Rate:** Currently, students that receive a nonregular high school diploma are considered as dropouts. The majority of graduates receive nonregular high school diplomas in accordance with their Individual Education Plans.
- **Parental Involvement:** Because students come from over 30 different local school systems, historically it has proven challenging for parents to be involved in school activities because of distance from home to school.

In the spring of 2009, a Georgia Assessment of Performance on School Standards (GAPSS) review and a Conference of Educational Administrators of Schools and Programs for the Deaf (CEASD) review were conducted for AASD. Based on the favorable reviews, the Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS/CASI) and CEASD granted the school full accreditation status. Data and recommendations from the two accreditation reviews were also used in conjunction with a self-

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study review to develop a comprehensive school improvement plan. The GAPSS, CEASD, and self-study reviews include the following data: CLASS Keys, AYP, student/teacher attendance, student discipline, graduation rate, state/local assessment, parent involvement, and technology.

Note: The information below only reflects an analysis of school needs. The numerous commendations for the school are not included.

Georgia Assessment of Performance on School Standards (GAPSS)

AASD's Leadership Team analyzed GAPSS review data and recommendations in the following areas:

- Curriculum
- Assessment
- Instruction
- Planning and Organization
- Student, Family, and Community Involvement and Support
- Professional Learning
- Leadership
- School Culture

Curriculum

The Certified Staff Survey (CSS), interviews, classroom observations, and review of documents results indicated the following:

- Increasing vertical and horizontal teaming across grade levels (elementary to middle and middle to high) will improve student achievement.
- Engage teachers in systematically examining student work on a consistent basis during content and organizational level meetings to build a consensus for a common understanding of proficiency and rigor (only 6% of the staff indicated on the CSS that this is being done consistently).
- Continue to monitor, evaluate, and revise curriculum implementation to reach a highly functional level of standards-based instruction and to increase student achievement. Providing meaningful and consistent feedback and coaching to teachers will greatly augment this process.
- Increasing analysis of student work will improve the implementation of the curriculum as instructional strategies are revised based on looking at student work as a routine part of the curriculum monitoring system.

Assessment

- Increasing opportunities for teacher collaboration to determine desired results and design assessment practices will improve student performance. Only 6% of teachers stated that teachers consistently collaborate to design assessments aligned to the GPS.
- Adjusting instruction based upon assessment data will improve student achievement and address targeted learning gaps and problems.
- Eighty-one percent (81%) of teachers responded on the CSS that instruction is adjusted to improve overall and individual student achievement. Ensuring that the results of

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collaboratively designed assessments are analyzed along with student work will make the process of adjusting instruction more effective and efficient.

- While each student has diagnostic assessment occurring as part of the IEP process, the GAPSS team did not see extensive evidence of diagnostic assessment being used on a daily basis at the lesson unit level to identify learning gaps and to use that information to adjust instruction related to individual standards encompassed in a particular unit. Staff indicated on the Certified Staff Survey (CSS) that diagnostic assessments are used to adjust instruction to accommodate students' readiness levels "consistently" only 19% of the time.
- Continue to ensure that written commentary is meaningful and purposeful by providing specific feedback using the language of the standards. Specific written commentary was observed in 11% of the classrooms visited. Because students' reading levels may be a barrier to meaningful written feedback, it may be effective to explicitly teach the vocabulary used in providing written feedback and to scaffold the use of written feedback by pairing it initially with signed feedback along with demonstrations of how to use the feedback. It is very important for teachers to check students' understanding of written feedback as this strategy is used more often. Videotaping signed feedback paired with written feedback could be useful initially as well.
- Students' ability to self-monitor and self-evaluate their work will be enhanced by involving students in assessment tasks (e.g., constructed-response test items, reflective assessments, academic prompts, rubrics, and culminating performance tasks and projects), as well as by informing students of their level of achievement on assessments, and by routinely providing feedback through teacher conferences. As a result, students will be able to set learning goals collaboratively with their teacher. During the review, self-monitoring and self-evaluation were observed in only 26% of the classrooms visited. The CSS further substantiated this observation with only 3% of the staff responding that this was occurring consistently.

Instruction

- Observed lessons began with a clearly defined opening to strengthen learning 84% of the time. However, lessons ended with a summary activity that reinforced learning only 60% of the time.
- Student work products, classroom discussions, and teacher questioning sometimes reflect higher order thinking skills related to the elements of the standards. Classroom observations showed higher order thinking skills and processes utilized during instruction in 49% of the classrooms and evident in student work 39% of the time. Continue to implement strategies and processes to increase the use of higher order thinking skills and problem solving by all students.
- To ensure that the rigor of grade level work is consistent from class to class, use the language of the standards and elements throughout the instructional period.
- The GAPSS Team observed differentiation of instruction in 32% of classrooms. The continued implementation and expansion of differentiated instruction supported by a long-term commitment to professional learning will maximize learning opportunities for all students.
- While the GAPSS team understands that flexible grouping may not always be practical in the very small classes typically found at AASD, the team observed flexible grouping in only 26% of classrooms. On the CSS, 41% of staff stated that flexible grouping occurs

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consistently. Continue to explore ways to use flexible grouping based upon students' readiness levels, interests, and learning styles in relationship to GPS and other learning goals to increase student achievement. Whole group instruction was the teachers' primary delivery mode in 70% of the classrooms observed.

- In the GAPSS process, technology is defined as modern, electronic technology. During classroom observations, teachers used modern electronic technology effectively 51% of the time. However, student use of technology was observed only 16% of the time. An action plan to enhance and extend student use of modern, electronic technology to increase their conceptual understanding and thinking skills will greatly impact student achievement.
- Assuring all teachers' use of the language of the standard throughout the sequencing of the lesson will help to reinforce high expectations and rigor for all students. Other routines that will enable students to take responsibility for their learning include: posted examples of student work noting areas that meet the standard/elements, exemplars/anchor papers, scoring guides and evaluation checklists, feedback as students work through the unit using written commentary, teacher/student conferences, rubrics developed by teachers and students which outline expectations to meet the standards, and emphasis on the standards by all teachers. While students' reading levels may be a barrier to their initial use of written commentary, anchor papers, scoring guides, checklists, and rubrics, the vocabulary and reading skills specific to using these resources can be developed over time through student-teacher conferences and explicit vocabulary instruction. Teachers may want to explore the use of teacher-made videos that initially include signed discussion and explanation of the written resources as the students learn to use them. For example, anchor papers can be paired with a video of the teacher "walking through" the thought process of a student reading the anchor paper and explaining it in ASL. A library of ASL videos could be created over time as teachers make and share informal videos explaining standards, elements, exemplars, scoring guides, evaluation checklists, and written commentary.
- While students could successfully identify their learning goals 62% of the time, much more emphasis on jointly establishing learning goals in collaboration with teachers will allow students to take greater ownership for their learning.
- Continue to increase emphasis on ways to incorporate job readiness and transition activities as connections to the world beyond the classroom and as processes to increase personal efficacy and responsibility.

Planning and Organization

- The School Improvement Plan includes appropriate research-based strategies and is monitored by the School Improvement Team on a regular basis. Monitoring should continue.
- Wider involvement of stakeholders in the process of data analysis and in developing and monitoring the school improvement plan would support the attainment of the plan's short- and long-range goals.
- Evaluate student discipline policies with the goal of establishing a comprehensive school-wide discipline plan focused on positive behavior support.

Student, Family, and Community Involvement and Support

- The school makes effective use of a number of community partnerships to enhance student performance and well-being. Continue the ongoing efforts to keep the school PTA active and seek ways to increase parent participation. Inviting parents to be members of a team

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working on a specific school improvement goal is one possibility to consider. Conference calls or webinars might be used in place of face- to-face meetings to minimize travel for parents who live too far from the school to participate in a traditional meeting.

Professional Learning

- Providing additional opportunities for teachers to develop leadership skills by serving in instructional leadership roles (e.g., active involvement in planning professional learning, mentors, model classroom teachers, teacher leaders, and/or participating in focus/awareness walks) will enhance the school as a professional learning community.
- While the principal and other leaders support a culture involving ongoing team learning and continuous improvement, there is not a clearly articulated long-range plan for professional learning for teachers and administrators.
- Develop and implement a comprehensive plan for ongoing monitoring and evaluation of the impact of all professional learning on changes in teacher knowledge, skills, and practices and on student learning. Align the professional learning plan closely to the school improvement plan and include classroom coaching and support for teachers. Clearly communicate the expectations for implementation by providing rubrics that describe the desired classroom practices and communicate how those practices connect to the school improvement goals. In addition, continue to implement awareness walks/focused walks with clear indicators to determine if the targeted practices are being implemented as intended and to determine the extent of follow-up support provided to teachers. It is the responsibility of the Leadership Team to conduct the awareness walks and to identify which artifacts, evidence, and questions to ask students and teachers during the process.
- The GAPSS Team did not observe extensive evidence of multiple workshops on the same topic throughout the year. While teachers often take part in meaningful professional learning activities targeted to their individual needs, their participation in on-going courses aligned to school improvement goals will most significantly improve instruction.
- Only 19% of the staff indicated on the CSS that they “consistently” participate in long-term (two-to-three year period) in-depth professional learning aligned to school improvement goals.
- Actively promote the sustained development of teachers’ deep understanding of content knowledge, research-based instructional strategies, and assessment strategies by providing purposeful professional learning activities aligned with the specific goals and strategies in the School Improvement Plan over a period of two to three years.
- In addition to on-going professional learning activities, some ideas for supporting job-embedded professional learning include: increasing the opportunities for teachers to observe other teachers, providing demonstration lessons of expected strategies, developing model classrooms, and discussing implementation strategies in teachers’ collaborative meetings.

Leadership

- High expectations for implementing standards-based teaching and learning and rigor in instruction for all students are high-impact practices identified in the *School Keys*. These practices will be supported effectively as the principal and other administrators provide specific feedback and coaching to teachers when monitoring and evaluating the implementation of the curriculum, instruction, and assessment.
- Continue to use the “High Impact Practice Implementation Rubric: Leadership Team” to

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clearly define and articulate the roles and responsibilities of the Leadership Team and to evaluate and refine practices, protocols, and processes of the team. Seek ways to ensure that the Leadership Team becomes more highly data-driven.

School Culture

- Continue to seek ways to provide focused support for students through enhancing the school's transition program and the connections that program provides to career agencies, job sites, and vocational development resources.
- Continue to actively improve and sustain the school's ability to confront and alleviate barriers to the acceptance of all individuals. Programs that are designed to prevent bullying and to discourage intolerance may be effective in sustaining a sense of community and belonging.
- The learning community often celebrates the accomplishments of students at the school. Continue to seek ways to celebrate adult accomplishments consistently.

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

AASD's Leadership Team analyzed the Conference of Educational Administrators of Schools and Programs for the Deaf (CEASD) review data and recommendations in the following areas:

- Philosophy, Mission, Beliefs, and/or Objectives
- Governance and Leadership
- Organizational Design and Staff
- Educational Programs
- Learning Media Services and Technology
- Student Services
- Student Life and Student Activities
- Health and Safety
- Finances
- Assessment of Student Learning
- Planning

Philosophy, Mission, Beliefs, and/or Objectives

- At the heart of any mission, organizations must address the whole child they serve. With children who are deaf and/or hard of hearing, communication and language is the foundation for their education. It is recommended that AASD work with stakeholders in fostering literacy and communication initiatives with students and stakeholders.

Governance and Leadership

- Increased emphasis on parent, alumni, and Deaf community collaboration is very strongly encouraged. This may require some innovative strategies due to geographical distances involved and strategies needed to build a stronger relationship with members of the Deaf community in the Atlanta area.
- Staff reported that they were unsure of the role of the School Council. It will be important to determine ways to make the School Council's role clearer and the Council, itself, more visible to faculty, parents, staff, and students.

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- It is strongly recommended that another content specialist who has skills in language assessment and American Sign Language/Deaf Studies be added as soon as possible. A native sign language user with a background in linguistics or ESL might be most helpful in this role.

Organizational Design and Staff

- Celebrate achievements together to maintain momentum.
- Find funding to support the after-school activities so that AASD is not dependent upon volunteers for these activities to occur.

Educational Programs

- It is recommended that AASD work with stakeholders in developing language, literacy, and communication initiatives.
- It is recommended that AASD add a Content Specialist for American Sign Language. This would ensure appropriate use of the language and support for teachers and students.
- Another staff interpreter is needed since the school only has one full-time interpreter. For a school this size, a second interpreter is recommended.
- Assistance is especially needed in the area of an assistant for the principal in relation to discipline and discipline procedures. Teachers and students both recognized a need in the area of discipline.

Learning Media Services and Technology

- Integrate technology into everyday instruction.
- Provide professional development on how to integrate technology in daily lessons where students independently use and manipulate the technology to support their learning.
- All learning media specialists and technology staff should be skilled signers in order to provide full access to deaf and hard of hearing students and staff.
- AASD needs a technology curriculum or computer skills growth chart (progress monitoring) for students to pass the 8th grade statewide technology assessment.
- Complete the website or keep adding to it.

Student Services

- Consider every opportunity to add visual curriculum to the students' school day.

Student Life and Student Activities

- It is recommended that AASD develop and follow a documented communication policy that addresses communication access for the diverse student population that attends AASD. As referred to in the belief statements, this will provide staff and students the support of a "language-rich environment that is essential for learning."
- It is recommended that the AASD administration diligently seek out funding for after-school programs. The support and commitment to such programs will support learning and growth for students socially, emotionally, and academically.

Health and Safety

- Establish school-wide rules.

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Finances

- Find a way to provide funding for the after-school activities.
- Continue to share financial information with the School Council and all staff to engage them in the process of understanding the budget and the financial plan.

Assessment of Student Learning

- AASD needs to identify an on-going assessment that is aligned with standards that produce quick results to inform the instruction in classrooms.
- Implement procedures to aggregate individual student progress.
- Older students need to be informed of their progress on assessments in order to increase their motivation and establish their own individual goals.

Planning

- Continue commitment to research-based planning in all parts of the school and consistently document outcomes in a manner that allows the AASD school community to celebrate its students' gains.
- Put together a long-range (3 year) comprehensive staff development plan collaboratively so that study and instruction can be shared and utilized in an efficient manner and will be aligned with your school improvement plan.
- Develop ways to demonstrate successful changes to the stakeholders, including your students. Suggestions might include a pep rally, posters throughout the building, articles in a parent newsletter, publishing data or resulting improvements on the school's web site, regular sharing of progress on the student broadcast, Panther News, etc.
- Consider how AASD can include increased emphasis on ASL as a primary content area and ASL/Deaf Studies.

Self-study

The School Improvement Grant Application Team conducted a self-study to complete an internal needs assessment. The following areas were examined:

- Student Attendance
- Student Participation in State Assessments
- Teacher Attendance
- Student Discipline
- Graduation Rate
- State Assessments
- Local Assessments
- Technology

Student Attendance

AYP data indicate that the school has met the Second Indicator requirement regarding attendance for the 2008 and 2009 school years.

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School Information	Atlanta Area School for the Deaf (1893) State Schools (799) Grades: PK, KK, 01, 02, 03, 04, 05, 06, 07, 08, 09, 10, 11, 12
Parameters	Title I Status: Yes Second Indicator: Graduation Rate, Attendance Rate Certification Status: Pending Certification
AYP Status	SCHOOL DID NOT MEET AYP

		All Students	Asian / Pacific Islander	Black	Hispanic	Amer. Indian / Alaskan	White	Multi-Racial	SWD	ELL (LEP)	Econ. Disadv.
2009	Students in AYP Grade Levels	78		43	23		11		78		76
	Students Absent Over 15 Days	5		2	3		0		5		5
	Absent Over 15 Days Rate	6.4%		4.7%	13%		0%		6.4%		6.6%
2008	Students in AYP Grade Levels	77		42	19		14		77		77
	Students Absent Over 15 Days	3		1	0		2		3		3
	Absent Over 15 Days Rate	3.9%		2.4%	0%		14.3%		3.9%		3.9%
Current Year <= 15% or Progress?		Y		.					Y		Y
Attendance Rate		Y		.					Y		Y

Student Participation in State Assessments

AYP data indicate that the school met 100% student participation in state assessments in 2009.

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AYP Indicator	CRCT Math
School Information	Atlanta Area School for the Deaf (1893) State Schools (799) Grades: PK, KK, 01, 02, 03, 04, 05, 06, 07, 08, 09, 10, 11, 12
Parameters	Title I Status: Yes Second Indicator: Graduation Rate, Attendance Rate Certification Status: Pending Certification
AYP Status	SCHOOL DID NOT MEET AYP

		All Students	Asian / Pacific Islander	Black	Hispanic	Amer. Indian / Alaskan	White	Multi-Racial	SWD	ELL (LEP)	Econ. Disadv.
2009	Students in AYP Grade Levels	78		43	23		11		78		76
	Enrollment During Test Window	75		41	23		10		75		75
	Test Participants	75		41	23		10		75		75
	Participation Rate	100%		100%	100%		100%		100%		100%

AYP Indicator	CRCT Reading/Eng. Lang. Arts
School Information	Atlanta Area School for the Deaf (1893) State Schools (799) Grades: PK, KK, 01, 02, 03, 04, 05, 06, 07, 08, 09, 10, 11, 12
Parameters	Title I Status: Yes Second Indicator: Graduation Rate, Attendance Rate Certification Status: Pending Certification
AYP Status	SCHOOL DID NOT MEET AYP

		All Students	Asian / Pacific Islander	Black	Hispanic	Amer. Indian / Alaskan	White	Multi-Racial	SWD	ELL (LEP)	Econ. Disadv.
2009	Students in AYP Grade Levels	78		43	23		11		78		76
	Enrollment During Test Window	75		41	23		10		75		75
	Test Participants	75		41	23		10		75		75
	Participation Rate	100%		100%	100%		100%		100%		100%

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AYP Indicator	GHSGT Enhanced Math ▼
School Information	Atlanta Area School for the Deaf (1893) State Schools (799) Grades: PK, KK, 01, 02, 03, 04, 05, 06, 07, 08, 09, 10, 11, 12
Parameters	Title I Status: Yes Second Indicator: Graduation Rate, Attendance Rate Certification Status: Pending Certification
AYP Status	SCHOOL DID NOT MEET AYP

		All Students	Asian / Pacific Islander	Black	Hispanic	Amer. Indian / Alaskan	White	Multi-Racial	SWD	ELL (LEP)	Econ. Disadv.
2009	Students in AYP Grade Levels	<u>32</u>		<u>11</u>					<u>32</u>		<u>28</u>
	Enrollment During Test Window	<u>28</u>		<u>10</u>					<u>28</u>		<u>28</u>
	Test Participants	<u>28</u>		<u>10</u>					<u>28</u>		<u>28</u>
	Participation Rate	100%		100%					100%		100%

AYP Indicator	GHSGT Eng. Lang. Arts ▼
School Information	Atlanta Area School for the Deaf (1893) State Schools (799) Grades: PK, KK, 01, 02, 03, 04, 05, 06, 07, 08, 09, 10, 11, 12
Parameters	Title I Status: Yes Second Indicator: Graduation Rate, Attendance Rate Certification Status: Pending Certification
AYP Status	SCHOOL DID NOT MEET AYP

		All Students	Asian / Pacific Islander	Black	Hispanic	Amer. Indian / Alaskan	White	Multi-Racial	SWD	ELL (LEP)	Econ. Disadv.
2009	Students in AYP Grade Levels	<u>32</u>		<u>11</u>					<u>32</u>		<u>28</u>
	Enrollment During Test Window	<u>28</u>		<u>10</u>					<u>28</u>		<u>28</u>
	Test Participants	<u>28</u>		<u>10</u>					<u>28</u>		<u>28</u>
	Participation Rate	100%		100%					100%		100%

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Teacher Attendance

Data indicate that there has been a continuous increase in attendance rates for teachers for the 2006 (93.5%), 2007 (93.7%), and 2008 (96.4%) school years with an overall attendance increase of 2.9% since 2006.

	2006-2007	2007-2008	2008-2009
Teacher attendance rate	93.5	93.7	96.4

Student Discipline

The school is in the process of collecting data from the 2009-2010 school year to serve as baseline data using the SWIS program.

Category	August	September	October	November	December	January
Referrals to office						
Total referrals	12	22	24	26	24	16
Classroom disruptions	7	11	7	9	5	1
Rude/disrespectful	1	5	10	4	14	4
Fighting	0	5	4	1	4	7
Skipping/cutting class	1	0	0	1	0	0
Bullying	1	1	3	9	2	1
Other					4	3
Ethnicity						
# of Caucasian Students	3	4	3	5	5	3
# of African American Students	3	11	7	7	6	6
# of Hispanic Students	3	2	3	5	5	3
# of Asian Students	0	0	0	0	0	0
Gender						
# of Male Students	8	18	10	16	14	11
# of Female Students	3	0	3	1	2	2
Grade						
# of Kindergarten to 2 nd Grade			1	1	0	0
# of 3 rd Grade to 5 th Grade			2	3	2	1
# of Middle School			6	9	8	4
# of High School			4	4	6	8

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Graduation Rate

AYP data indicate that the school increased the graduation rate by 6.9% from the 2008 to 2009 school years. Graduation rate continues to be an area of concern for AASD. Historically, there are a low number of students that graduate from AASD with a regular high school diploma. Students tend to be referred to AASD after elementary school and after exhibiting significant language delays and gaps in student achievement. If students were successful academically, they often remain in their local school system. In the state of Georgia, students that graduate with a special education diploma have been designated as dropouts for AYP reporting purposes. AASD views these students as being successful in regard to meeting IEP goals and post-secondary outcomes in accordance with transition plans. The graduation rate regarding regular education diplomas is expected to rise in subsequent years because of changes in graduation requirements at the state level. Some special education students will be able to obtain a regular high school diploma by completing a series of access classes that focus on the Georgia Performance Standards.

School Information	Atlanta Area School for the Deaf (1893) State Schools (799) Grades: PK, KK, 01, 02, 03, 04, 05, 06, 07, 08, 09, 10, 11, 12
Parameters	Title I Status: Yes Second Indicator: Graduation Rate, Attendance Rate Certification Status: Pending Certification
AYP Status	SCHOOL DID NOT MEET AYP

		All Students	Asian / Pacific Islander	Black	Hispanic	Amer. Indian / Alaskan	White	Multi-Racial	SWD	ELL (LEP)	Econ. Disadv.
2009	Graduation Class Size	10							10		10
	Graduates (Regular Diplomas)	3							3		3
	Graduation Rate	30%							30%		30%
2008	Graduation Class Size	13							13		13
	Graduates (Regular Diplomas)	3							3		3
	Graduation Rate	23.1%							23.1%		23.1%
Current Year >= 75%		N									

State Assessments

Students at AASD participate in the Georgia Student Assessment Program. The purposes of the Georgia Student Assessment Program are to measure student achievement of the state mandated curriculum, to identify students failing to achieve mastery of content, to provide teachers with diagnostic information, and to assist school systems in identifying strengths and weaknesses in order to establish priorities in planning educational programs. A description of the state

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assessments and AASD's performance on each state assessment from 2003-2009 are shown below.

- Georgia Writing Assessments

Georgia's performance-based writing assessments are administered to students in grades three, five, eight, and eleven. Student writing samples are evaluated on an analytic scoring system in all grades to provide diagnostic feedback to teachers, students, and parents about individual performance. The writing assessments provide information to students about their writing performance and areas of strengths and challenges. This information is useful for instruction and preparation for future writing assessments.

AASD's performance on the writing assessments continues to be an area of concern. As with most programs for the Deaf, due to the language deficits most of deaf and hard of hearing children face, writing is a significant challenge for students with a hearing loss.

Georgia 3rd Grade Writing Test							
	03-04	04-05	05-06		06-07	07-08	08-09
Stage 1 Emerging	78%	66%	75%				
Stage 2 Developing	22%	0	25%				
Stage 3 Focusing	0	33%	0	% meeting the standard for Conventions	0%	0%	0%
Stage 4 Experimenting	0	0	0	% meeting the standard for Style	0%	0%	0%
Stage 5 Engaging	0	0	0	% meeting the standard for Organization	0%	0%	0%
Stage 6 Extending	0	0	0	% meeting the standard for Ideas	13%	0%	0%
Total # of students assessed	9	3	8	Total # of students assessed	8	8	9

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Georgia 5th Grade Writing Test							
	03-'04	04-'05	05-'06		06-'07	07-'08	08-'09
Stage 1 Emerging	17%	0	45%				
Stage 2 Developing	17%	0	45%				
Stage 3 Focusing	50%	100%	9%	% of students "does not meet"	100%	66%	100%
Stage 4 Experimenting	17%	0	0	% of students "meet the standards"	0%	0%	0%
Total # of students assessed	6	5	11	Total # of students assessed	6	12	12

Georgia Middle Grades Writing Assessment (MGWA) Grade 8						
	03-'04	04-'05	05-'06	06-'07	07-'08	08-'09
% of Students On-target	13%	0%	21%	0%	0%	8%
% of Students Not On-target	87%	100%	54%	89%	60%	92%
Total # of students assessed	24	6	28	19	10	12
Notes:		1 tests unscorable	7 tests unscorable	2 tests nonscorable (11%)	4 tests nonscora ble (40%)	2 tests nonscora ble (17%)

- Criterion-Referenced Competency Tests

The CRCT is designed to measure how well students acquire the skills and knowledge described in the Georgia Performance Standards (GPS). The assessments yield information on academic achievement at the student, class, school, system, and state levels. This information is used to diagnose individual student strengths and weaknesses as related to the instruction of the GPS and to gauge the quality of education throughout Georgia.

AASD's students performed best in the area of social studies on the CRCT. Reading, ELA, and math are all areas that need the most improvement as indicated by the CRCT results.

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Grade 1st-8th grade, Students who Met or Exceeded the Standards						
	03-'04 (regular administr ation and retest included)	04-'05 (regular administr ation and retest included)	05-'06 (regular administr ation and retest included)	06-'07 (regular administr ation and retest included)	07-'08 (regular administr ation and retest included)	08-'09 (regular administr ation and retest included)
# of Students assessed on CRCT Read, ELA, Math	75	73	95	96	74	69
Reading	13%	14%	12%	5%	4%	10%
Eng/L.A.	15%	11%	8%	6%	5%	13%
Math	12%	7%	7%	6%	5%	10%
# of Students assessed on CRCT Sci and SS	70	58	75	73	60	61%
Science (3rd- 8th)	27%	29%	8%	1%	10%	8%
Social Studies (3rd-8th)	53%	34%	27%	21%	7%	3%

- Georgia Alternate Assessment

The Georgia Alternate Assessment (GAA) is a key component of the Georgia Student Assessment Program. GAA scores are included in the CRCT and GHS GT results. Under the No Child Left Behind Act (NCLB) and the Individuals with Disabilities Education Act (IDEA), states must ensure that all students, including students with significant cognitive disabilities, have access to a general curriculum that encompasses challenging academic standards. States must also ensure that all students are assessed for their progress toward meeting academic standards.

A portfolio of student work samples is used to capture student learning and achievement/progress in four content areas (English/Language Arts, math, science, and social studies). This assessment program promotes a vision of enhancing capacities and integrated life opportunities for students who experience significant cognitive disabilities. Committees of Georgia educators developed the requirements of the portfolio system including the number of data collection elements (i.e., student work samples), types of elements, and the parameters/timing of the collection of student work samples.

Because AASD began participating in the GAA in the 2007-2008 school year, data are limited. Initial impressions are that this assessment tends to be an accurate and valid measure of AASD students' abilities. It should be noted that the areas within the portfolios that were nonscorable

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could be attributed to the subjectivity of a portfolio-based assessment rather than lack of adequate progress by the student. In 2007, 16 students participated. In 2008, 29 students participated, and in 2009, 29 students participated.

- Georgia High School Graduation Tests

Georgia's graduation tests provide valuable information for students, educators, and parents about student strengths and areas for improvement. The tests identify students who may need additional instruction in the concepts and skills required for a diploma. Since 2004, the English/Language Arts and math high school graduation tests have been used to measure Adequate Yearly Progress (AYP) under the NCLB legislation.

All students seeking a Georgia high school diploma must pass the Georgia High School Graduation Tests (GHS GT) in four content areas as well as the Georgia High School Writing Assessment (GHS WT). These assessments ensure that students qualifying for a diploma have mastered essential core academic content and skills. Students with disabilities and English Language Learners may receive appropriate standard accommodations based on their needs and the specifications of their Individualized Education Program, their Individual Accommodation Plan, or their ELL Testing Participation Committee Plan. Students with disabilities unable to participate in the state testing program, even with accommodations, are assessed with the Georgia Alternate Assessment.

Following the same trends as assessments reviewed earlier, AASD's students do best on the graduation tests in the content areas of math, science, and social studies. The content area of English/Language Arts is one of the areas AASD continually focuses on to improve. As indicated earlier regarding writing assessments, the GHS WT tends to be one of the assessments that is also challenging for AASD students. Students possibly perform better on the GHS GT because they are permitted to take the test multiple times in order to reach success.

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Georgia High School Graduation Test (GHSGT)						
Students who passed GHSGT						
	03-04	04-05	05-06	06-07	07-08	08-09
Eng./L.A	6%	0%	33%	14%	9%	21%
Math	12%	0%	33%	10%	36%	32%
Science	50%	0%	14%	10%	33%	36%
Social Studies	67%	0%	14%	17%	36%	2%
Total # of students assessed during main admin and retest opportunities	17 for ELA and Math, 4 for Sci, 3 for S.S.	14 for ELA, 11 for Sci & S.S.	6 for ELA and Math, 7 for Sci and S.S.	29 for ELA, Math, S.S., 30 for Sci	11 for ELA, Math, and S.S; 12 for Sci	29 ELA, 25 Math, SS, & Sci

Georgia High School Writing Test (GHSWT)						
	03-04	04-05	05-06	06-07	07-08	08-09
Passed	6%	9%	33%	10%	5%	37%
Did not Pass	94%	91%	67%	90%	95%	63%
Total # of students assessed	18	11	6	31	19	30

- End of Course Tests

The End of Course Tests (EOCT) align with the Georgia Performance Standards and include assessment of specific content knowledge and skills. The assessments provide diagnostic information to help students identify strengths and areas of need in learning therefore improving performance in all high school courses and on other assessments such as the GHSGT. The EOCT also provide data to evaluate the effectiveness of classroom instruction at the school and system levels.

The data regarding AASD students' performance on the EOCTs indicate that AASD students have relatively good success on these assessments. The appearance of a decrease in the "passing" rate is due to including a wider range of students of varying ability levels in the assessments as more students participate in regular education courses. The number of students rose from 22 in 2003 to 99 in 2008.

End of Course Tests (EOCT)

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	03-'04	04-'05	05-'06	06-'07	07-'08	08-'09
Does Not Meet	55%	23%	45%	80%	92%	96%
Meets or Exceeds	45%	77%	55%	20%	8%	4%
Total # of students assessed	7	7	13	25	26	59
Total # of tests administered	22	13	33	64	49	99

Local Assessments

Teachers and support staff review the results of the Criterion Referenced Competency Test (CRCT; state-mandated testing) on a regular basis. Using this data, teachers gain insight into individual student's academic performance. In addition, AASD uses other leading indicators and formative in-house assessments to gain a better picture of student performance.

Due to hearing loss and early language deprivation, students typically enroll at AASD with significantly delayed language and literacy skills. In order to track progress and provide appropriate intervention, AASD has implemented several informal language, literacy, and math assessments including:

- Kendall Conversation Proficiency Levels (P-levels)
- MacArthur–Bates Communicative Development Inventory (CDI)
- Basic Reading Inventory (BRI)
- KeyMath

Kendall Conversational Proficiency Levels (P-Levels)

The Kendall Conversational Proficiency Levels also called “P-Levels” were developed at the Kendall Demonstration Elementary School, part of Gallaudet University’s Pre-College National Mission Programs. Teachers use this scale to determine and record students’ communicative competency. The scale reflects milestones, or major changes, in language development which occur rapidly at first but then more slowly as children mature.

Communicative competency is fundamental to learning to read. Therefore, it is necessary to investigate communicative competency as a prerequisite to developing literate thought and learning to read and write. Although the instrument is an informal instrument, it provides consistency in the ways different teachers within a program observe and record language. This checklist assessment is completed for all students at AASD. Teachers use the instrument to choose students’ language goals and monitor progress in conversational proficiency.

The summary below represents average 2009-2010 conversational proficiency levels per grade level. Developmental age ranges represent an approximation since many students exhibit

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significant gaps in language development and may have some scattered skills at higher levels. This is more significant at higher chronological ages; therefore, high school scores have been omitted from this chart. These scores are more relevant for goal setting to address individual deficits and gaps than for addressing overall student performance levels.

Grade	Number of Students Represented	Average Conversational Proficiency Level (P-Level)
<u>PreSchool</u>	4	1-2 years
<u>PreKindergarten</u>	7	2-3 years
Kindergarten	9	2-3 years
1 st Grade	10	3-4 years
2 nd Grade	5	4-5 years
3 rd Grade	8	5-6 years
4 th Grade	10	2-3 years
5 th Grade	14	3-4 years
6 th Grade	16	3-4 years
7 th Grade	13	3-4 years
8 th Grade	9	4-5 years

MacArthur Communicative Development Inventory (CDI): Words/Gestures and Words

The MacArthur Communicative Development Inventory (CDI) has become the standard parent checklist for measuring early language development in hearing children. The CDI: Words and Sentences was developed for hearing children from 16 to 30 months of age. The instrument includes a 680 word expressive vocabulary checklist. Because accurate judgment of children's comprehension of words becomes more difficult as their vocabulary expands, this protocol does not measure receptive vocabulary.

The checklists for hearing children can be used to estimate lexicon size and identify which particular words the child knows. The instrument can be used to show growth over time. Also, normative data is available for hearing children.

Recent work by the Colorado Department of Health Intervention Program's statewide early intervention program has provided normative data for expressive vocabulary on the English CDI for children who are deaf or hard of hearing. The success of the CDI has led to the development of comparable instruments in many different languages including Spanish, Italian, Japanese, Swedish, and recently an alternate form of the CDI has been published for ASL. Therefore, the CDI has become an important tool in measuring the lexicon of young children who are deaf or hard of hearing.

Teachers at AASD complete the CDI: Words and Sentences (680 words) with an additional 89 American Sign Language special terms for each student in Preschool through 3rd grade. The CDI is used to track progress and guide instruction for expressive vocabulary. The chart below provides a summary of data for students in Pre-Kindergarten through 1st grade.

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Grade	Number of Students Assessed	Average Expressive Vocabulary/Typical Development at 30 months
Pre-Kindergarten	6	450/769
Kindergarten	8	415/769
1 st Grade	7	415/769

Basic Reading Inventory

The Basic Reading Inventory is a collection of informal measures used to assess both early literacy and pre-primer through grade twelve literacy functioning. At the Beginning Level of the AASD assessment battery, two sets of tests may be used. The first set of instruments tests alphabet knowledge, literacy knowledge, wordless and caption “reading.” The early literacy assessments allow teachers to determine emergent literacy skills necessary to build a foundation for later reading.

Beginning Level readers as well as Developing and Maturing Level readers are also assessed with the grade-leveled informal reading inventory which looks at the following areas: word recognition in isolation, word reading in context, comprehension (oral, silent: fact, inference, topic, vocabulary, evaluative questions), retelling, and summarizing. Administration of the inventory also provides independent, instructional, and frustration grade level reading scores for the reader.

The Johns instrument provides a number of forms for the inventory making it a viable instrument for use from year to year. Other similar informal reading inventory instruments are utilized if necessary.

Teachers at AASD administer the Basic Reading Inventory yearly with students in 1st through 12th grades. This assessment provides a reliable method for tracking student progress in word recognition, reading, and various reading strategies. Teachers use this information to inform instruction and to guide students in yearly goal setting. Student reading levels vary widely at each grade level. The chart below indicates reading levels for students at each grade level. Students are making incremental increases in their BRI scores.

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Grade	Ethnicity	Oct ELA - Reading % correct	Jan ELA - Reading % correct	Change from Oct -Jan	Reading Level 2008-2009 School Year	Reading Level 2009-2010 School Year
1	H	20	33	13	E	NT
1	A	40	29	-11	E	NT
1	W	45	54	9	E	NT
1	W	35	46	11	E	NT
1	B	55	25	-30	E	E
1	B	20	38	18	E	NT
2	H	45	63	18	P	NT
2	W	45			1	2
2	B	25	53	28	1	NT
2	W	55	60	5	1	NT
3	W	19	33	14	E	E
3	B	19	37	18	E	PP1
3	W	27	23	-4	E	PP2
3	W	54	33	-21	PP2	PP2
4	H	30	23	-7	0	PP1
4	B	17	33	16	E	E
4	H	40	50	10	E	PP1
4	B	10	40	30	E	E
4	H	30	27	-3	E	PP1
4	B	20	37	17	E	PP1
4	H	23	27	4	PP1	PP2
5	H	40	37	-3	2	1
5	B	27	27	0	NT	1
5	B	30	30	0	PP1	1

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5	H	30	40	10	NT	PP2
5	H	33	30	-3	NT	1
5	H	27	40	13	PP1	1
5	B	37	33	-4	PP2	1
5	H	47	23	-24	P	P
5	B	33	33	0	3	3
6	H	33	23	-10	NT	E
6	B	23	40	17	2	4
6	W	27	23	-4	E	E
6	B	27	10	-17	NT	P
6	B	23	27	4	1	1
6	B	37	23	-14	PP1	P
6	B	23	37	14	NT	NT
6	B	20	30	10	P	1
6		30	37	7	NT	2
6			23	23	3	1
6	B	30	23	-7	2	2
6	B	17	20	3	0	PP1
6	W	13	23	10	3	4
7	W	17	40	23	NT	2
7	H	23	40	17	1	3
7	B	33	37	4	3	4
7	B	20	23	3	PP2	1
7	H	27	23	-4	E	E
7	B	30	30	0	P	P
7	W	23	30	7	PP1	P
7	H	17	20	3	1	2
8	H	37	23	-14	1	2
8	B	20	20	0	1	P

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8	B	33	23	-10	1	3
8	B	33	27	-6	3	3
8	B	30	23	-7	2	3

Change from Oct to January (2/5/09)- Preliminary Data Analysis

	ELA (1 - 8)	Math (1 - 8)	Science (3-8)
Increased more than 5 points	40 percent	36 percent	40 percent
stayed with 5 points of previous score	31 percent	22 percent	31 percent

Grade Level	Number of Students Reading at Each Level														Total Assessed		
	E	PP1	PP2	P	1 st	2 nd	3 rd	4 th	5 th	6 th	7 th	8 th	9 th	10 th		11 th	12 th
1 st	10																10
2 nd	4				1	1											6
3 rd	3		2	1													6
4 th	5	4	1														10
5 th	4		1	1	6		1			1							14
6 th	7	1	1	2	3	2		2									18
7 th	3	1		3	1	2	1	1					1				13
8 th			1	1	1	1	3			1							8
9 th	2		1		5	2		3	1	1		1		1			17
10 th	1		1			3	2	2		1	1	1		1			13
11 th			1		3	6	1	1		2	1			2	1		18
12 th	7	1		3	2	3	5	4		2	5	1	1	1		1	36

E - Emergent

PP1 - Pre-primer 1

PP2 - Pre-primer 2

P - Primer

*This information also compared with Benchmark testing to determine any correlations or insights into student academic performance. See attached summaries of student Benchmark testing and reading levels for the 2008-2009 and 2009-2010 school years.

KeyMath

KeyMath is used to assess student progress in mathematics. The instrument was used during the 2008-09 school year to collect baseline data for students in grades 1 - 12. KeyMath data are being collected again this school year (2009-10). AASD will use this data to show student progress and identify students' weak areas/gaps in mathematical understanding and concepts. Information from this assessment enables teachers to form appropriate instructional groups.

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Elementary Data

	basic concepts	operations	problem solving	total test
2nd grade	2.53	2.07	2.07	2.27
3rd grade	1.75	1.45	1.35	1.58
4th grade	1.6	2.58	1.29	1.83
5th grade	3.4	3.7	2.58	3.33
total elementary	2.23	2.51	1.73	2.21

The KeyMath test is scored based on a norm-group of hearing students. Scores reflect what students at that grade-level were able to do on the test. For example, our 3rd graders' hearing peers should score within a 3.## range.

- Middle school testing is still in progress. So far, 32% of middle school students have been tested during the 2009-2010 school year.
- Lower high school (9th and 10th grade data):
According to the KeyMath assessment: On average, 9th and 10th grade students are performing similarly to hearing peers in the end of 3rd/beginning of 4th grade range.
- Upper high school (11th and 12th grade data): The school is in the process of rolling out the KeyMath assessment with consistency at these grade levels.
- Of the three second graders that have been tested for two years, each has made over one year's grade level progress.
- Six out of six third graders have been tested at least twice. Of those six students, five have made over one year's grade level progress in the past two years, and three have made over one and a half grade levels of progress in the past two years.
 - Mean score in 07-08: 0.2
 - Mean score in 09-10: 1.58
- Six out of nine fourth graders have been tested for three consecutive years. Of those six students, four have shown progress each year. One has shown no growth in the past year, and one has shown a slight regression.
 - Overall progress for this group of students:
 - Mean score 07-08: 0.4
 - Mean score 08-09: 1.65
 - Mean score 09-10: 1.82
- Three out of ten fifth grade students have been tested for three consecutive years. Four of the ten students are new to AASD this school year. Of those students tested last school year (08-09) and this school year (09-10), all six have shown progress, and two have shown more than one grade level's growth.
 - Overall progress for this group of students:
 - Mean score 07-08: 0.74
 - Mean score 08-09: 2.75
 - Mean score 09-10: 3.25
- Nine out of seventeen sixth grade students have been tested for three consecutive years.

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Three out of the seventeen are new to AASD this school year. Of those students tested last year (08-09) and this year (09-10), six have made progress. One student made greater than one year's progress. Three have remained at the same level, and five have regressed.

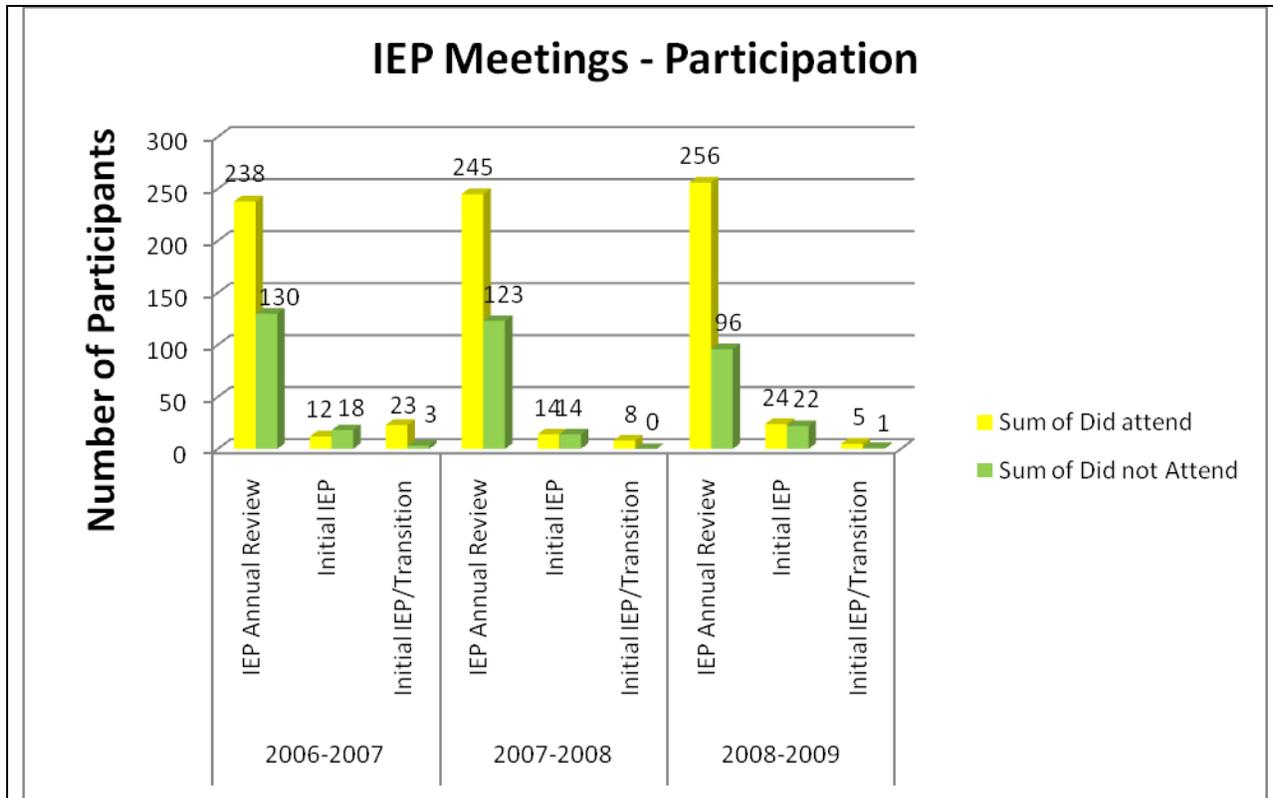
- Overall progress for this group of students:
 - Mean score 07-08: 2.14
 - Mean score 08-09: 2.8
 - Mean score 09-10: 2.79

	basic concepts	operations	problem solving	total test
9th grade	3.39	4.3	3.15	3.62
10th grade	4.32	5.33	3.42	4.5
lower hs	3.775	4.73	3.26	3.9875

Parent Involvement

Parent involvement continues to be an area of concern for the school. Parents struggle with being involved in the school because of the distance, language barriers, or other commitments such as work since students travel from over 30 counties to school. Historical data reflect that approximately 80% of parents are present on the school registration day each August; however, their involvement in the school diminishes during the school year. Parent involvement data regarding participation in IEPs reflects that a high percentage of parents are not present for the IEP annual review. Furthermore, the vast majority of students go home to families in which parents cannot effectively communicate using sign language.

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Technology

The Kennesaw Educational Technology Training Center collaborated with the AASD Technology Committee to develop a three year technology plan. The overarching goal of the plan is to provide technology that directly and positively affects student learning. The school's three year technology plan, 2009-2012, reflects the following three primary needs:

- Upgrade the media production studio to support accessible materials project.
- Provide middle and high school students with access to netbooks that will be checked out on a yearly basis.
- Provide teachers with interactive whiteboards.
- Implement a Student Response System.

Conclusion

Appropriate language and literacy skills undergird all content area knowledge attainment and positive post secondary outcomes for students. This is especially true for students with a hearing loss. Since 1931, Congress has made provision for the development of accessible books and materials for individuals who are blind. In 1966, Public Law 89-522 was enacted to amend the March 1931 laws to authorize the furnishing of books and other materials to other handicapped

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persons. This bill recognized the need to provide books published in raised character, on sound recording, or in any other form. Funding has been available for Braille texts, sound recordings, and even print readers for both those who are blind and for individuals with a variety of learning and/or physical disabilities; however, needs of individuals with significant language disabilities and no access to auditory input have been vastly overlooked. From a language perspective, individuals with hearing loss have had limited benefit from the accessibility laws that have been enacted throughout the years. Even closed captioning, though it has had some benefit, has not been able to close the language gap. Children with hearing loss, whose primary access to language is through a visual mode (sign language), must have early and consistent exposure to language.

Most parents, who communicate primarily through a verbal English mode, are not equipped with the dual language skills to provide the needed exposure that these children need to develop the language capacity necessary to develop a solid foundation for cognitive and academic growth. Additionally, most parents do not have ready access to fluent sign language models to develop their own sign skills so as to create a language rich and open communication environment in the home. Implementing strategies to address language development for deaf and hard of hearing students and their families will have a positive effect on student achievement.

d) Provide rationale for the intervention model selected.

AASD stakeholders through Management Team meetings, Leadership Team meetings, AASD Staff meetings, and School Council meetings agreed that the Transformation Model is the most appropriate for the school.

The Turnaround Model is not appropriate because rehiring no more than 50% of the existing staff is not feasible. Staff at the school are highly skilled in working with deaf and hard of hearing students with the staff being able to communicate fluently with the students. The school would not be able to recruit to fill 50% of the vacant positions should the Turnaround Model be selected.

The Restart Model is not appropriate since it would be impractical, given the unique needs of the deaf and hard of hearing students, to convert or close and reopen the school under a charter operator, a charter management organization, or an education management organization. To educate deaf and hard of hearing students, administrators and teachers need to be skilled with addressing the unique needs of the student population which the Restart Model would not satisfactorily address.

The Closure Model is not a viable option as the operation of State Schools is written into Georgia Code and Georgia Department of Education policy. Only the Georgia General Assembly in conjunction with the Georgia Department of Education has the authority to close a State School. There are no other schools within reasonable proximity that can provide appropriate instruction and support to deaf and hard of hearing students with the same level of expertise as AASD.

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The Transformation Model is appropriate because it will properly address the needs of the school in the following areas: teachers and leaders, instructional and support strategies, time and support, and governance. The Transformation Model is a practical school reform model that will compliment and support the school's continuous improvement efforts. Those efforts are based upon data and recommendations from the GAPSS, CEASD, and Self-study reviews. Furthermore, the school improvement plan through its goals, interventions, and strategies is in alignment with the Transformation Model's purpose and guidelines as established in Section 1003(g) of the Elementary and Secondary Education Act of 1965.

- e) For each Tier I and Tier II school that the LEA commits to serve, the LEA must describe how the LEA has the capacity to use school improvement funds to provide adequate resources and related support to each Tier I and Tier II school in order to implement, fully and effectively, the required strategies of the school intervention model it has selected.

AASD is one of three state owned and state-operated schools in the State of Georgia. While each State School functions under a Local School Management Model of shared governance, the Georgia Department of Education (GaDOE) serves as the central office support system, or the LEA, for AASD and the other two state-operated schools.

Under the auspices of the State Superintendent of Schools, AASD has functioned for the past three school years under the Local School Management Model (LMS) which is a site-based model of shared governance. In this model, the local school council plays an essential role in the decision-making process in the school. A GaDOE State Schools liaison has been appointed by the State Superintendent of Schools to work closely with each School Director and the three state-operated schools. This liaison, working under the direction of the Chief of Staff, serves as a facilitator who collaborates with other GaDOE departments on behalf of AASD as needed. Additionally, a staff member from each GaDOE department has been assigned to work with AASD to provide technical and direct support as needed in the implementation and delivery of services. This system has been put in place to remove any barriers or obstacles that may hinder the school from effectively implementing its school improvement initiatives.

Under the LMS Model, and with the organizational support structure from the LEA, AASD will have the capacity and capability of using school improvement funds to provide adequate resources and related support in order to implement, fully and effectively, the required strategies of the school intervention model selected. There will be (1) increased opportunities for technical support, communication, and collaboration between AASD staff and GaDOE staff; (2) a closer examination, review, and use of data in working with the school improvement initiatives; (3) a reorganization of resources and services to better serve students; and (4) two-way consultation on school-based efforts.

School Improvement Grant 1003(g)

LEA Application 2010

2. If the LEA is not applying to serve each Tier I school, the LEA must explain why it lacks capacity to serve each Tier I school.

The following guiding questions can be used to respond:

- a) Is there evidence of past failures of the LEA to support school improvement initiatives?
- b) Is there evidence that the LEA has diligently worked to implement, support and monitor such initiatives as standards-based classrooms, data rooms, and appropriate assessment practices?
- c) Is there a School Improvement Specialist working in the LEA?
- d) Has the LEA demonstrated support of the School Improvement Specialist's efforts?
- e) Is there a person at the LEA level that has been hired to work specifically with school improvement efforts?
- f) Is there evidence that the LEA has required specific school improvement initiatives for all schools? Examples include, but are not limited to: implementation of the Georgia School Standards, GAPSS reviews in many or all schools, analysis of high-impact practices shown in the Georgia's Implementation Resource Guide, functional leadership teams in all schools, and a LEA representative on all leadership teams.

Not applicable

School Improvement Grant 1003(g)
LEA Application 2010

3. Complete the appropriate portion of Attachment 2 (2a: Turnaround Model, 2b: School Closure Model, 2c: Restart Model, 2d: Transformation Model) that corresponds to the model selected for each Tier I and Tier II school. Attachment 2 addresses the LEA’s actions it has taken, or will take, to:
- a. Design and implement the interventions consistent with the final requirements of the model selected for each school.
 - b. Recruit, screen, and select external providers, if applicable, to ensure their quality.
 - c. Align other resources with the interventions.
 - d. Modify its practices or policies, if necessary, to enable its schools to implement the interventions fully and effectively.
 - e. Sustain the reforms after the funding period ends.

4. Complete the appropriate portion of Attachment 2 that delineates the timeline to implement the selected intervention model in each Tier I and Tier II school.

5. Complete the appropriate portion of Attachment 2 that pertains to annual goals. The annual goals will be used to monitor the Tier I and Tier II schools that receive school improvement funds. The LEA must report each school’s annual goals for student achievement on the State’s assessment in Reading/English Language Arts and Mathematics, as well as graduation rate for high schools. This does not apply to the school closure model.

- 6/7. Complete Attachment 3 for each Tier III school the LEA commits to serve. The LEA must describe the services the school will receive and/or the activities the school will implement as well as the annual goals that the LEA will use to monitor progress.

8. The LEA must describe and provide evidence of how it has consulted with relevant stakeholders (e.g., parents, community representatives, business and industry leaders, school staff, school council members, students, higher education leaders, etc.) regarding the LEA’s application and plans for implementation of school improvement models in its Tier I and Tier II schools.

AASD serves as its own LEA. An SIG School Application Committee was formed to complete the grant application. The SIG School Application Committee consisted of the following members:

Amanda Chilvers, State Assessment Coordinator	Andrea Johnson, Office Manager
Linda Massenburg, State Director	Mary Carol Cowart, Instructional Coach/Math
Don Galloway, Student Services/Operations	Kenney Moore, School Director
Dona Harris, School Social Worker	Sandy Huston, Content Specialist
Vanessa Robisch, Principal	Helen Malone, Content Specialist
Marrie Tronolone, Content Specialist	Gail Allen, Professional Learning Coordinator

The SIG School Application Committee consulted with stakeholders regarding the SIG application and the committee’s plans for implementation of the Transformation Model. The SIG School Application Committee sought input and feedback by stakeholders including school staff, parents, and community members regarding the SIG application through a series of meetings and posting the SIG application to the school’s website for feedback. The meetings were as follows:

School Improvement Grant 1003(g)

SIG Application Meetings with Stakeholders		
Meeting	Stakeholders	Meeting Date
School Council	Parents, Students, Community/Business Members, Teachers, Higher Ed Rep	3/18/10
All Staff	Instruction, Support, Maintenance, Food Services, Business Office	3/18/10
Leadership Team	Teachers, State Director, Administrators, Instructional Coaches	3/24/10
Leadership Team	Teachers, State Director, Administrators, Instructional Coaches	5/19/10
All Staff	Instruction, Support, Maintenance, Food Services, Business Office	5/26/10

LEA Application 2010

Section C. BUDGET: An LEA must complete a budget that indicates the amount of school improvement funds the LEA will use each year in each Tier I, Tier II, and Tier III school it commits to serve.

1. The LEA must provide a budget (Attachment 4: Budget Detail) that indicates the amount of school improvement funds the LEA will use each year to:
 - a. Implement the selected model in each Tier I and Tier II school it commits to serve.
 - b. Conduct LEA-level strategies designed to support implementation of the selected school intervention models in the LEA's Tier I and Tier II schools.
 - c. Support school improvement strategies, at the school or LEA level, for each Tier III school identified in the LEA's application.

Note: An LEA's budget must cover the period of availability, including any extension granted through a waiver, and be of sufficient size and scope to implement the selected school intervention model in each Tier I and Tier II school the LEA commits to serve. An LEA's budget for each year may not exceed the number of Tier I, Tier II, and Tier III schools it commits to serve multiplied by \$2,000,000. The funding range for each school is between \$50,000 and \$2,000,000 annually. The actual award for each school may vary. The LEA should submit a comprehensive, three-year budget that provides an explanation of expenditures for each year. Budget renewal for years 2 and 3 will be based upon annual approval.

School Improvement Grant 1003(g)

Section D. ASSURANCES: An LEA must include the following assurances in its application for a School Improvement Grant.

The LEA must assure that it will:

Use its School Improvement Grant to implement fully and effectively an intervention in Tier I and Tier II school that the LEA commits to serve consistent with final requirements.

- (1) Establish annual goals for student achievement on the State's assessments in both Reading/English Language Arts and Mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each Tier I and Tier II school that it serves with school improvement funds, and establish goals (approved by the SEA) to hold accountable its Tier III schools that receive school improvement funds.
- (2) If the LEA implements a restart model in a Tier I or Tier II school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements.
- (3) Report to the SEA the school-level data required under section III of the final requirements.

School Improvement Grant 1003(g)
LEA Application 2010

Section E. WAIVERS: If the SEA has requested any waivers of requirements applicable to the LEA's School Improvement Grant, an LEA must indicate which of those waivers it intends to implement.

The LEA must check each waiver that the LEA will implement. If the LEA does not intend to implement the waiver with respect to each applicable school, the LEA must indicate for which schools it will implement the waiver.

- Extending the period of availability of school improvement funds.

Note: If an SEA has requested and received a waiver of the period of availability of school improvement funds, that waiver automatically applies to all LEAs in the State.

- "Starting over" in the school improvement timeline for Tier I and Tier II Title I participating schools implementing a turnaround or restart model.
- Implementing a school-wide program in a Tier I or Tier II Title I participating school that does not meet the 40 percent poverty eligibility threshold.

Note: If an SEA has not requested and received a waiver of any of these requirements, an LEA may submit a request to the Secretary.

LEA Application 2010

Attachment 2d Transformation Model

LEA Name: State Schools

School Name: Atlanta Area School for the Deaf

The LEA must:

A1. Replace the principal who led the school prior to commencement of the transformation model.	
<p>Actions: The current principal has only been in place since August of 2009 and has been an integral part of the recent implementation of comprehensive instructional reform.</p> <p>Beginning in August of 2009, the new principal led the school in the initial stages of instructional reform in preparation for the GAPSS and CEASD accreditation reviews. In addition, the principal has been instrumental in the implementation and support of CLASS Keys and the Instructional Coaches initiatives. The principal has been instrumental in the development and implementation of standards based classrooms at AASD. While planning for each year, the principal builds the schedule with thought for a common planning time for teachers in grade bands. Content teams have vertical and horizontal planning times, so there can be deep discussion of rigor in the subject matter. This allows for data teams and collaboration among colleagues and flexible groupings with students. An organized framework for instruction (opening, work session, and closing) was also implemented with the principal's supervision. These instructional reform strategies are evidenced in teachers' weekly lesson plans and focus walk observations.</p>	<p>Timeline: current</p>

A2. Use rigorous, transparent, and equitable evaluation systems for teachers and principals that	
<p>(1) Take into account data on student growth (as defined in this notice) as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduations rates; and</p> <p>(2) Are designed and developed with teacher and principal involvement.</p>	
<p>Actions: AASD has been piloting CLASS Keys for two years. CLASS Keys includes a professional goal plan developed by the</p>	<p>Timeline: 2010-2011 School Year</p>

teacher and the principal in a collaborative model. School-wide implementation will start next school year.

E-Performance is the state performance evaluation system, and this will also be used with faculty and staff. This is an interactive performance system in which the employee has access to the performance document and input into goal setting. E-Performance is the State of Georgia's new performance evaluation system that all GaDOE and state employees must use. Employees at the State Schools including teachers are first and foremost state employees. Staff do not have contracts. The only performance system the state will recognize for GaDOE staff is E-Performance. GaDOE is working on how to reflect CLASS Keys and then LEADER Keys in E-Performance. Leaders at the State Schools are evaluated using the Performance Management System like other GaDOE and state employees. Leaders at the State Schools have Performance Management Plans that reflect individual responsibilities. The State Superintendent of Schools evaluates the School Director, and the School Director evaluates the Principal with one area of focus being student achievement.

2010-2011

August:

- Distribute CLASS Keys Notebooks
- Teachers will complete self-assessment
- Review Professional Growth Plans
- Meet with individual teachers throughout the week
- Review Pre-evaluation forms
- Develop student achievement goals

September - November:

- First Informal Observations Begin

October – January:

- Formal Observations Begin

January – March:

- Second Informal Observations Occur

March:

- Annual Evaluation Conference

2011-2012

August:

- Distribute CLASS Keys Notebooks
- Teachers will complete self-assessment
- Review Professional Growth Plans
- Meet with individual teachers throughout the week
- Review Pre-evaluation forms
- Develop student achievement goals

September - November:

	<ul style="list-style-type: none"> • First Informal Observations Begin <p>October – January:</p> <ul style="list-style-type: none"> • Formal Observations Begin <p>January – March:</p> <ul style="list-style-type: none"> • Second Informal Observations Occur <p>March:</p> <ul style="list-style-type: none"> • Annual Evaluation Conference <p>2012 – 2013</p> <p>August:</p> <ul style="list-style-type: none"> • Distribute CLASS Keys Notebooks • Teachers will complete self-assessment • Review Professional Growth Plans • Meet with individual teachers throughout the week • Review Pre-evaluation forms • Develop student achievement goals <p>September - November:</p> <ul style="list-style-type: none"> • First Informal Observations Begin <p>October – January:</p> <ul style="list-style-type: none"> • Formal Observations Begin <p>January – March:</p> <ul style="list-style-type: none"> • Second Informal Observations Occur <p>March:</p> <ul style="list-style-type: none"> • Annual Evaluation Conference
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<p>LEADER Keys will be implemented when the pilot program is completed and becomes accessible for statewide implementation.</p>	<p>Yearly: 2010-2013 July – August:</p> <ul style="list-style-type: none"> • Implement E-Performance <p>The timeline will be implemented when the rollout occurs for statewide implementation.</p>
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A3. Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so.

<p>Actions:</p> <p>AASD will identify and reward all staff, meaning all employees at the school as reflected on page 4 of this application, on a school-wide basis based on the following achievement areas:</p> <ul style="list-style-type: none"> ○ CRCT/GAA Math ○ CRCT/GAA ELA ○ GHSGT/GAA Math (first time test takers) ○ GHSGT/GAA ELA (first time test takers) ○ Graduation Rate <p>It is important to provide rewards to all staff as reflected on page 4 of this application since everyone on campus plays an integral part in improving student achievement. The influence on student achievement includes all staff from the teacher in the classroom providing instruction to the cafeteria staff communicating with students in sign language to build students’ language.</p> <p>Year 1 AASD will identify and reward all staff, meaning all employees at the school, on a school-wide basis as follows:</p> <table border="1" data-bbox="191 1759 917 1869"> <tr> <td data-bbox="191 1759 714 1869">Students’ end of year CRCT/GAA math scores in CRCT grades reflect a 10% increase in “Meeting/Exceeding”</td> <td data-bbox="714 1759 917 1869">\$100/person</td> </tr> </table>	Students’ end of year CRCT/GAA math scores in CRCT grades reflect a 10% increase in “Meeting/Exceeding”	\$100/person	<p>Timeline:</p> <p>Year 1 August 2010 – September 2010</p> <ul style="list-style-type: none"> • School administrators will review student assessment scores and will work with teachers
Students’ end of year CRCT/GAA math scores in CRCT grades reflect a 10% increase in “Meeting/Exceeding”	\$100/person		

from the prior year.	
Students' end of year CRCT/GAA ELA Scores in CRCT grades reflect a 10% increase in "Meeting/Exceeding" from the prior year.	\$100/person
Students' end of year GHS GT/GAA math scores for first time test takers reflect a 10% increase in "Meeting/Exceeding" from the prior year.	\$100/person
Students' end of year GHS GT/GAA ELA scores for first time test takers reflect a 10% increase in "Meeting/Exceeding" from the prior year.	\$100/person
The Graduation Rate will increase by 10% from the prior year.	\$100/person

to develop CLASS Keys professional growth plans to provide professional learning targeted towards increasing student achievement.

November 2010 – March 2011

- School administrators will monitor teachers' implementation of strategies to meet individual CLASS Keys professional growth plans.

April 2011

- Administrators will use the annual summative form to document progress and any deficiencies regarding meeting individual CLASS Keys professional growth plan goals.
- School administrators will make continuation of employment decisions.

June 2011

- Administrators provide monetary rewards to staff based on targeted student achievement and graduation rate goals being met.

Year 2
AASD will identify and reward all staff, meaning all employees at the school, on a school-wide basis as follows:

Students' end of year CRCT/GAA math scores in CRCT grades reflect a 10% increase in "Meeting/Exceeding" from the prior year.	\$100/person
Students' end of year CRCT/GAA ELA scores in CRCT grades reflect a 10% increase in "Meeting/Exceeding" from the prior year.	\$100/person

Year 2
August 2011 – September 2011

- School administrators will review student assessment scores and will work with teachers to develop CLASS Keys professional growth plans to provide professional learning targeted towards increasing student

Students' end of year GHS GT/GAA math scores for first time test takers reflect a 10% increase in "Meeting/Exceeding" from the prior year.	\$100/person	achievement. November 2011 – March 2012
Students' end of year GHS GT/GAA ELA scores for first time test takers reflect a 10% increase in "Meeting/Exceeding" from the prior year.	\$100/person	<ul style="list-style-type: none"> School administrators will monitor teachers' implementation of strategies to meet individual CLASS Keys professional growth plans.
The Graduation Rate will increase by 10% from the prior year.	\$100/person	<p>April 2012</p> <ul style="list-style-type: none"> Administrators will use the annual summative form to document progress and any deficiencies regarding meeting individual CLASS Keys professional growth plan goals. School administrators will make continuation of employment decisions.
		<p>June 2012</p> <ul style="list-style-type: none"> Administrators provide monetary rewards to staff based on targeted student achievement and graduation rate goals being met.
<p>Year 3 AASD will identify and reward all staff, meaning all employees at the school, on a school-wide basis as follows:</p>		<p>Year 3 August 2012 – September 2012</p> <ul style="list-style-type: none"> School administrators will review student assessment scores and will work with teachers to develop CLASS Keys professional growth plans to provide professional
Students' End of Year CRCT/GAA Math Scores in CRCT Grades Reflect a 10% Increase in "Meeting/Exceeding" from the Prior Year.	\$100/person	
Students' End of Year CRCT/GAA ELA Scores in CRCT Grades Reflect a 10% Increase in	\$100/person	

“Meeting/Exceeding” from the Prior Year.		<p>learning targeted towards increasing student achievement.</p> <p>November 2012 – March 2013</p> <ul style="list-style-type: none"> School administrators will monitor teachers’ implementation of strategies to meet individual CLASS Keys professional growth plans <p>April 2013</p> <ul style="list-style-type: none"> Administrators will use the annual summative form to document progress and any deficiencies regarding meeting individual CLASS Keys professional growth plan goals. School administrators will make continuation of employment decisions. <p>June 2013</p> <ul style="list-style-type: none"> Administrators provide monetary rewards to staff based on targeted student achievement and graduation rate goals being met.
Students’ End of Year GHS/GAA Math Scores for First Time Test Takers Reflect a 10% Increase in “Meeting/Exceeding” from the Prior Year.	\$100/person	
Students’ End of Year GHS/GAA ELA Scores for First Time Test Takers Reflect a 10% Increase in “Meeting/Exceeding” from the Prior Year.	\$100/person	
The Graduation Rate will increase by 10% from the Prior Year.	\$100/person	
<p>Through the use of CLASS Keys and LEADER Keys in conjunction with the state’s new E-Performance evaluation system, AASD will identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so. Through the Local School Management model, AASD has the flexibility to take action against employees that do not show performance improvement.</p>		

LEA Application 2010

Attachment 2d

Transformation Model

<p>A4. Provide staff ongoing, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school’s comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.</p>	
<p>Actions:</p> <p>AASD will implement a ten component transformational professional learning plan that will support the language development of students through a bilingual bicultural (BiBi) instructional program. The ten components of professional learning include:</p>	<p>Timeline:</p> <p>See attached PL timeline.</p>

- Summer Leadership Team Retreat
- CAEBER
- Data Teams
- Formative Assessments
- Gallaudet Portfolios
- Thinking Maps
- Co-Teaching
- Standards Based Classrooms
- CLASS Keys
- Technology Implementation

Professional learning sessions will be conducted during common planning time and planned time in the regular school day, after school, Saturdays, and during the summer. The varying times will allow for flexible scheduling of professional learning and will assist all staff in participating in the essential learning. Stipends will be provided to teachers for participating in sessions that occur outside school operational hours.

- Summer Leadership Team Retreat

During the Summer Leadership Team Retreat, stakeholders will review the vision and mission of the school and revise the school improvement plan as needed. The Leadership Team will focus on student achievement through implementing a BiBi instructional program. The Leadership Team with other stakeholders will revise the vision and mission statements for the school to support the AASD Transformation. Furthermore, the Summer Leadership Team Retreat will support the Leadership Team to provide the school with on-going support to teachers for professional learning based on data from analysis of student work, focus walks, classroom observations, and student interviews that align to the school's instructional program.

- Implement the CAEBER (Center for ASL/English Bilingual Education and Research Center)/Bilingual Bicultural Program

Students with hearing loss typically experience difficulty with language and literacy development. With appropriate language models and effective intervention, students who are deaf and hard of hearing can achieve academic proficiency on par with hearing peers. A part of AASD's challenge is for educators to become skilled in proven strategies that support dual language development. Students who depend on

American Sign Language (ASL) as their primary mode of communication must have adequate, fluent models for both ASL and English in the education environment.

Highlights of the CAEBER program include:

- Effective use of ASL and English as languages of instruction in education settings.
- Development of appropriate bilingual instructional design.
- Promotion of an understanding and appreciation of cultural diversity.

This program provides professional learning in ASL/English bilingual assessment, curriculum and instructional strategies, as well as the effective use of language planning and cutting-edge technology to facilitate development of both languages academically. This type of support will enable staff and students to become fluent users of both languages which will in turn support students in succeeding in grade level achievement in academics also enabling students to become successful in postsecondary outcomes.

○ Implement Data Teams

Over the past nine years, AASD has been collecting informal language, literacy, and other academic data. These data have been used periodically by classroom teachers to inform instruction and track student progress. Data have also been used intermittently with students to promote motivation and goal setting. The data as well as other formative assessment data could be much more powerful if analyzed in Data Team small group settings. Teaching team analysis of student work will offer the opportunity to gain common understanding of learning targets and thus enable teachers to identify strong work versus weak work. In so doing, teachers can make informed decisions about student performance and make specific determinations for instructional interventions. Staff participation in formal training for the Data Team process will enable staff to use existing data as well as assist staff in determining the need for further formative assessments.

○ Implement Formative Assessments

The use of formative assessments shows some of the most significant gains in achievement of any educational intervention. In fact, these gains are also seen in typically low performing students. In some instances their performance has approached the level of higher performing

students. Additionally, formative assessments offer the opportunity for lower performing students to self-assess and track incremental improvements in academic growth. For these reasons, this strategy is especially well-suited for AASD. Involving all staff in comprehensive training will build capacity for future coaching and peer mentoring. As a result, students will become more involved in their educational process and academic progress as teachers learn to provide productive formative assessment opportunities.

○ Implement Gallaudet Portfolio Training

Student portfolios are a well documented method to promote student personal and academic growth. Some of the documented benefits of student directed collection and examination of personal work products include:

- Increased motivation
- Documentation of student growth over time
- Improved reading, language, and academic skills
- Development of decision making and problem-solving skills
- Development of organizational skills
- Increased responsibility and independence
- Improved work ethic and value for the work
- Focused life-planning

The Laurent Clerc National Deaf Education Center at Gallaudet University developed a training program focused on the professional and student processes and products involved in the development and use of Portfolios for Student Growth. This program has been widely used with much success across the nation in schools for the deaf. Portfolios for Student Growth also lend themselves to the incorporation of the work of Data Teams in the examination of formative assessments for students.

○ Implement Thinking Maps

Thinking Maps were developed as a language for learning in 1988 by Dr. David Hyerle. There are eight maps in this language that are used by teachers and students (K - 12 and adult education and business) for reading comprehension, writing process problem solving, and thinking skills improvement. Thinking Maps Software is now available for whole learning communities.

Each of the eight Thinking Maps is based on a fundamental cognitive skill such as comparing and contrasting, sequencing, classifying, and cause-effect reasoning. Much like carpenters using a set of tools, multiple Thinking Maps are used as an eight maps icon toolkit by students for constructing knowledge for improving the basics of reading, writing, and mathematics as well as for problem-solving and the development of higher-order thinking abilities. A wealth of research and published articles supports the use of different types of Visual Tools generally, and Thinking Maps specifically. New brain research provides even greater insights into why most students perform better when using Thinking Maps. (www.ThinkingMaps.com).

Literacy for students involves the ability to use the visual and graphic medium in the form of reading and writing (Baker, 2001; Bench, 1992). Thinking Maps will allow students who are deaf or hard of hearing to build a common language for learning through visual tools that will enhance language development as well as content. Lesson plans will be reviewed weekly, and teachers will be required to include documentation of the use of Thinking Maps to support vocabulary and language development. Focus walks that specifically look for evidence of Thinking Maps will offer feedback including strengths and next steps. Teacher leaders will attend a train-the-trainer Thinking Maps program to provide follow up support to teachers.

- Implement Co-Teaching

Students with hearing loss have a wide range of needs related to language, literacy, and academics. Professional learning time is at a premium, and teachers come to the table with a multitude of different skills. Hearing teachers hold a depth of knowledge related to the English language fluency, structure, and grammar. Teachers with hearing loss do not typically have this depth of knowledge with English, but instead have native fluency in the visual language (American Sign Language) that cannot be easily duplicated by a hearing second language user. Veteran teachers bring a variety of experiences gleaned from many years in the classroom. New teachers come into the school with new excitement and cutting edge strategies they have learned in teacher training programs. Creating effective teaching teams involves more than pairing teachers with complementary skills. It involves preparing teachers in advance to work collaboratively with another professional with whom they may have more

disparity than commonality. In order to build capacity through effective teaching teams, the Co-Teaching model offers staff strategies that can be easily implemented in the school setting and used for the benefit of student achievement and job embedded professional learning for staff. Co-Teaching will promote students' acquisition of language through appropriate ASL/English modeling. RESA staff will provide professional learning and support.

- Standards Based Instruction

A standards based classroom is a class in which the teachers and students have a clear understanding of the expectations (standards). They know what they are teaching/learning each day (standards), why the day's learning is an important thing to know or know how to do (relevance), and how to do it (process). Standards based classrooms will compliment the bilingual bicultural program. Monitoring of implementation of best practices is a key element in successful standards based classrooms and will be performed through classroom observations with data from the observations captured, analyzed, and communicated through eWalks with hardware and software provided by the school. Instructional coaches, content specialists, and administration will ensure that standards based instruction is reflected in lesson plans and classroom observations. As data from observations and walk-throughs are analyzed, planning additional professional learning to address areas of need/weakness will be implemented to support teachers and individual student learning needs.

- CLASS Keys

The Classroom Analysis of State Standards (CLASS Keys) teacher performance appraisal process has been developed to support teachers' work in standards based classrooms using the Georgia Performance Standards (GPS) to improve student learning. Research studies show that an effective teacher enhances student learning more than any other aspect of schooling that can be controlled (Marzano, 2006). The CLASS Keys enhances the skills of Georgia's teachers to direct the new work of standards based learning in order to lead the nation in improving student achievement. The CLASS Keys is a performance appraisal process based on teacher standards designed to evaluate teacher performance, promote professional growth, and positively impact student learning. In the same manner that the Georgia Performance Standards (GPS) guide student learning, the SCHOOL Keys

serves as a foundation for Georgia’s comprehensive system of school improvement and support, and the LEADER Keys defines effective, high impact practices that school and district leaders need to know, understand, and do, the CLASS Keys guides the instructional practices of teachers.

The CLASS Keys is organized into five strands or “keys” to teacher quality: Curriculum and Planning, Standards-Based Instruction, Assessment of Student Learning, Professionalism, and Student Achievement. These five strands have been further developed and defined into performance standards and elements with rubrics that have accompanying evidence and artifacts. Additionally, the Georgia Teacher Duties and Responsibilities (GTDR) is included in the CLASS Keys and provides ongoing feedback.

The purpose of CLASS Keys is twofold: improvement and accountability. The CLASS Keys serves as both a formative and summative instrument to identify a teacher’s level of performance on the elements through the use of evidence-based rubrics with four levels of performance: Not Evident, Emerging, Proficient, and Exemplary.

- Technology Implementation

To fully implement the BiBi instructional program, the following technology equipment is needed:

- Netbooks
- Interactive white boards
- Student Response System

Cutting edge educational technology including netbooks, interactive white boards, and a student response system support the visual integration of learning for deaf and hard of hearing students. Technology implementation with professional learning for teachers will move classroom instruction away from an over reliance on textbooks and worksheets to a hands on approach to differentiated instruction and evidence of student learning.

A5. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school.

Actions:

AASD will implement strategies including financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions to meet the needs of the students in a transformation school. The strategies

Timeline:

<p>include the following:</p> <p>Year 1</p> <ul style="list-style-type: none"> • Implement department chairs for content areas that are teachers with a minimum of three years of teaching experience. Department chairs will receive a \$500 stipend each semester. • Assign mentor (master) teachers to all teachers with 1 – 3 years of teaching experience and teachers new to AASD. Mentor teachers will receive a \$500 stipend each semester. • Provide reimbursement to teachers who take the GACE to get other eligible endorsements on their teaching license. • Staff that teach and work during the June extended learning week will be compensated for an additional five days of work during the extended year. • Provide teachers with additional time to collaborate, plan, and engage in professional learning within and across grades and subjects during the extended year. <p>Year 2</p> <ul style="list-style-type: none"> • Implement department chairs for content areas that are teachers with a minimum of three years of teaching experience. Department chairs will receive a \$500 stipend each semester. • Assign mentor (master) teachers to all teachers with 1 – 3 years of teaching experience and teachers new to AASD. Mentor teachers will receive a \$500 stipend each semester. • Provide reimbursement to teachers who take the GACE to get other eligible endorsements on their teaching license. • Staff that teach and work during the June extended learning week will be compensated for an additional five days of work during the extended year. • Provide teachers with additional time to collaborate, plan, and engage in professional learning within and across grades and subjects during the extended year. <p>Year 3</p> <ul style="list-style-type: none"> • Implement department chairs for content areas that are teachers with a minimum of three years of 	<p>August 2010</p> <p>September 2010-May 2011</p> <p>August 2010-May 2011</p> <p>June 2011</p> <p>June 2011</p> <p>August 2011</p> <p>September 2011-May 2012</p> <p>August 2010-May 2012</p> <p>June 2012</p> <p>June 2012</p> <p>August 2012</p>
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<p>teaching experience. Department chairs will receive a \$500 stipend each semester.</p> <ul style="list-style-type: none"> • Assign mentor (master) teachers to all teachers with 1 – 3 years of teaching experience and teachers new to AASD. Mentor teachers will receive a \$500 stipend each semester. • Provide reimbursement to teachers who take the GACE to get other eligible endorsements on their teaching license. • Staff that teach and work during the June extended learning week will be compensated for an additional five days of work during the extended year. • Provide teachers with additional time to collaborate, plan, and engage in professional learning within and across grades and subjects during the extended year. 	<p>September 2012-May 2013</p> <p>August 2012-May 2013</p> <p>June 2013</p> <p>June 2013</p>
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A6. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards.

<p>Needs assessment data clearly indicate that the primary issues deaf and hard of hearing students face are language acquisition and language development. In order to address these areas of need, AASD will implement a transformational instructional program developed by CAEBER (Center for ASL/English Bilingual Education and Research Center) that focuses on a BiBi approach to teaching deaf and hard of hearing students. The bilingual and bicultural (BiBi) approach first gained momentum in Western Europe and the US in the mid-1980s. It developed out of frustrations at the limited success of oral training in providing deaf children with a comprehensive education that allows them to make a valuable and equal contribution to society.</p> <p>Bi-lingualism means the use and knowledge of two languages. For example, a deaf student using and being knowledgeable about both sign language and written English would be bi-lingualism, but it does not predefine fluency in either language as this will depend on the child’s capability and his or her hearing ability as time goes on. It does not preclude oral language, but this is dependent on the child's residual hearing and access to hearing aids. The priority of BiBi is to introduce at the earliest stage the language which a child can most easily learn. In the case of deaf children, who</p>	<p>Timeline:</p>
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have been shown to be visual rather than aural learners, this is sign language. A second language, the written language, is gradually introduced with sign language used to explain grammar, syntax, and abstract concepts.

The bi-cultural aspect focuses on the culture of the Deaf, and the culture's distinct characteristics. It provides children with Deaf role models to ensure they develop a positive and healthy self identity. The approach also teaches children about the culture of the hearing world to enable them to understand and interact in both worlds.

Deaf teachers are a valued and instrumental part of the project, providing both role models and reassurance to the children of their equal status in society. At the same time, hearing teachers offer children an insight into hearing culture, and the presence of both teachers will expose them to different forms of communication: some people communicate with their mouths and others with their hands.

Language Planning in Deaf Education

Part of CAEBER's vision is to facilitate the strategic use of school based language planning as a key element in the implementation and maintenance of an ASL/English bilingual educational program for deaf and hard of hearing children. CAEBER continues to be a catalyst in deaf education by collaborating with schools for the deaf and deaf education teacher preparation programs in order to promote bilingual instruction using ASL and English for deaf and hard of hearing children.

Action Framework

The primary focus of school based language planning in deaf education and deaf communities is the promotion of bilingualism, multilingualism, and respect for all languages of deaf and hearing people. Since school based language planning takes place within the overall paradigm of social transformation, the development of historically marginalized signed languages (e.g., ASL, LSM) is a high priority.

CAEBER promotes a national collaborative effort among educators, parents, and researchers who work together to

respond to the educational needs of deaf and hard of hearing children and provide leadership in school based language planning. CAEBER's mission is accomplished through the following strategies:

- Promotion of the appropriate use of scientifically research-based language planning in educational settings
- Promotion of the acquisition, development, and use of both ASL and English for academic purposes for deaf and hard of hearing students as well as their parents and educational staff
- Training for educational staff in the strategic use of ASL and English as languages of instruction in educational settings
- Promotion of an understanding and appreciation of language and cultural diversity

References:

Baker, C. (2001). *Foundations of bilingual education and bilingualism* (3rd ed.). Clevedon, England: Multilingual Matters; Baron, N.S. (1981). *Speech, writing, & sign: A functional view of linguistic representation*. Bloomington: Indiana University Press; Bench, R. (1992). *Communication skills in hearing-impaired children*. San Diego, CA: Singular Publishing Group; Branson, Jan & Miller, Don (1998). "Nationalism and the linguistic rights of Deaf communities: linguistic imperialism and the recognition and development of sign languages". *Journal of Sociolinguistics*, 2:1, 1998, 3-34; Branson, Jan and Miller, Don (2000). "Maintaining, Developing and Sharing the Knowledge and Potential Embedded in all our Languages and Cultures: on linguists as agents of epistemic violence". In Phillipson(ed.), 28-32; Cooper, R.L. (1989). *Language Planning and social change*. Cambridge: Cambridge University Press; Freeman, R. (2004). *Building on community bilingualism*.

Philadelphia: Caslon; Kaplan, R.B., & Baldauf, R.B. (1997). *Language planning from practice to theory*. Clevedon, England: Multilingual Matters; Nover, S.M. (2004). *A theoretical framework for Language Planning in ASL/English bilingual education*. Manuscript in preparation; Nover, S.M., Christensen, K.M., & Cheng, L.L. (1998). Development of ASL and English competence for learners who are deaf. *Topics in Language Disorders, 18*(4), 61-72; Nover, S.M., & Everhart, V.S. (2004). Categories of bilingual proficiency. Manuscript in preparation; Reagan, T.G. (2002). *Language, education and ideology: Mapping the linguistic landscape of U.S. schools*. Westport, CT.

Plan

Year 1

- Contract with CAEBER to develop a school-wide plan that aims to address instruction in both ASL and English in developmentally appropriate ways. The first year planning process will involve meetings with all stakeholders to introduce the transformational instructional reform model, bilingual and bicultural (bi-bi) approach.

Years 2 & 3

- Implement a 2-year CAEBER professional learning package for teachers of deaf and hard of hearing students focusing on implementing ASL/English bilingual strategies in the classroom including monitoring of program implementation.
 - CAEBER takes current knowledge, research findings, and recommended language teaching and learning strategies and translates that into a format for teachers to read about, discuss, experiment with in the classroom, and report on their effectiveness.

In order to fully support the implementation of the bilingual bicultural instructional program, the following three

School Year 2010-2011

School Years 2011-2013

School Year 2010-2013

components will also be implemented to provide a well rounded program that supports language acquisition and development.

- Accessible Materials Project
- Technology Equipment
- Travel

Accessible Materials Project:

Creating accessible materials in American Sign Language (ASL) will open doors for parents and their children to have extensively increased exposure to language on a daily basis from birth. A limited number of trade books have been created by schools for the deaf and private enterprises. In fact, AASD has created around 400 guided readers that are used by parents and children all over the state and in other locations in the U.S. These have been very successful in supporting language and literacy development but fall short of fulfilling the need for a wider range of accessible materials, including trade books, textbooks, testing materials, etc. With the advent of new technologies such as video editing and web based sites for sharing materials, the possibilities for creating and sharing accessible materials for deaf students are phenomenal. The need to produce more guided reading materials for deaf students is critical. AASD will implement an Accessible Materials Project that will produce accessible materials for students that can be used in school and at home.

Plan

Recruit and hire the following staff:

Accessible Materials Project ASL Specialist: The Accessible Materials Project ASL specialist is needed to provide American Sign Language interpreting and language consultation services and support the ongoing project of video filming and editing of accessible materials. Since these materials will serve as a model for student language and literacy, accuracy of ASL concepts is crucial to the viability and credibility of the materials. A qualified ASL specialist is needed to provide the expertise necessary to ensure the accuracy of both the ASL and English language models.

Accessible Materials Project Manager: The Accessible Materials Project manager is needed to provide oversight and coordination for the Accessible Materials Project. Because of pervasive low reading and language levels among students

August 2010
Fall 2010

August/September 2010

with hearing loss, the need for accessible materials is imperative. The provision of accessible materials, just as visually impaired students have access to materials, will offer the scaffolding support needed for students to develop language and literacy skills necessary to achieve academic success. The quantity of materials needed and the urgency of the need will necessitate skilled management to expedite and ensure the quality of produced materials (trade books, guided readers, textbooks, testing materials, etc).

Accessible Materials Project Video Editor: The Accessible Materials Project video editor will provide video editing services for the development of accessible materials and projects for students with hearing loss. Video editing is necessary to provide American Sign Language support to materials and other language based media. Accessible materials will enable students to improve language and literacy skills by allowing for significantly increased opportunities for exposure to language and print.

Produce accessible materials and promote materials for staff, families, and community use. Students will assist staff in the production of materials by being involved in the making and distributing of end products.

Report accessible materials check-out/usage to the Leadership Team on an annual basis.

Supplies Needed for the Accessible Materials Project:

- Cartoni Head (Tripod Parts)
- Cartoni Sticks (Tripod Parts)
- HD Camcorder
- Sony HVR-DR60 Hard Disk Recorder
- Diva Light 400W
- Arri Kit; 2-1 K & 2-650 W
- Century Stands
- Grip Head 4 ½
- Green Chroma Screens
- Acom Tablet
- Bella Keyboard
- Nikon 12.3 Megapixel Digital SLR Camera
- Boris Box Set SW

September 2010-June 2013

May 2011; May 2012; May 2013

August 2010

Technology Equipment

Classes will be transformed with the infusion of technology to support the bilingual bicultural instructional program. Each classroom will include a screen, a teacher laptop connected with projection capabilities to the screen, and interactive white boards. Each middle and high school student will have a netbook to support classroom learning and homework assignments. Incorporating technology will allow teachers more opportunities to differentiate instruction. Computer based activities can provide remediation for struggling learners or acceleration for students who have mastered a basic concept. The ability to project images illustrating concepts greatly increases the comprehension for deaf and hard of hearing learners. The availability of video recording capabilities will allow students to demonstrate mastery of standards in an engaging manner that is more natural for students that communicate visually. Student response systems are valuable resources because they will assist teachers in being able to rapidly formatively assess which students have grasped a concept. Training is imperative for teachers to integrate technology into their lessons. Teachers will receive professional learning support on technology integration. The following technology equipment will be purchased:

- 15 interactive white boards
- 150 netbooks for student use, checked out to each student on a yearly basis, in middle and high school
- Student Response System for all classrooms in grades 4-12.

Although not at optimal capacity, the current school's infrastructure will be able to support the additional technology. Using state funds, the school will add additional wireless routers and electrical outlets throughout the campus to support the use of Interactive white boards, netbooks, student response system.

Travel

The school will need staff to visit premier deaf schools and programs around the country to learn about best practices regarding bilingual bicultural program implementation.

A team consisting of members of the Language Committee will visit the following two deaf schools and programs to learn about their bilingual bicultural programs:

August 2010

August 2010

August 2010

September/October 2010

<ul style="list-style-type: none"> ○ Texas School for the Deaf: The Texas School for the Deaf has a bilingual bicultural program that is considered to be a premier program. ○ Alabama School for the Deaf: The Alabama School for the Deaf has a bilingual bicultural program. Because of the school’s proximity to AASD, staff members will be able to make frequent visits to the school as AASD implements a bilingual bicultural instructional program. <p>Language Committee members will report their visit findings to the Leadership Team. Leadership Team members will share information to the entire school staff to ensure that a well developed, sustained approach to program implementation is achieved.</p>	<p>November 2010</p>
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A7. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.

<ul style="list-style-type: none"> ● Formal and informal assessments are used to develop the learning profile, design instruction, and to meet the needs of the students. Teachers can use the instruction to write the Present Levels of Performance and then in turn write the IEP. Teachers will utilize best practices and concepts of differentiated instruction using results from Data Teams. Strengths and weaknesses are identified through the formal and informal assessments and instruction can be individualized. ● Student Response Systems will be used in the classroom to provide immediate feedback to teachers and students. ● Data Teams will analyze student data to inform instruction. The Data Teams will identify student strengths and weaknesses that will be supported by differentiated instruction. 	<p>Timeline: See attached PL timeline.</p>
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A8. Establish schedules and strategies that provide increased learning time (as defined in this notice).

Actions:

Increased Learning Time – Elementary

Elementary school students have a longer school day than required under State Board of Education rule 160-5-1-.02 because the students are dismissed when middle and high school students are dismissed. The common dismissal time is because local school systems from over 30 counties transport PreK – 12th grade students to AASD at the same time for logistical reasons. During the existing additional school minutes, there has not been a concerted effort to use that time in a focused, sustained manner based on student data targeted towards increasing student achievement to reflect transformational change.

Elementary School

Grades K-3

In accordance with State Board of Education rule 160-5-1-.02, students in grades K-3 must receive 270 minutes of instruction per day. Students in grades K-3 currently receive 390 minutes of school time per day including 30 minutes for lunch and 30 minutes for recess. AASD provides an additional 60 minutes of school time for students in grades K-3 daily than required by State Board of Education rule. AASD will alter how the 60 minutes have been used previously from regular classroom instruction which the GAPSS review reflected includes too much large group instruction and provide small group and individualized, data driven increased learning time that will be monitored on a regular basis. In addition, enrichment activities will be offered. The additional 180 hours per school year will focus on the following sustainable activities:

- Using benchmark data, local assessment data, Study Island data, Measures of Academic Performance data, and state assessment data to individualize instructional remediation on an individual student basis. The targeted core subjects will include English, reading, language arts, mathematics, science, history, and geography.
- Instruction in other subjects and enrichment activities will be included to contribute to a well-rounded education including physical education, art, performing arts, American Sign Language, and technology.

August 2010 - May 2011;
August 2011 - May 2012;
August 2012 - May 2013

Grades 4-5

In accordance with State Board of Education rule 160-5-1-.02, students in grades 4-5 must receive 300 minutes of instruction per day. Students in grades 4-5 currently receive 390 minutes of school time per day including 30 minutes for lunch and 30 minutes for recess. AASD provides an additional 30 minutes school time for students in grades 4-5 daily. AASD will alter how the 30 minutes have been used previously from regular classroom instruction which the GAPSS review reflected includes too much large group instruction and provide small group and individualized, data driven increased learning time that will be monitored on a regular basis. In addition, enrichment activities will be offered. The additional 90 hours per school year will focus on the following sustainable activities:

- Using benchmark data, local assessment data, Study Island data, Measures of Academic Performance data, and state assessment data to individualize instructional remediation on an individual student basis. The targeted core subjects will include English, reading, language arts, mathematics, science, history, and geography.
- Instruction in other subjects and enrichment activities will be included to contribute to a well-rounded education including physical education, art, performing arts, American Sign Language, and technology.

Increased Learning Time – Grades 6 - 12
Summer Programs (Extended Year)

Transportation to and from school is a related service for a student that attends AASD. Transportation is provided by the local school system in which the student resides. Local school systems cannot alter their transportation schedules because of their own bus routes for their students. Adjusting AASD’s instructional day would have a domino effect on the local school systems served by the school.

Since AASD does not control bus transportation for local school systems, the school does not have flexibility regarding providing additional instructional time for students in grades 6-12 during the 180 instructional days. The instructional school day is already maximized for learning time for

August 2010 - May 2011;
August 2011 - May 2012;
August 2012 - May 2013

June 2011, June 2012, and June 2013

students. In order to increase learning time, AASD will implement 1800 additional minutes of learning time through an extended year during June for students. AASD will pay local school systems to transport students to and from the school each day. Providing additional instruction for students through an extended year coupled with providing transportation will allow ALL AASD students in grades 6-12 access to increased learning time.

AASD will increase learning time by implementing an extended year for 6-12 grade students with a science Olympiad theme. AASD will implement extended year days in June with transportation provided to students. Instructional time will be from 8:00 a.m. to 2:30 p.m., with 30 minutes for lunch each day for five days, Monday – Friday, totaling 1800 additional minutes of instructional time. The extended year will incorporate instruction in the following two areas:

- Core subjects: reading, math, ELA, and social studies to support a science Olympiad theme
- Enrichment areas: art, technology, and physical education to support a science Olympiad theme

Increase Graduation Rate

- Credit Recovery: Available for students who meet attendance criteria and received a 63-69 course average in the core content classes. Credit Recovery opportunities will be available for 3 Saturdays following the end of the term in which the course was completed through teachers who work extended days on Saturdays from 9 a.m. to 2:30 p.m. Transportation will be provided to students.

GHS GT Remediation

- PROJECT EXPRESS: Students will have the opportunity to participate in the state remediation program for students needing to pass one or more areas of the GHS GT in which they were unsuccessful during the first administration.

January – February 2011; June – July 2011; January – February 2012; June – July 2012; January – February 2013; June – July 2013

June/July 2011; June/July 2012; and June/July 2013

<p>Job Embedded Professional Learning</p> <ul style="list-style-type: none"> Teachers will also have increased learning time during the school year from 2:40-3:40 p.m. to collaborate, plan, and engage in professional development within and across grades and subjects. The increased learning time will address the professional learning topics as outlined in the three year course of study. <p style="text-align: center;">Monitoring and Evaluation</p> <p>The Leadership Team will monitor student achievement progress and teacher professional learning implementation on a monthly basis.</p> <p>Student Achievement Progress will be monitored through the use of:</p> <ul style="list-style-type: none"> Benchmark testing OAS Measures of Academic Progress assessments IEP goals attainment Graduation rate State Assessments – ELA/CRCT-GAA; Math/CRCT-GAA; ELA/GHSGT-GAA; Math/GHSGT-GAA <p>The implementation of professional learning by teachers will be monitored through CLASS Keys, Focus Walks, E-Performance, and GAPSS Review.</p>	<p>August 2010 – May 2011; August 2011 – May 2012; and August 2012 – May 2013</p> <p>The state testing calendar and CLASS Keys timeline reflect more specific dates: Monthly Meetings during the 2010-2013 School Years October 2010; January 2011; October 2011; January 2012; October 2012; January 2013 Every 9 weeks during School Years 2010-2013 May 2011; May 2012; May 2013 June 2011; June 2012; June 2013 July 2011; July 2012; July 2013</p> <p>August 2010 – May 2011; August 2011 – May 2012; and August 2012 – May 2013</p>
<p>A9. Provide ongoing mechanisms for family and community engagement.</p>	
<p>Actions:</p> <p>The majority of AASD students go home to families in which their parents do not know sign language well enough to communicate fluently with them. A program is needed that will provide a monthly sign language class in the evening at five satellite locations in Metro Atlanta. AASD currently provides sign language classes for parents, family members, and community members; however, the location of the</p>	<p>Timeline:</p>

training sessions is at the school. Stakeholders have reported through surveys that the distance from their home county to the school is simply too far to drive to participate in sign language classes.

The transformational goal of the satellite sign language classes is to assist parents in attaining sign language skills in order to communicate effectively with their children. When parents can effectively communicate with their child, the child can develop richer language. The sign language instructors will also teach the participants how to incorporate the accessible materials produced by the Accessible Materials Project into the home and community.

Although all feeder counties cannot be served, five of the largest feeder counties will be targeted as locations for sign language classes. The counties are DeKalb, Gwinnett, Fulton, Hall, and Cobb. The satellite sign language classes will be provided in public facilities such as local libraries at no charge to the school.

Plan

- Recruit sign language instructors and locate satellite locations where the sign language classes can be held each month.
- Provide sign language classes with an emphasis on incorporating the accessible materials produced by the Accessible Materials Project into the home and community on a regular basis.

In addition to the satellite sign language classes, the school will continue to implement parent/student conferences and Saturday parent workshops funded through Title I. The Saturday parent workshops are monthly during the school year. The workshops cover a wide range of topics that specifically address the needs of parents of deaf and hard of hearing students including but not limited to Deaf culture, academic assistance, and physical and emotional development of deaf and hard of hearing students.

August 2010, August 2011, August 2012

September 2010-May 2011; September 2011-May 2012; September 2012-May 2013

September 11, 2010; September 25, 2010; October 30, 2010; November 20, 2010; December 11, 2010; January 8, 2011; January 22, 2011; February 5, 2011; February 19, 2011; March 5, 2011; March 19, 2011; April 16, 2011; April 30, 2011

A10. Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates.

Actions:

AASD through support of GaDOE follows the Local School Management model. The School Council serves as the operational governing board although the school organizationally reports to the Georgia State Board of Education and the State Superintendent of Schools.

The Local School Management model provides operational flexibility regarding staffing, calendar, and budgeting only to the extent possible under state laws, policies, regulations, and rules. AASD is considered a state agency under the Georgia Department of Education and must abide by laws, policies, regulations, and rules that state agencies must follow. Staff do not have contracts and are considered state employees.

The Local School Management model does allow for local decisions to be made by school administration and the School Council regarding the hiring or dismissal of employees. Furthermore, the Local School Management model also allows for state funds in the budget to be moved from line item to line item with approval by the school administration and School Council. This provides a higher level of autonomy for State Schools than previously experienced. Having this flexibility has increased the school's ability to make personnel and budget decisions quickly so as to improve student achievement outcomes and increase high school graduation rates.

Timeline:

2010-2011

Governing Board (School Council)

- September 2010
- November 2010
- February 2011
- May 2011
- July 2011

2011-2012

Governing Board (School Council)

- September 2011
- November 2011
- February 2012
- May 2012
- July 2012

2012-2013

Governing Board (School Council)

- September 2012
- November 2012
- February 2013
- May 2013
- July 2013

A11. Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO).

Actions:

The GaDOE Office of Education Support and Improvement will provide technical assistance and related support to AASD. The technical assistance and related support will be in the form of the monitoring of the implementation of grant activities. Furthermore, the GaDOE Budget/Accounting, GaDOE Human Resources, and GaDOE Procurement Offices will provide technical assistance and related support regarding the tracking of funds through PeopleSoft, personnel as it relates to rewards/incentives/salaries, and purchasing. Also, a GaDOE State Schools liaison has been appointed by the State Superintendent of Schools to work closely with each School Director and the three state-operated schools. This liaison, working under the direction of the Chief of Staff, serves as a facilitator who collaborates with other GaDOE departments on behalf of AASD as needed.

Timeline:

2010-2011

GaDOE Office of Education Support and Improvement

- Technical Support Services as needed

- Grant Monitoring

GaDOE Budget/Accounting

- Monthly PeopleSoft Expenditure Reports

- End of the Year PeopleSoft Expenditure Report

GaDOE Human Resources

- Monthly Position Reports

- Personnel Action Requests Processing

GaDOE Procurement

- Purchase Order Approval

- Purchasing Technical Support

2011-2012

GaDOE Office of Education Support and Improvement

- Technical Support Services as needed

- Grant Monitoring

GaDOE Budget/Accounting

- Monthly PeopleSoft Expenditure Reports

- End of the Year PeopleSoft Expenditure Report

GaDOE Human Resources

- Monthly Position Reports

- Personnel Action Requests Processing

GaDOE Procurement

	<ul style="list-style-type: none"> • Purchase Order Approval • Purchasing Technical Support <p>2012-2013</p> <p>GaDOE Office of Education Support and Improvement</p> <ul style="list-style-type: none"> • Technical Support Services as needed • Grant Monitoring <p>GaDOE Budget/Accounting</p> <ul style="list-style-type: none"> • Monthly PeopleSoft Expenditure Reports • End of the Year PeopleSoft Expenditure Report <p>GaDOE Human Resources</p> <ul style="list-style-type: none"> • Monthly Position Reports • Personnel Action Requests Processing <p>GaDOE Procurement</p> <ul style="list-style-type: none"> • Purchase Order Approval • Purchasing Technical Support
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B. Conduct a rigorous review process to recruit, screen, and select an external provider to ensure quality.	
<p>Actions:</p> <p>Do not complete this section. This item does not apply to the transformation model.</p>	<p>Timeline:</p>

C. Align additional resources with the interventions.	
<p>Actions:</p> <ul style="list-style-type: none"> • For FY 2009-2010, AASD was allocated \$75,000 through School Improvement School-wide Assistance funds. • For FY 2009-2010, AASD was allocated \$75,000 through School Improvement, American Recovery and Reinvestment Act (ARRA). 	<p>Timeline:</p> <p>School Improvement, 2009-2010</p> <p>Title I, 2009-2010</p> <p>Title II-A, 2009-2010</p> <p>Title II D, 2009-2010</p>

<ul style="list-style-type: none"> • For FY 2009-2010, AASD was allocated \$118,293 through Title I Improving Academic Achievement. • For FY 2009-2010, AASD was allocated \$74,315 through Title I Improving Academic Achievement, American Recovery and Reinvestment Act (ARRA) • For FY 2009-2010, AASD was allocated \$14,465 through Title II-A, Improving Teacher Quality. • For FY 2009-2010, AASD was allocated \$242,864 through IDEA Flowthrough VI B. • For FY 2009-2010, AASD was allocated \$39,483 through IDEA Flowthrough, American Recovery and Reinvestment Act (ARRA). • For FY 2009-2010, AASD was allocated \$16,979 through IDEA Preschool. • For FY 2009-2010, AASD was allocated \$20,927 through State Preschool. • For FY 2009-2010, AASD was allocated \$1,315 through IDEA Preschool, American Recovery and Reinvestment Act (ARRA). • For FY 2009-2010, AASD was allocated \$869 through Title II-D, Enhancing Education Thru Technology. 	<p>IDEA, 2009-2010</p> <p>State Preschool, 2009-2010</p> <p>School Improvement 1003g- School-wide grant applied for to begin 2010 year</p> <p>Erate – Applied for funding for FY11</p>
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Transformation Model

<p>D. Modify practices or policies, if necessary, to enable the school to implement the interventions fully and effectively.</p>	
<p>Actions: Under the Local School Management model, the AASD Management and Leadership Teams have the flexibility to locally modify policies to enable the school to implement the described interventions fully and effectively.</p>	<p>Timeline: 2010-2011 2011-2012 2012-2013</p>

E. Sustain the reform after the funding period ends.

Actions:

After the School Improvement Grant funding ends, AASD will continue to implement reform through the following:

CAEBER (bilingual bicultural - BiBi) Instructional Program

The bilingual bicultural instructional program will be sustained through staff that have gone through the train the trainer program. The trained staff members will continue to provide professional learning to other staff in subsequent years. At the end of the grant funding period, the school will be transformed through teachers' instructional practices and a school culture that reflects a bilingual bicultural instructional program and philosophy that will be a premier program in the country.

Accessible Materials Project

The primary goal of the Accessible Materials Project is to create a large collection of accessible materials that can be utilized for many years to support the bilingual bicultural instructional program. Accessible materials, which allow students access to print, created over the course of the 3 year project will be used for many years by AASD as well as by other programs for students with hearing loss both here in Georgia and around the nation. The creation of the Accessible Materials Project team including the Accessible Materials Project manager, Accessible Materials Project video editor, and Accessible Materials Project ASL specialist will build capacity of current staff with support from students to keep the project going on a smaller scale at the end of the funding period. This will be done by providing professional learning for staff.

Increased Learning Time

- Increased learning time will continue beyond the three years of grant funding during the regular school day for grades K-5 since the K-5 students will remain on the campus until students in grades 6-12 have completed the required minimum number of instructional minutes per day.
- Title VIB funds, Title I funds, and state funds will be used to sustain the increased learning time for students in grades 6-12 during the summer.
- Title VIB funds, Title I funds, and state funds will be used to sustain the Credit Recovery program.

Timeline:

2013-ongoing

- Title VIB funds, Title I funds, School Improvement funds, and state funds will be used to sustain the professional learning initiatives through the school’s yearly professional learning plan.
- GHSGT remediation through PROJECT EXPRESS will be sustained through the state. If the state does not fund PROJECT EXPRESS in the future, the school will provide a summer program supported by VIB funds, Title I funds, School Improvement funds, and state funds to continue a similar program on campus.

Professional Learning

Professional learning activities will be sustained through the continued implementation of a professional learning plan approved by the Leadership Team. Job-embedded professional learning activities will be led by staff that have been trained during the three year grant funding period. Other grants such as Title IIA, School Improvement, Title IID, and state funds can be used to continue professional learning in subsequent years.

Parent Involvement Program

The Parent Involvement Program focusing on providing sign language classes at satellite locations will continue through support from alternate funding sources including state/federal grants. Furthermore, through the collection of three years’ of program implementation data during the SIG funding period, school administrators will be able to present a business case for the General Assembly to fund the Parent Involvement Program beyond three years.

Positions

Accessible Materials Project ASL Specialist: The Accessible Materials Project ASL specialist will not be needed beyond the three year funding period. The Accessible Materials Project ASL specialist will build capacity through job embedded professional learning of current key staff with support from students to keep the project going on a smaller scale at the end of the funding period. This will be done by providing technology professional learning for staff and students on how to utilize equipment to publish work.

Accessible Materials Project Manager: The Accessible Materials Project manager will not be needed beyond the three year funding period.

Accessible Materials Project Video Editor: The Accessible Materials Project video editor will not be needed beyond the three year funding period. The Accessible Materials Project video editor will build capacity of current key staff with support from students to keep the project going on a smaller scale at the end of the funding period. This will be done by providing technology professional learning for staff and students on how to utilize equipment to publish work.

Technology

In the fall of 2012, the AASD Three Year Technology Plan will be developed for the 2013-2016 school years. The AASD Technology Committee will conduct a needs assessment in order to develop the three year technology plan that will be approved by the Georgia Department of Education. The three year plan will reflect funding sources that will support the implementation of the new plan.

LEA Application 2010

Attachment 2d Transformation Model

LEA Name: State Schools

School Name: Atlanta Area School for the Deaf

Annual Goals: The LEA must establish annual goals for student achievement on the State's assessments in both Reading/English Language Arts and Mathematics to be used to monitor Tier I and Tier II schools. Write the annual goals below.

Reading/English Language Arts

2010-2011 School Year

- The percentage of students receiving a "Meets or Exceeds" in AYP grade levels 1-8 will increase by 10% from 14.5% to 15.95% on the Criterion Referenced Competency Test in Reading/ELA.
- The percentage of first time ELA test takers on the Georgia High School Graduation Test will increase by 10% from 19.2% to 21.12% receiving a "Meets or Exceeds."

*Includes GAA

2011-2012 School Year

- The percentage of students receiving a "Meets or Exceeds" in AYP grade levels 1-8 will increase by 10% from 15.95% to 17.54% on the Criterion Referenced Competency Test in Reading/ELA.
- The percentage of first time ELA test takers on the Georgia High School Graduation Test will increase by 10% from 21.12% to 23.23% receiving a "Meets or Exceeds."

*Includes GAA

2012-2013 School Year

- The percentage of students receiving a “Meets or Exceeds” in AYP grade levels 1-8 will increase by 10% from 17.54% to 19.29% on the Criterion Referenced Competency Test in Reading/ELA.
- The percentage of first time ELA test takers on the Georgia High School Graduation Test will increase by 10% from 23.23% to 25.55% receiving a “Meets or Exceeds.”

*Includes GAA

Mathematics

2010-2011 School Year

- The percentage of students in APY grade levels 1-8 receiving a “Meets or Exceeds” in Math will increase by 10% from 16.9% to 18.59% on the Criterion Referenced Competency Test.
- The percentage of first time Math test takers on the Georgia High School Graduation Test will increase by 10% from 11.5% to 12.65% receiving a “Meets or Exceeds.”

*Includes GAA

2011-2012 School Year

- The percentage of students in APY grade levels 1-8 receiving a “Meets or Exceeds” in Math will increase by 10% from 18.59% to 20.44% on the Criterion Referenced Competency Test.
- The percentage of first time Math test takers on the Georgia High School Graduation Test will increase by 10% from 12.65% to 13.91% receiving a “Meets or Exceeds.”

*Includes GAA

2012-2013 School Year

- The percentage of students in APY grade levels 1-8 receiving a “Meets or Exceeds” in Math will increase by 10% from 20.44% to 22.48% on the Criterion Referenced Competency Test.
- The percentage of first time Math test takers on the Georgia High School Graduation Test will increase by 10% from 13.91% to 15.3% receiving a “Meets

or Exceeds.”

*Includes GAA

Graduation Rate

2010-2011 School Year

The percentage of eligible 12th grade students in accordance with students’ Individual Education Plans graduating in the spring 2011 with a regular education diploma or a technology/career diploma will increase by 10% from 20% to 30%.

2011-2012 School Year

The percentage of eligible 12th grade students in accordance with students’ Individual Education Plans graduating in the spring 2012 with a regular education diploma or a technology/career diploma will increase by 10% from 30% to 40%.

2012-2013 School Year

The percentage of eligible 12th grade students in accordance with students’ Individual Education Plans graduating in the spring 2013 with a regular education diploma or a technology/career diploma will increase by 10% from 40% to 50%.

LEA Name: **State Schools**

School Served: **Atlanta Area School for the Deaf**

Intervention Model: **Transformation**

Tier Level: **I**

Fiscal Year:

July 1, 2010

through June 30, 2011

Instructions: Please provide a comprehensive three-year budget for each school to be served with SIG funds. Each fiscal year should be represented by a separate budget detail page. Please provide an accurate description of the services, personnel, instructional strategies, professional learning activities, extended learning opportunities, contracted services, and any other costs associated with the implementation of the chosen intervention model. Please reference Appendix B.

Object Class	Item Description	Costs	
100 Personal Services (Salaries)	Accessible Materials Project ASL Specialist	45000	
	Accessible Materials Project Manager	55000	
	Accessible Materials Project Video Editor	35000	
			Object Total
			\$ 135,000
Benefits	Accessible Materials Project ASL Specialist	17100	
	Accessible Materials Project Manager	20900	
	Accessible Materials Project Video Editor	13300	
			Object Total
			\$ 51,300
300 Purchased Professional & Technical Services	CABER Training and Support	75000	
	Co-teaching Training and Support	5000	
	Gallaudet Portfolio Training and Support	5000	
	Data Teams Training and Support	5000	
	Technology Implementation Training and Support	5000	
	Formative Assessment Training and Support	5000	
	Thinking Maps Training and Support	15000	
	Sign Language Instructors for Parent Involvement Program	20000	
			Object Total
			\$ 135,000
500 Other Services	Extended Learning Teachers and Support Staff – June (hourly staff)	50000	
			Object Total
			\$ 50,000
600 Supplies	Parent Involvement Program Supplies	5000	
	Thinking Maps Supplies	10000	
	Gallaudet Portfolio Supplies	5000	
	CAEBER Supplies	10000	
	Data Teams Supplies	5000	
			Object Total
			\$ 35,000

700	Property	School-wide Student Response System	50000	
		15 Interactive white boards	40000	
		150 netbooks	75000	
		Cartoni Head (Tripod Parts)	600	
		Cartoni Sticks (Tripod Parts)	630	
		HD Camcorder	4300	
		Sony HVR-DR60 Hard Disk Recorder	1800	
		Diva Light 400W	2100	
		Arri Kit; 2-1 K & 2-650 W	3000	
		Century Stands	300	
		Grip Head 4 ½	200	
		(3) Green Chroma Screens	2700	
		Acom Tablet	800	
		Bella Keyboard	200	
		Nikon 12.3 Megapixel Digital SLR Camera	800	
		Boris Box Set SW	2000	
			\$ 184,430	
800	Other Objects	Rewards for staff for increased student achievement	60000	
		Incentives for staff	15000	
		GACE reimbursements	10000	
			\$ 85,000	
900	Other Uses			
		Travel (Staff to visit the Alabama School for the Deaf and the Texas School for the Deaf)	6000	
		Travel for Summer CAEBER Collaborative at Gallaudet University	6000	
		Travel for Credit Recovery and Summer Extended Learning Program (paying for buses and drivers through local school systems)	50000	
			\$ 62,000	

School Total

\$ 737,730

LEA Name: **State Schools**

School Served: **Atlanta Area School for the Deaf**

Intervention Model: **Transformation**

Tier Level: **I**

Fiscal Year:

July 1, 2011

through June 30, 2012

Instructions: Please provide a comprehensive three-year budget for each school to be served with SIG funds. Each fiscal year should be represented by a separate budget detail page. Please provide an accurate description of the services, personnel, instructional strategies, professional learning activities, extended learning opportunities, contracted services, and any other costs associated with the implementation of the chosen intervention model. Please reference Appendix B.

Object Class	Item Description	Costs	
100 Personal Services (Salaries)	Accessible Materials Project ASL Specialist	45000	
	Accessible Materials Project Manager	55000	
	Accessible Materials Project Video Editor	35000	
			Object Total
			\$ 135,000
Benefits	Accessible Materials Project ASL Specialist	17100	
	Accessible Materials Project Manager	20900	
	Accessible Materials Project Video Editor	13300	
			Object Total
			\$ 51,300
300 Purchased Professional & Technical Services	CABER Training and Support	50000	
	Co-teaching Training and Support	2500	
	Gallaudet Portfolio Training and Support	2500	
	Data Teams Training and Support	2500	
	Technology Implementation Training and Support	2500	
	Formative Assessment Training and Support	2500	
	Thinking Maps Training and Support	10000	
	Sign Language Instructors for Parent Involvement Program	20000	
			Object Total
			\$ 92,500
500 Other Services	Extended Learning Teachers and Support Staff – June (hourly staff)	50000	
			Object Total
			\$ 50,000
600 Supplies	Parent Involvement Program Supplies	5000	
	Thinking Maps Supplies	5000	
	Gallaudet Portfolio Supplies	2500	
	CAEBER Supplies	7500	
	Data Teams Supplies	2500	
			Object Total
			\$ 22,500

700	Property			
				Object Total
				\$ 0
800	Other Objects	Rewards for staff for increased student achievement	60000	
		Incentives for staff	15000	
		GACE reimbursements	10000	
				Object Total
				\$ 85,000
900	Other Uses			
		Travel for Summer CAEBER Collaborative at Gallaudet University	6000	
		Travel for Credit Recovery and Summer Extended Learning Program (paying for buses and drivers through local school systems)	50000	
				Object Total
				\$ 56,000
School Total				<u>\$ 492,300</u>

LEA Name: **State Schools**

School Served: **Atlanta Area School for the Deaf**

Intervention Model: **Transformation**

Tier Level: **I**

Fiscal Year:

July 1, 2012

through June 30, 2013

Instructions: Please provide a comprehensive three-year budget for each school to be served with SIG funds. Each fiscal year should be represented by a separate budget detail page. Please provide an accurate description of the services, personnel, instructional strategies, professional learning activities, extended learning opportunities, contracted services, and any other costs associated with the implementation of the chosen intervention model. Please reference Appendix B.

Object Class	Item Description	Costs	
100 Personal Services (Salaries)	Accessible Materials Project ASL Specialist	45000	
	Accessible Materials Project Manager	55000	
	Accessible Materials Project Video Editor	35000	
			Object Total
			\$ 135,000
Benefits	Accessible Materials Project ASL Specialist	17100	
	Accessible Materials Project Manager	20900	
	Accessible Materials Project Video Editor	13300	
			Object Total
			\$ 51,300

300	Purchased Professional & Technical Services	CABER Training and Support	25000	
		Co-teaching Training and Support	2500	
		Gallaudet Portfolio Training and Support	2500	
		Data Teams Training and Support	2500	
		Technology Implementation Training and Support	2500	
		Formative Assessment Training and Support	2500	
		Thinking Maps Training and Support	5000	
		Sign Language Instructors for Parent Involvement Program	20000	
			\$ 62,500	
500	Other Services	Extended Learning Teachers and Support Staff – June (hourly staff)	50000	
				Object Total
			\$ 50,000	
600	Supplies	Parent Involvement Program Supplies	5000	
		Thinking Maps Supplies	5000	
		Gallaudet Portfolio Supplies	2500	
		CAEBER Supplies	5000	
		Data Teams Supplies	1000	
				Object Total
			\$ 18,500	
700	Property			
				Object Total
			\$ 0	
800	Other Objects	Rewards for staff for increased student achievement	60000	
		Incentives for staff	15000	
		GACE reimbursements	10000	
				Object Total
			\$ 85,000	
900	Other Uses			
		Travel for Summer CAEBER Collaborative at Gallaudet University	6000	
		Travel for Credit Recovery and Summer Extended Learning Program (paying for buses and drivers through local school systems)	50000	
				Object Total
			\$ 56,000	

School Total

\$ 458,300

Professional Learning Timeline

PL Activity	Description	Person(s)/Group Facilitating	Staff Members Involved	Timeline	Evaluation
Thinking Maps Training	Thinking Maps is a common visual language for learning within and across the disciplines.	Thinking Maps Trainer	All Instructional Staff	(June 2010)	Successful completion of training and implementation of the Thinking Maps model through classroom observations, lesson plan reviews, formal/informal walkthroughs during the school year
Summer Leadership Team Retreat	The Leadership Team will review and revise the school improvement plan for AASD to support the transformation model.	Leadership Team	School Director, Principal, Content Specialists, Instructional Coaches, State Director, Student Services and Operations Coordinator, Professional Learning Coordinator, State Assessment Coordinator,	(July 2010)	The development of a transformational school improvement plan to be approved by GaDOE

			Teachers		
CLASS Keys	Teacher orientation and training of the CLASS Keys evaluation system	Instructional Administrative Team	All Teachers	(Aug 2010)	Successful Utilization of the CLASS Keys model
Technology	Training in the utilization of interactive whiteboards, netbooks, and student response systems in the classroom as well as integrating technology effectively into instruction	Kennesaw ETTC	All Teachers and Paraprofessionals	(Aug 2010)	Classroom Observations, Formal/Informal Walkthroughs, Portfolio Documentation

Standards Based Classroom Instruction (instructional framework and differentiated instruction)	Training teachers in effectively implementing the instructional framework model and differentiated instruction to support learning and teaching	Instructional Coaches, Content Specialists	All Teachers and Paraprofessionals	(Sept 2010)	Classroom Observations, Formal/Informal Walkthroughs, Portfolio Documentation
CAEBER	CAEBER trained staff will provide an overview of the program and how it will transform the school's instructional program. CAEBER staff will review timeline for implementation plan development.	CAEBER - Gallaudet University	All Staff	(Sept 2010)	Meeting agendas, Meeting minutes
Co-Teaching	Training teachers on how to implement co-teaching effectively to support instruction	RESA	All Teachers	(Oct 2010)	Classroom Observations, Formal/Informal Walkthroughs, Portfolio Documentation
Data Teams	Training teachers on how to implement data teams effectively to support instruction	Instructional Coaches, Content Specialists	All Teachers	(Oct 2010)	Classroom Observations, Formal/Informal Walkthroughs, Portfolio Documentation

Formative Assessments	Training teachers on how to implement formative assessments effectively to support instruction	Instructional Coaches, Content Specialists	All Teachers	(Oct 2010)	Classroom Observations, Formal/Informal Walkthroughs, Lesson Plan Reviews
Gallaudet Portfolios	Training teachers on how to implement student portfolios	Instructional Administrative Team, Instructional Coaches	All Teachers and Paraprofessionals	(Nov 2010)	Portfolio Documentation
CAEBER	CAEBER staff will review implementation plan for spring 2011 and school years 2011-2013.	CAEBER - Gallaudet University	All Staff	(Dec 2010)	Meeting Agenda, Meeting Minutes, Implementation Plan
Technology	Follow up training and support in the utilization of technology in the classroom as well as integrating technology effectively into instruction	Kennesaw ETTC	All Teachers	(Jan 2011)	Classroom Observations, Formal/Informal Walkthroughs, Portfolio Documentation
Gallaudet Portfolios	Follow up training and support for teachers on how to implement student portfolios	Instructional Administrative Team, Instructional Coaches	All Teachers	(Feb 2011)	Portfolio Documentation
Thinking Maps	Follow up training and support for staff on using Thinking Maps as a common visual language for learning within and across the disciplines	Thinking Maps Trainer	All Instructional Staff	(Mar 2011)	Successful completion of training and implementation of the Thinking Maps model at AASD

Co-Teaching	Follow up training and support for teachers on how to implement co-teaching effectively to support instruction	RESA	All Teachers	(Mar 2011)	Classroom Observations, Formal/Informal Walkthroughs, Portfolio Documentation
Gallaudet Portfolios	Follow up training and support for teachers on how to implement student portfolios	Instructional Administrative Team, Instructional Coaches	All Teachers	(April 2011)	Portfolio Documentation
CAEBER	Provide collaboration with other CAEBER deaf schools at a summer institute at Gallaudet University	CAEBER - Gallaudet University	1 Adm; 2 Instructional support staff: 1 Deaf & 1 Hearing	(June 2011)	Successful CAEBER implementation
Summer Leadership Team Retreat	The Leadership Team will review and revise the school improvement plan for AASD to support the transformation model.	Leadership Team	School Director, Principal, Content Specialists, Instructional Coaches, State Director, Student Services and Operations Coordinator, Professional Learning Coordinator, State Assessment Coordinator, Teachers	(July 2011)	The development of a transformational school improvement plan to be approved by GaDOE

Thinking Maps Training	Thinking Maps is a common visual language for learning within and across the disciplines.	Thinking Maps Trainer	All Instructional Staff	(Aug 2011)	Successful completion of training and implementation of the Thinking Maps model through classroom observations, lesson plan reviews, formal/informal walkthroughs during the school year
CLASS Keys	Teacher orientation and training of the CLASS Keys evaluation system	Instructional Administrative Team	All Teachers	(Aug 2011)	Successful Utilization of the CLASS Keys model
Technology	Training in the utilization of interactive whiteboards, netbooks, and student response systems in the classroom as well as integrating technology effectively into instruction	Kennesaw ETTC	All Teachers and Paraprofessionals	(Aug 2011)	Classroom Observations, Formal/Informal Walkthroughs, Portfolio Documentation
Standards Based Classroom Instruction (instructional framework and differentiated instruction)	Training teachers in effectively implementing the instructional framework model and differentiated instruction to support learning and teaching	Instructional Coaches, Content Specialists	All Teachers and Paraprofessionals	(Sept 2011)	Classroom Observations, Formal/Informal Walkthroughs, Portfolio Documentation

CAEBER	CAEBER trained staff will review the bilingual bicultural plan to be implemented during the school year	CAEBER - Gallaudet University	All Staff	(Sept 2011)	Meeting agendas, Meeting minutes
Co-Teaching	Training teachers on how to implement co-teaching effectively to support instruction	RESA	All Teachers	(Oct 2011)	Classroom Observations, Formal/Informal Walkthroughs, Portfolio Documentation
Data Teams	Training teachers on how to implement data teams effectively to support instruction	Instructional Coaches, Content Specialists	All Teachers	(Oct 2011)	Classroom Observations, Formal/Informal Walkthroughs, Portfolio Documentation
Formative Assessments	Training teachers on how to implement formative assessments effectively to support instruction	Instructional Coaches, Content Specialists	All Teachers	(Oct 2011)	Classroom Observations, Formal/Informal Walkthroughs, Lesson Plan Reviews
Gallaudet Portfolios	Training teachers on how to implement student portfolios	Instructional Administrative Team, Instructional Coaches	All Teachers and Paraprofessionals	(Nov 2011)	Portfolio Documentation

CAEBER	CAEBER staff will review progress made regarding the implementation plan and provide professional learning support.	CAEBER - Gallaudet University	All Staff	(Dec 2011)	Meeting Agenda, Meeting Minutes, Implementation Plan
Technology	Follow up training and support in the utilization of technology in the classroom as well as integrating technology effectively into instruction	Kennesaw ETTC	All Teachers	(Jan 2012)	Classroom Observations, Formal/Informal Walkthroughs, Portfolio Documentation
Gallaudet Portfolios	Follow up training and support for teachers on how to implement student portfolios	Instructional Administrative Team, Instructional Coaches	All Teachers	(Feb 2012)	Portfolio Documentation
Thinking Maps	Follow up training and support for staff on using Thinking Maps as a common visual language for learning within and across the disciplines.	Thinking Maps Trainer	All Instructional Staff	(Mar 2012)	Successful completion of training and implementation of the Thinking Maps model at AASD
Co-Teaching	Follow up training and support for teachers on how to implement co-teaching effectively to support instruction	RESA	All Teachers	(Mar 2012)	Classroom Observations, Formal/Informal Walkthroughs, Portfolio Documentation

Gallaudet Portfolios	Follow up training and support for teachers on how to implement student portfolios	Instructional Administrative Team, Instructional Coaches	All Teachers	(April 2012)	Portfolio Documentation
CAEBER	Provide collaboration with other CAEBER deaf schools at a summer institute at Gallaudet University.	CAEBER - Gallaudet University	1 Adm; 2 Instructional support staff: 1 Deaf & 1 Hearing	(June 2012)	Successful CAEBER implementation
Summer Leadership Team Retreat	The Leadership Team will review and revise the school improvement plan for AASD to support the transformation model.	Leadership Team	School Director, Principal, Content Specialists, Instructional Coaches, State Director, Student Services and Operations Coordinator, Professional Learning Coordinator, State Assessment Coordinator, Teachers	(July 2012)	The development of a transformational school improvement plan to be approved by GaDOE

Thinking Maps Training	Thinking Maps is a common visual language for learning within and across the disciplines.	Thinking Maps Trainer	All Instructional Staff	(Aug 2012)	Successful completion of training and implementation of the Thinking Maps model through classroom observations, lesson plan reviews, formal/informal walkthroughs during the school year
CLASS Keys	Teacher orientation and training of the CLASS Keys evaluation system	Instructional Administrative Team	All Teachers	(Aug 2012)	Successful Utilization of the CLASS Keys model
Technology	Training in the utilization of interactive whiteboards, netbooks, and student response systems in the classroom as well as integrating technology effectively into instruction	Kennesaw ETTC	All Teachers and Paraprofessionals	(Aug 2012)	Classroom Observations, Formal/Informal Walkthroughs, Portfolio Documentation
Standards Based Classroom Instruction (instructional framework and differentiated instruction)	Training teachers in effectively implementing the instructional framework model and differentiated instruction to support learning and teaching	Instructional Coaches, Content Specialists	All Teachers and Paraprofessionals	(Sept 2012)	Classroom Observations, Formal/Informal Walkthroughs, Portfolio Documentation

CAEBER	CAEBER trained staff will review the bilingual bicultural plan to be implemented during the school year.	CAEBER - Gallaudet University	All Staff	(Sept 2012)	Meeting agendas, Meeting minutes
Co-Teaching	Training teachers on how to implement co-teaching effectively to support instruction	RESA	All Teachers	(Oct 2012)	Classroom Observations, Formal/Informal Walkthroughs, Portfolio Documentation
Data Teams	Training teachers on how to implement data teams effectively to support instruction	Instructional Coaches, Content Specialists	All Teachers	(Oct 2012)	Classroom Observations, Formal/Informal Walkthroughs, Portfolio Documentation
Formative Assessments	Training teachers on how to implement formative assessments effectively to support instruction	Instructional Coaches, Content Specialists	All Teachers	(Oct 2012)	Classroom Observations, Formal/Informal Walkthroughs, Lesson Plan Reviews
Gallaudet Portfolios	Training teachers on how to implement student portfolios	Instructional Administrative Team, Instructional Coaches	All Teachers and Paraprofessionals	(Nov 2012)	Portfolio Documentation

CAEBER	CAEBER staff will review progress made regarding the implementation plan and provide professional learning support.	CAEBER - Gallaudet University	All Staff	(Dec 2012)	Meeting Agenda, Meeting Minutes, Implementation Plan
Technology	Follow up training and support in the utilization of technology in the classroom as well as integrating technology effectively into instruction	Kennesaw ETTC	All Teachers	(Jan 2013)	Classroom Observations, Formal/Informal Walkthroughs, Portfolio Documentation
Gallaudet Portfolios	Follow up training and support for teachers on how to implement student portfolios	Instructional Administrative Team, Instructional Coaches	All Teachers	(Feb 2013)	Portfolio Documentation
Thinking Maps	Follow up training and support for staff on using Thinking Maps as a common visual language for learning within and across the disciplines	Thinking Maps Trainer	All Instructional Staff	(Mar 2013)	Successful completion of training and implementation of the Thinking Maps model at AASD
Co-Teaching	Follow up training and support for teachers on how to implement co-teaching effectively to support instruction	RESA	All Teachers	(Mar 2013)	Classroom Observations, Formal/Informal Walkthroughs, Portfolio Documentation

Gallaudet Portfolios	Follow up training and support for teachers on how to implement student portfolios	Instructional Administrative Team, Instructional Coaches	All Teachers	(April 2013)	Portfolio Documentation
CAEBER	Provide collaboration with other CAEBER deaf schools at a summer institute at Gallaudet University.	CAEBER - Gallaudet University	1 Adm; 2 Instructional support staff: 1 Deaf & 1 Hearing	(June 2013)	Successful CAEBER implementation

Job Duties for SIG Funded Positions

Position Name: Accessible Materials Project Manager

Rationale for Position: The Accessible Materials Project Manager will provide oversight and coordination for the accessible materials project. Due to pervasive low reading and language levels among students with hearing loss, the need for accessible materials is great. The provision of such accessible materials will offer the scaffolding support needed for students to develop language and literacy skills necessary to achieve academic success. The quantity of materials needed and the urgency of the need will necessitate skilled management to expedite and ensure the quality of necessary projects (trade books, guided readers, textbooks, testing materials, etc).

Minimum Qualifications:

- Bachelor’s degree in education or a related field that would benefit the project
- Two years management of personnel experience
- Knowledge of DOS, Windows, Adobe Photoshop, Adobe Premier, and/or other computer operation systems
- Native ASL communication skills
- Strong writing skills
- Must have the ability to work collaboratively with others
- A strong understanding of text to print initiatives

Duties and Responsibilities:

- Oversees and coordinates filming, editing, production, and distribution of accessible materials as requested by staff and approved by the school principal or content specialists.
- Manages production of and maintains inventory of accessible materials (signed or captioned format) for support of classroom instruction and motivational purposes.
- Provides native ASL consultation as a part of the production team.
- Consults with school principal, content specialists, and instructional coaches to set priorities and develop a timeline for accessible material production.
- Coordinates and mentors student editors in the completion of accessible materials.
- Participates in professional learning opportunities to advance ASL, English language, video editing, and production skills.

Position Name: Accessible Materials Project American Sign Language (ASL) Specialist

Rationale for Position: The Accessible Materials Project ASL Specialist will provide American Sign Language interpreting and language consultation services to the ongoing project of video filming and editing of accessible materials. Since these materials will serve as a model for student language and literacy, accuracy of ASL concepts is crucial to the viability and credibility of the materials. A qualified ASL Specialist will provide the expertise necessary to ensure the accuracy of both the ASL and English language models.

Minimum Qualifications:

- High School diploma
- Proficient in English grammar and comprehension of print
- Advanced to Native-like ASL communication/interpreting skills (Registry of Interpreters for the Deaf Certification Preferred)
- Must have experience working with deaf students and teachers in a school setting

Duties and Responsibilities:

- Participates as an interpreter/consultant during all filming of accessible materials.
- Provides voiceover interpretation for signed materials.
- Provides quality control for accessible materials by reviewing draft projects for accuracy of language concepts.
- Completes products in a professional and timely manner.

- Works with and mentors student signers in the completion of accessible materials.
- Participates in professional learning opportunities to advance ASL language and interpreting skills.

Position Name: Accessible Materials Project Video Editor

Rationale for Position: The Accessible Materials Project Video Editor will provide video editing services for the development of accessible materials and projects for students with hearing loss. Video editing is necessary to provide American Sign Language support to materials and other language based media. These accessible materials will enable students to improve language and literacy skills by allowing for significantly increased opportunities for exposure to language and print.

Minimum Qualifications:

- High School diploma
- Knowledge of DOS, Windows, Adobe Photoshop, Adobe Premier, and/or other computer operation systems
- Intermediate to Advanced level ASL communication skills
- Must have the ability to work collaboratively with others
- Must have 2 years experience with video production projects

Duties and Responsibilities:

- Completes filming, editing, production, and distribution of accessible materials as requested by staff and approved by the school principal or content specialists.
- Produces and maintains inventory of accessible materials (signed or captioned format) for support of classroom instruction and motivational purposes.
- Completes products in a professional and timely manner (properly labeled and packaged) for final distribution either on site or for outreach purposes.
- Works with and mentors student editors in the completion of accessible materials.
- Participates in professional learning opportunities to advance video editing production skills.