

The SIG Transformation Model at the GSD

June 2010

We selected the transformation intervention model because its constructs are the most likely to enable the extreme systemic changes that are needed at our school based on a comprehensive analysis of longitudinal student academic achievement data, needs surveys, the SACS CASI Quality Assurance Review Team Report (April 2009), and the GAPSS analysis conducted at our school in May 2010. Of primary importance is the transformation model's capacity to support and sustain standards-based instruction and a school wide transition from a total communication school environment to a research-based, developmentally appropriate bilingual learning environment that emphasizes student mastery of American Sign Language (ASL) and standard English in concert. This dynamic change in the way we communicate and its impact on our organization and the relationships between and among students and staff in our unique school is representative of the strongest commitment to meaningful, sustainable school improvement unfettered by financial constraints and traditional approaches to reform. In addition to providing for a substantial increase in, and emphasis on, job-embedded professional learning, the transformation model enables us to take advantage of our school's unique residential setting in order to implement a genuinely significant increase in learning time by extending the regular school day and creating 17 specially designed Extended Learning Weekends (ELW). These literacy enriched ELWs will accelerate our students' mastery of ASL and English by providing alternative experiential learning opportunities that serve to build their background knowledge, develop vocabulary, and connect the GPS to the world beyond the classroom.

It is also the model that most closely reflects the intent and strategic planning behind the changes that our school has initiated and implemented since 2006. These changes include previous extensions of the regular school day and implementing block scheduling in 2007-08; the IEP-directed pursuit of regular diplomas for the vast majority of students; recruiting and retaining instructional staff with the skills necessary to meet the needs of our students by setting performance expectations on the Sign Language Proficiency Interview (SLPI) in 2008-09 for all staff; and, providing staff with ongoing, job-embedded professional development designed to enable more effective teaching (e.g. Assertive Discipline, Fairview Learning, use of assistive technology). Although these initiatives are ongoing and continue to provide our instructional staff with some of the tools and strategies needed to meet the unique needs of our students, the optimal use of SIG funds to support the newly developed interventions described herein will immediately jumpstart a profound transformation that in three years will result in unprecedented student achievement levels at our school.

The transformation model not only requires new ways of working to recruit highly qualified staff, engage more families in the education of their children, and differentiate instruction based on individual student needs, it also enables us to provide the additional instructional time our students need to master the GPS and their need to be involved in experiential, hands-on learning that extends well beyond the traditionally structured classroom. This model clearly supports the alternative instructional and support strategies we are proposing.

As the state's only residential school for deaf and hard of hearing students, we are unique in Georgia, and this intervention model provides us with the opportunity to adopt both research-based school improvement strategies as well as data-driven interventions and a language-rich learning environment that reflect best practices for deaf and hard of hearing learners.

Operating flexibility has varied markedly over the 164 year history of our school and the transformation model will enable us to expand on the Locally Managed Schools (LMS) initiative championed by State Superintendent of Schools Kathy Cox. This initiative has enjoyed widespread support from stakeholder groups including the GSD Alumni Association, School Council, PTDA, SACS CASI, Cave Spring City Council, GADOE, CEASD (Conference of Educational Administrators of Schools and Programs for the Deaf), Georgia Association of the Deaf (GAD), and Gallaudet University.

School Improvement Grants Application

Section 1003(g) of the Elementary and Secondary Education Act

CFDA Numbers: 84.377A; 84.388A



U.S. Department of Education
Washington, D.C. 20202

OMB Number: 1810-0682
Expiration Date: XX/XX/2010

Paperwork Burden Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1810-0682. The time required to complete this information collection is estimated to average 100 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate or suggestions for improving this form, please write to: U.S. Department of Education, Washington, D.C. 20202-4537. [OMB approval forthcoming]

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Part II: LEA Application 2010

LEA Name: Georgia School for the Deaf	LEA Mailing Address: 232 Perry Farm Rd SW Cave Spring, GA 30124
LEA Contact for the School Improvement Grant Name: Lee Shiver Position and Office: Director Contact's Mailing Address: 232 Perry Farm Rd. SW Telephone: 706-777-2200 Fax: 706-777-2204 Email Address: lshiver@doe.k12.ga.us	
Superintendent (Printed Name): <i>Lee A. Shiver</i>	Telephone: <i>706-777-2200</i>
Signature of Superintendent: <i>[Signature]</i> X _____	Date: <i>4-14-10</i>
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: Georgia School for the Deaf

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 attachment 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
Georgia School for the Deaf		X						X

School Improvement Grant 1003(g) LEA Application 2010

LEA Name: Georgia School for the Deaf

School Name: Georgia 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).
 - 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.

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

School needs data was collected and analyzed from the following sources: GAPSS Analysis, CRCT, ELA/Reading and Math and GHSGT ELA and Math Grade 11, STAR Reading, STAR Math, The Basic Reading Inventory, 3rd 5th and 8th Grade Writing Assessments, GHSWT, Highly Qualified data, teacher retention data, parent survey data, IEP compliance data, and technology needs. The data indicate two overarching needs under which all other needs fall. Establishment and support of an ASL/English Bilingual Education model, and the implementation and support of standards based instruction across all grade levels and content areas.

The following data points provide a summary of the most salient findings from our analysis:

- School assessment scores from the 2006-2007, 2007-2008, and 2008-2009 school years for CRCT ELA, Reading, and Math (grades 3-8) and GHSGT ELA and Math (grade 11) provide inconsistent data for student achievement across years, grade levels, and subject areas, with fluctuations of up to 100% from one year to the next. Averages across the three year data period show consistently low performance in all grade levels and subject areas, with reading and ELA being the lowest.
- School wide data on reading levels using STAR Reading, John’s Basic Reading Inventory, show that no student at GSD is reading on or above grade level. Math data collected from the STAR Mathematics assessment shows that fewer than 20% of students are at or above grade level in mathematics. In addition, achievement gaps between grade-level standards and actual performance of students range up to 12 year on these tests.

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- On the 3rd grade, 5th grade, and 8th grade writing assessments, and the Georgia High School Writing Test, our students have shown rare, sporadic success. No students met expectations on these tests for this academic year.
- Sign Language Proficiency Interviews (SLPI) conducted during the 2008-2009 school year show that 41% of the GSD staff performs above the target level for their job placement. 11% of the staff is currently performing at their target level, and 48% of the GSD staff performs below the target level for their job placement.
- 23% of the current instructional staff is not classified as highly qualified according to the federal No Child Left Behind Act.
- 32% of the current faculty have been at our school three or fewer years. 60% of the current faculty have been at our school five or fewer years.
- GSD staff need training in writing IEPs including appropriate goals for each student.
- Teacher laptops are four years old, heavily used, no longer in production (making parts replacement extremely difficult), and are not covered by warranty. Classroom, media center, and lab desktop computers are 6-9 years old. Our three oldest SmartBoards and projectors are breaking down regularly and are no longer under warranty.

Analysis of the data shows a need for radical change in instruction, particularly in the areas of Reading and ELA.

Language deprivation in the early years, coupled with a continued and consistent lack of environmental exposure to printed, spoken, and written language (literacy) puts our deaf and hard of hearing students at increased risk for communication difficulties in writing, reading, speaking, language and reading delays, poor reading comprehension, poor performance on standardized testing in all content areas, and difficulty assimilating into and achieving success in post-high school pursuits including job placement, technical school, and college (Algozzine & Lockavitch, 1998). These issues must be addressed by implementing support specific to the needs of these language and literacy deprived students.

GSD contracted with Dr. Maribel Garate from Gallaudet University (B.S. in Communication Sciences and Disorders, M.A. in Linguistics of American Sign Language, M.A. in Deaf Education, and a Ph.D in Deaf Education). Dr. Garate spent two days observing teachers' and students' interactions in the classroom. Her findings indicate that there is a major disconnect between the language of instruction and the language of the deaf students. She further explained that, in particular, when a teacher uses ASL and exact English simultaneously to instruct in the classroom, what actually occurs is that the student neither acquires accurate ASL or English language and, in fact, the information that is being communicated to the students by the teacher is incomplete and in many cases, incomprehensible. Dr. Garate explained that it is like using two different languages at the same time, neither of which the student has mastered, to teach unfamiliar academic content standards that the student is expected to master.

- Transformational, job-embedded professional development endeavors, such as creating an ASL/English bilingual culture at GSD, require sustained, diligent, consistent, and specific

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monitoring and evaluation. In order to accomplish this huge task, we will recruit and secure an ASL/English Bilingual Specialist (*attachment #1*) [**budget items #4 & #14**]. Both the ASL English Bi-lingual Professional Development (AEBPD) and the Fairview Learning programs will be fully implemented during the grant period. As the ASL/English Bilingual Specialist monitors, supports, and evaluates these programs and other aspects of our bilingual culture, he/she will be engaged in the coaching cycle with teachers and other staff as needed, fostering self-monitoring, modeling, providing individualized support and taking the lead in establishing and maintaining the bilingual culture at GSD. It is our hope that this position would be supported by state funds at the conclusion of the grant period. If it is not, the administrators and coaches would have to somehow maintain this vital role.

- GSD will contract with Dr. Maribel Garate (B.S. in Communication Sciences and Disorders, M.A. in Linguistics of American Sign Language, M.A. in Deaf Education, and a Ph.D in Deaf Education) to provide monthly consultative visits and feedback [**budget item #28**]. Dr. Garate will gauge the overall school bilingual culture, perform classroom observations, and provide individual, small, and whole group feedback. She will work closely with the school's ASL/English Bilingual Specialist to determine strengths, weaknesses, and next steps. Dr. Garate, as one of the nation's leading experts in the field of bilingual education, will provide invaluable input into the formation, maintenance, and continuous improvement of our bilingual culture at GSD.
- In order for the bilingual culture to permeate the GSD culture, and for the academic parts of these programs to be correctly extended to homework and other residential times, we will recruit and secure the services of a Residential Learning Coordinator (*attachment #2*) [**budget items #5 & #15**], who will oversee and support the continuation of these programs in the residential setting. It is our hope that this vital position would be supported by state funds at the conclusion of the grant period. If it is not, we would distribute these responsibilities among the residential paraprofessionals, and ask for teacher assistance.
- A final response to school assessment score data is the inclusion in our calendar of 17 Extended Learning Weekends (ELW) [**budget items #2, #3, #32, #33, #35-47**]. During this extended learning time (approximately 256 hours), all students will have the opportunity to participate in literacy building activities – to be exposed to printed, spoken (signed), and written language (see full description in A8). As the literacy standards of their classrooms are applied to real life learning child situations, as their background knowledge is built, as their vocabulary grows and strengthens through interaction with both deaf and hearing adults and peers, as they are making vital connections between school skill sets and life skill sets, as bilingual experiences permeate these weekends, our students' academic achievement will be positively influenced.

Early literacy research indicates that “literacy develops when children have encounters in print; presumably written in a language the child speaks” (Perez 2004). Since ASL cannot be printed, these

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encounters must couple ASL with printed English (Mayer, 2007). Mayer & Wells (1996), consider the minimal conditions for language acquisition to be a) adequate exposure in quality and quantity, b) to accessible linguistic input, c) in meaningful interactions, d) with others who are capable users of the language. Since ELW will satisfy all of these requirements, it stands to reason that the students' literacy levels will be positively impacted, thereby positively impacting their achievement.

The sustainability of ELW beyond the three year grant period is difficult to gauge. Many years ago, GSD students were kept on campus for several weeks at a time, so we know that it is possible to maintain that aspect. We are hopeful that the literacy activities could be supplemented with volunteer hours, community support, flexible hours for support staff, and other creative methods.

- **On the 3rd grade, 5th grade, and 8th grade writing assessments, and the Georgia High School Writing Test, our students have shown rare, sporadic success. No students met expectations on these tests for this academic year.**

As previously cited, research concludes that early language deprivation, and lack of environmental exposure to printed, spoken, and written language (literacy) contribute significantly to deaf students' communication difficulties in all forms of standard English, including writing. Again, to address this deficiency, implementation of support specific to these unique needs is necessary.

I. Programs

Our research indicates that the following programs are available to address the unique and specific deficiencies in writing as indicated by the data.

A. The development of a bilingual culture at GSD will influence our students' performance on these standardized writing assessments. As previously stated, this cultural shift will allow the solid foundation in our students' first language, which leads to better performance in English over time. The ASL/English Bilingual Professional Development (AEBPD) [**budget item #20**], as described earlier in this document, will be our means of transforming our culture at GSD.

B. The implementation of the Fairview Learning Program for the Deaf [**budget item #19**] will also impact our students' proficiency in writing standard English. The use of the adapted Dolch words, the implementation of the bridging process, and specifically the Spontaneous Written English component of the program will serve to increase student achievement in this important area.

C. Writer's Workshop [**budget item #30**] is an interdisciplinary writing technique which can build students' fluency in writing through continuous, repeated exposure to the process of writing. The following description is taken directly from <http://www.teachersfirst.com/lessons/writers/writer-k.html>.

Writer's Workshop is a teaching technique that invites students to write by making the process a meaningful part of the classroom curriculum. Writing is an expected activity on a daily basis. Students are exposed to the organization and thought required to create a story or write about a favorite topic. Because they are allowed to choose the topic, students are motivated to create and complete works to read to classmates. The Writer's Workshop format includes story planning, revision, teacher editing, and direct instruction in the mechanics of grammar. Ideally, students become enamored by the power of their words, and will strive for the independence of fluency. Writer's Workshop can be paired with reading activities to create a powerful motivating tool when teaching literacy.

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The Writer's Workshop is typically a part of each day, however, for teachers with a schedule problem it can be a 3 day a week activity. The main components of the Writer's Workshop include a Mini-lesson, Status of the class, Writing & Conferencing, and Sharing & Author's Chair. Some of these components may already be a part of your classroom routine.

1. Mini-Lesson

A Mini-Lesson is usually a 5-10 minute whole class activity and may be as simple as doing guided writing from a story. An example is to lay out a favorite story's events in beginning, middle, and end form, create an idea web about the student's reactions to the story, or bring attention to basic use of punctuation. A group reading activity such as a big book, or song or poem written on chart paper can introduce patterns in language and rhyming words, it could be used to search for phonetic sounds, or even to recognize beginning site words. This is a direct teaching opportunity for teachers to present the information a class is ready to learn. Some teachers require students to use the mini-lesson information immediately; other teachers will gently re-introduce information to students at the conferring sessions according to their individual readiness.

2. Status of the Class

The Status of the Class takes about 2-3 minutes and provides the student and teacher with information about how the student's work is progressing. It can be done with a quick handing out of the folders and a quick response from the students such as Illustrating, Work in progress, Publishing, or it may be a bulletin board that has color coded cards. A written work must have the following format:

- Front cover
- Title Page: with title, author's name, and illustration and date of completion.
- Dedication Page
- Story pages
- Back Cover

3. Write and Confer

Writing & Conferencing is ideally a 20 - 40 minute session. In the beginning of the kindergarten year however, shorter sessions may work better. As noted earlier students will begin by dictating, with the teacher taking down the student's words with a yellow highlighter after they finish an illustration. The student is then asked to write over the words with pencils or markers to make them all their own. This process provides small motor development, handwriting practice, and brings meaning to the written word. This process becomes increasingly independent as the child progresses through each grade.

4. Sharing: Author's Chair

Sharing and Author's Chair usually take 10 minutes and can be done either by having the students read to the class a "published book" or by children sharing their work in pairs. If peer editing is to be part of your classroom structure, careful introduction to a process such as TAG will be required. TAG stands for - tell one thing you liked about the story, ask one question, and give one suggestion.

Student Assessment is done by keeping a portfolio of revisions and copies of completed work. Since all

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outside training will be complete and all materials purchased during the grant period, Writer's Workshop is completely sustainable beyond the 3-year grant period.

D. Shurley English [budget item #21] is a dynamic English curriculum for grades K–8 known for its unique blend of grammar, skills, and writing. Shurley English is a rigorous curriculum that reinforces student teacher interaction, promotes higher-order thinking skills, and provides measurable academic achievement. The program's most defining teaching model, the *Question and Answer Flow*, is highly successful because it utilizes the different learning styles of students, includes enough repetition for students to master grammar easily, and incorporates the part-to whole philosophy. Shurley English writing teaches concrete organizational patterns for a variety of writing purposes. Shurley students produce writing that is clear, readable, and understandable. This description was taken from Shurley English: Why it Works (*attachment #3*). This attachment booklet provides clear, definable, research-based rationale for the implementation of this program. Anecdotal evidence from our teachers who were previously trained and have implemented the program supports these findings.

Since all outside training will be complete and all materials purchased during the grant period, Shurley English is completely sustainable beyond the 3-year grant period.

II. Personnel

Our previously mentioned specialists will assist in the writing portion in the following ways:

- A. ASL/English Bilingual Specialist [**budget items #4 & #14**] will supervise the implementation of the bilingual aspect of the writing process
- B. Dr. Garate [**budget item #28**] will aid in this process
- C. The Residential Learning Coordinator [**budget items #5 & #15**] will facilitate the continuation of the programs in the residential setting.

III. Life Application

Our Extended Learning Weekends (ELW) [**budget item #2, #3, #32, #33, #35-47**] will foster improvement in student writing achievement by positively impacting student literacy levels (as previously addressed).

- **Sign Language Proficiency Interviews (SLPI) conducted during the 2008-2009 school year show that 41% of the GSD staff performs above the target level for their job placement. 11% of the staff is currently performing at their target level, and 48% of the GSD staff performs below the target level for their job placement.**

ASL is the first language of our very unique students. Teachers and staff need to be proficient in this language in order to fully communicate with the students and provide the instruction that they need (please see prior research on bilingual education). Clearly, with nearly half of the staff performing below their targeted level, communication deficits are present, and need to be addressed.

I. Programs

A. Beginner, Intermediate, and Advanced ASL classes are offered throughout each school year. Participation in these classes is currently voluntary, but may be included in teachers' individualized

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professional development plans in the grant period and beyond. Teachers whose SLPI scores are below the Advanced level may be motivated to attend because of bonuses tied to the score [budget item #10].

Although the bonuses will not be available following the grant period, the program is not dependent on grant funds.

B. Sign Language Proficiency Interviews [budget item #18] will be administered annually for all staff excluding staff who earn a rating of “Advanced” or above in year one (2010-11).

C. The implementation of a bilingual culture at GSD through the AEBPD [budget item #20] will promote the development of ASL skills in all staff members. As ASL is used in all instruction and “verbal” communication on the campus, incidental and intentional improvement will occur.

II. Personnel

A. The ASL/English Bilingual Specialist [budget item #4 & #14] will be observing teachers and other staff as they communicate and instruct. Support for ASL development/improvement is included in this job.

B. Dr. Garate’s [budget item #28] work will include support for ASL development/improvement

C. The Residential Learning Coordinator [budget item #5 & #15] will support this development/improvement in the residential setting

- **23% of the current instructional staff is not classified as highly qualified according to the federal No Child Left Behind Act.**

GSD has experienced a 42% growth in student enrollment since 2006. Locating and securing highly qualified staff has proven to be a frustrating and most often fruitless endeavor. Past and current strategies include: advertising on the GADOE website, advertising on the GSD website, running ads on deaf websites, and contacts at national conferences (CEASD). Several factors account for this difficulty: Deaf Education programs are not included at most colleges (Georgia has only one), Georgia offers no reciprocity with respect to teacher certifications from other states, Deaf Education programs do not adequately prepare graduates to be highly qualified in a content field (these degrees are not content-based), and Cave Spring is a very small, isolated community.

I. Programs

A program is already in place using Title II-A, Improving Teacher Quality funds to reimburse teachers for taking appropriate Georgia Assessment for the Certification of Educators (GACE) tests, to pay for needed professional development for test preparation.

This program is not dependent on grant funds.

Although the bonuses are dependent on grant funds, highly qualified status is necessary for continued employment.

II. Personnel

A. A Recruiting Coordinator (*attachment #4*) [budget items #6 & #16] will be employed to facilitate the process of finding and securing highly qualified teachers to fill current (Language Arts – High School, Math – High School, Graduation Coach, Literacy Content Specialist, Speech Language Pathologist) and

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future (due to retirement, transfers, and inability to attain highly qualified status) vacancies.

This position is totally dependent on grant funding. The contacts made and relationships formed will facilitate sustainability beyond the grant period.

B. The Principal will be actively involved in promoting completion of highly qualified requirements among current staff members.

This position is not dependent on grant funds.

- **GSD needs to improve its ability to recruit and retain highly qualified teachers**

The task set before the teachers at GSD is formidable. Our students often come to us with very limited or no language, and always with a sizeable gap between their actual performance levels and expected performance levels. Sixty percent of our current students have been at GSD for two or fewer years. In grades 3-8, 67% of students have been at GSD for two or fewer years, and 50% have been here for one year or less. Data that is represented to teachers about the academic achievement of these transfer students entering GSD is almost always inflated, and comprehensive profiles for these students are not available. Almost all students are severely lacking or completely devoid of the vocabulary and experiences necessary to accommodate new learning. Every student has an Individualized Education Plan that must be written, updated, monitored, abridged, and followed. Every student requires an individual remediation plan in every class. Every teacher must administer, record, analyze, and respond to formal diagnostic, benchmark, Curriculum Based Measures (CBM), framework, progress monitoring, and State assessments, as well as efficiently use classroom formative and summative assessment data. They must scaffold instruction so that GPS on grade level can be mastered by students who are frequently 8-12 years behind. Instruction must be differentiated at levels unknown in hearing schools. Achievement gaps between students in one classroom are often 8-10 years. Hearing loss in that same classroom may range from 52 decibels (mild) to 120 decibels (profound). Use of standard English in reading, writing, or speaking is typically deficient. Research in deaf education is minimal due to the relatively low number of students affected, and many “best practices” are not successfully adapted for deaf learners. Teacher burnout rates are high. Cave Spring is a very small and isolated community, with few amenities to attract and hold these highly qualified teachers. Teachers who have options to transfer often exercise those options, creating quite a challenge to recruit and retain high quality teachers at GSD.

I. Programs

These bonuses are dependent on grant funds. The school culture, climate, and perception at the end of the grant period may render such financial bonuses unnecessary.

A mentoring program is being implemented beginning Fall 2010 in conjunction with our School Improvement Plan (SIP). This will pair our new (beginning teachers, or new to GSD) staff with qualified veterans, and includes monitoring and evaluating instruments. Grant funded stipends [**budget item**] will be paid to participating mentors.

These stipends are dependent on grant funds. It is possible that the program will be sustainable through other mentoring funding through the State or Title II-A funds.

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II. Personnel

A. Current teachers qualifying to be mentors [budget item #11] can apply.

B. School counselor will oversee mentoring program.

- **The Parent Survey (attachment #5) conducted in April 2009 indicates that 20% of responding parents would like summer programs and resources to keep their children on track.**

Many of our parents are unable to communicate with their deaf student. They do not know how to engage them in appropriate educational activities to sustain or continue the learning accomplished in the school year. Parents who can communicate are often stymied by lack of content knowledge, or lack of understanding of how to find and use appropriate materials and strategies to convey that knowledge.

I. Programs

A. Technology in Homes to Elevate Student Achievement (THESA) [budget items #9 & #26] will provide selected students with school-issued laptops to use during the summer under the supervision of teachers connected via the internet. Students will be assigned academic tasks and work products designed to help them develop their vocabulary, writing, reading, and overall communication skills.

This program will not require the use of grant funds, and is therefore sustainable past the grant period.

B. A Summer Family Outreach Program [budget items #12 & #48] will be implemented to facilitate summer learning. Teachers will visit students' families that live within a two hour driving distance of our school to assist parents with their sign communication skills and facilitate parental involvement in the student's education.

This program is dependent on grant funding, and is sustainable only through volunteer commitments and possible Title I Family Involvement funds.

II. Personnel

A. Teachers willing to be involved in the Summer Family Outreach Program [budget items #12 & #48]

B. We will recruit and secure a Parent Involvement Coordinator (attachment #6) [budget item #7 & #17] to coordinate, monitor and evaluate the THESA and teacher visitation summer programs, as well as other responsibilities noted in the job description.

- **GSD staff need training in writing IEPs including appropriate goals for each student**

Every student at GSD has an IEP. As we implement the transformational plan for our school, all IEP's must include goals for bi-lingual communication, reading and writing skill acquisition. Our teachers will

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need training and support to insure that all new intervention strategies are appropriately addressed in each IEP and provide appropriate supports for students. Therefore, the following are necessary:

I. Programs

A. Training on new IEP software [**budget item #27**] will be provided for all teachers. This will solve many of the issues of inconsistency, inappropriate goals, and monitoring.

Since all software and training will be paid for during the grant period, this program is completely sustainable beyond the grant period.

B. A Summer IEP Development Stipend [**budget item #13**] will allow teachers to work on their IEP caseload using the software and training to assure that each IEP will meet compliance criteria.

Funding during the grant period will allow for development of each student's IEP to meet compliance criteria. Teachers will be able to handle any new students beyond that point, so this program will no longer be necessary after the close of the grant period.

II. Personnel

A. Teachers involved in Summer IEP Development [**budget item #13**].

B. IEP compliance monitoring is under the supervision of the Assistant Director of Student Services

- **Teacher laptops are four years old, heavily used, no longer in production (making parts replacement extremely difficult), and are not covered by warranty. Classroom, media center, and lab desktop computers are 6-9 years old. Our three oldest SmartBoards and projectors are breaking down regularly and are no longer under warranty.**

Research on the effects of technology on student achievement indicates a positive relationship between students' appropriate use of technology and student achievement. Kulik (1994) found that students who consistently used appropriate technology on average scored in the 64th percentile on tests of student achievement, compared to students in the control group who scored on average in the 50th percentile. He also found that these students were able to learn in less time, and had a more positive attitude about their classes.

Jay Sivin-Kachala (1998) reviewed 219 research studies and found that students in technology rich environments experienced positive effects on achievement in all major subject areas, that these effects are consistently positive from pre-kindergarten through post-graduate levels, and that students' attitudes toward learning and self concept were positively impacted as well.

Our unique students must learn through visual and tactile methods. Technology is the perfect provision for this learning style need.

Purchase appropriate technology (*attachment #7*) [**budget item #34**].

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d) Provide rationale for the intervention model selected.

We selected the transformation intervention model because its constructs are the most likely to support the extreme systemic changes that are needed at our school based on a comprehensive analysis of longitudinal student academic achievement data, needs surveys, the SACS CASI Quality Assurance Review Team Report (April 2009) and the GAPSS analysis conducted at our school in May 2010. Of primary importance is the transformation model's capacity to support and sustain standards-based instruction and a school wide transition from a total communication school environment to a research-based, developmentally appropriate bilingual learning environment that emphasizes student mastery of American Sign Language (ASL) and standard English in concert. This dynamic change in the way we communicate and its impact on our organization and the relationships between and among students and staff in our unique school are representative of the strongest commitment to meaningful, sustainable school improvement unfettered by financial constraints and traditional approaches to reform. In addition to providing for a substantial increase in, and emphasis on, job-embedded professional learning, the transformation model enables us to take advantage of our school's unique residential setting in order to implement a genuinely significant increase in learning time by extending the regular school day and creating 17 specially designed Extended Learning Weekends (ELW). These literacy enriched ELWs will accelerate our students' mastery of ASL and English by providing alternative experiential learning opportunities that serve to build their background knowledge, develop vocabulary, and connect the GPS to the world beyond the classroom.

It is also the model that most closely reflects the intent and strategic planning behind the changes that our school has initiated and implemented since 2006. These changes include previous extensions of the regular school day and implementing block scheduling in 2007-08; the IEP-directed pursuit of regular diplomas for the vast majority of students; recruiting and retaining instructional staff with the skills necessary to meet the needs of our students by setting performance expectations on the Sign Language Proficiency Interview (SLPI) in 2008-09 for all staff; and, providing staff with ongoing, job-embedded professional development designed to enable more effective teaching (e.g. Assertive Discipline, Fairview Learning, use of assistive technology). Although these initiatives are ongoing and continue to provide our instructional staff with some of the tools and strategies needed to meet the unique needs of our students, the optimal use of SIG funds to support the newly developed interventions described herein will immediately jumpstart a profound transformation that in three years will result in unprecedented student achievement levels at our school.

The transformation model not only requires new ways of working to recruit highly qualified staff, engage more families in the education of their children, and differentiate instruction based on individual student needs, it also enables us to provide the additional instructional time our students need to master the GPS and their need to be involved in experiential, hands-on learning that extends well beyond the traditionally structured classroom. This model clearly supports the alternative instructional and support strategies we are proposing.

As the state's only residential school for deaf and hard of hearing students, we are unique in Georgia, and this intervention model provides us with the opportunity to adopt both research-based school improvement strategies as well as data-driven interventions and a language-rich learning environment that reflect best practices for deaf and hard of hearing learners.

Operating flexibility has varied markedly over the 164 year history of our school and the transformation model will enable us to expand on the Locally Managed Schools (LMS) initiative championed by State Superintendent of Schools Kathy Cox. This initiative has enjoyed widespread support from stakeholder

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groups including the GSD Alumni Association, School Council, PTDA, SACS CASI, Cave Spring City Council, GADOE, CEASD (Conference of Educational Administrators of Schools and Programs for the Deaf), Georgia Association of the Deaf (GAD), and Gallaudet University.

- 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.

The Georgia School for the Deaf 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 Georgia School for the Deaf, and the other two state-operated schools.

Under the auspices of the State Superintendent of Schools the Georgia School for the Deaf 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 State 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 GSD as needed. Additionally a staff member from each GaDOE department has been assigned to work with GSD 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, the Georgia School for the Deaf 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 it has selected. There will be: (1) increased opportunities for technical support, communication, and collaboration between the GSD 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.

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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.

(Respond Here)

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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.

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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.

Our School Council was first advised of our application and the availability of the SIG at our monthly meeting held on March 11, 2010 (*attachment #8*). Our School Council chair (a parent) attended the GADOE's briefing in Atlanta on March 3 when we first learned of the SIG and received the application notebook.

We presented the SIG application requirements and our intervention model selection to the faculty on March 10 and provided an initial opportunity for teachers to discuss the extended learning time requirement and other required elements of the application the afternoon of March 10, 2010 (*attachment #9*). Teachers were also invited to participate in discussions during spring break when our SIG writing team remained at school to work toward completing the application.

As the application has been developed, we have posted draft responses on our in-house intranet to keep faculty and staff informed. Parents attending Family Learning Weekend April 17-18, 2010 were informed of the SIG and our proposed extended learning weekends and lengthened school day. We received general support from those attending for our application and the proposed extended school day and selected extended learning weekends (*attachment #10*).

Stakeholder input has also been gathered from at least one deaf education consultant from Gallaudet University and a school improvement specialist from the Georgia Partnership for Excellence in Education recommended by the Georgia Leadership Institute for School Improvement. A presentation was made to an assembly of the GSD Alumni Association on our campus in June. A SIG application update has been provided in almost all of our Leadership Team, School Council, and faculty meetings since March .

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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.

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:

- (1) 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.
- (2) 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.
- (3) 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.
- (4) Report to the SEA the school-level data required under section III of the final requirements.

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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 schoolwide 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.

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Attachment 2d

Transformation Model

LEA Name: Georgia Department of Education

School Name: Georgia School for the Deaf

The LEA must:

<p>A1. Replace the principal who led the school prior to commencement of the transformation model.</p>	
<p>Actions:</p> <p>Five candidates were interviewed for the principal position (<i>attachment #11</i>). The interviews were conducted by the State Schools Liaison Dr. Deloris Banks, and Director Dr. Lee Shiver.</p> <p>The interview committee's unanimous recommendation to hire a new principal was made to the GADOE.</p>	<p>Timeline:</p> <p>June 7, 2010</p> <p>June 9, 2010</p>
<p>A2. Use rigorous, transparent, and equitable evaluation systems for teachers and principals that</p> <p style="padding-left: 40px;">(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 style="padding-left: 40px;">(2) Are designed and developed with teacher and principal involvement.</p>	
<p>Actions:</p> <p>We will conduct a year-long study of the CLASS Keys teacher evaluation system in 2010-11. An overview will be presented to all teachers during preplanning. Each teacher will receive a CLASS Keys notebook containing a detailed description of the process and evaluation rubric.</p> <p>The school director and principal will participate in CLASS Keys training in the summer of 2010 and will coordinate redelivery during the 2010-11 school year.</p> <p>Monthly faculty meeting agendas will include round table discussions of CLASS Keys teacher evaluation elements.</p> <ul style="list-style-type: none"> • Aug. CLASS Keys introduction • Sept./Oct. Curriculum and Planning • Nov./Dec. Standards-Based Instruction • Jan./Feb. Assessment of Student Learning • Mar./Apr. Professionalism • May Student Achievement 	<p>Timeline:</p> <p>Year 1 Introduce CLASS Keys to faculty and develop year-long study program. Administrative participation in CLASS Keys training. Teachers and administrators will continue to be evaluated using the state's Performance Management Form.</p> <p>Year 2 Implement CLASS Keys teacher evaluation system. Modify the state's Performance Management Form to include the principal's responsibilities associated with the management and supervision of the CLASS Keys evaluation system. Instructional Leadership will be evaluated using Leadership Keys.</p>

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<p>The school director and principal will collaborate with the State Director to identify CLASS Keys exemplars among the faculty and methods for determining individual teacher impact on student learning and academic achievement (CLASS Keys SA 1.1 & 1.2).</p> <p>In addition, we will use the Leadership Keys to evaluate instructional leadership.</p>	<p>Year 3 Continue implementation of CLASS Keys and Leadership Keys and include the proposed financial reward system described in our response to section A3 of this application.</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>We will implement a financial reward system [budget item #8] that provides monetary awards to teachers and support staff whose students demonstrate increased achievement levels on standardized measurements of student academic progress.</p> <p>Teachers of students in grades 1-5 will receive a bonus of \$1250 if the percentage of students in their class meeting or exceeding the state standard on the math CRCT increases by 10% over the previous year (i.e. 2010) and/or \$1250 for the same performance increase on the reading CRCT. These teachers will earn a bonus of \$2500 if the percentage of students meeting or exceeding the state standard on both of these tests increases by 25% or more. (Teachers who maintain a student passing rate of 100% for any grade level on either the math or reading CRCT will be eligible for the same bonus.)</p> <p>Subject area teachers (i.e. math, English/language arts, science, and social studies) of students in grades 6-8 will receive a bonus of \$1500 if the percentage of students in their classes meeting or exceeding the state standard on the CRCT increases by 10% over the previous year (i.e. 2010). Subject area teachers in grades 6-8 will earn a bonus of \$2500 if the percentage of students meeting or exceeding the state standard on the CRCT increases by 25% or more.</p> <p>High school teachers whose students are required to take the EOCT will receive a bonus of \$1500 if the number of students passing the EOCT increases by at least 10% over the previous school year (i.e. 2009-10). \$2500 bonuses will be paid to teachers with a 25% increase in the number of students who pass the EOCT compared to the previous year.</p>	<p>Timeline:</p> <p>Year 1 Inform faculty of financial incentives for increased student achievement and implement reward system. Calculate the test performance results and graduation rates necessary to earn a bonus. Pay earned bonuses in the summer of 2011.</p> <p>Year 2 Continue reward system and pay earned bonuses at the end of the year (i.e. 2011-12) to those eligible teachers (and selected support staff and school leaders) who have increased the graduation rate and passing rates on the CRCT, EOCT, and GHSGT by an additional 10% over Year 1 graduation and state tests passing rates.</p> <p>Year 3 Continue reward system and pay earned bonuses at the end of the year (i.e. 2012-13) to those eligible teachers (and selected support staff and school leaders) who have increased the graduation rate and passing rates on the CRCT, EOCT, and GHSGT by an additional 10% over Year 2 graduation and state tests passing rates.</p>
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High school core subject area (i.e. English/language arts, math, science, and social studies) teachers will receive a bonus of \$1500 if the passing rate of first time test taking students on their subject area GHSGT increases by 10% over the previous year (i.e. 2009-10). \$3000 bonuses will be paid to subject area teachers if the number of first time test taking students passing their subject area GHSGT increases by 25% over the previous year.

Paraprofessionals assigned to these teachers who are awarded bonuses will earn corresponding bonuses of \$250 or \$500.

All high school teachers will receive a bonus of \$500 if the number of graduating students receiving regular high school diplomas increases by at least 10% compared to the previous year.

Teachers of special needs, pre-k and kindergarten students exclusively will receive a bonus of \$1500 each year that at least 80% of their students meet 100% of their IEP goals and objectives by the end of the school year.

Teachers of students who participate in the Georgia Alternative Assessment (GAA) program will receive a bonus of \$1000 each year that 100% of their students meet or exceed expectations across all GAA subject areas.

The teacher evaluation system (i.e. CLASS Keys) will annually identify teachers who have not improved their professional practice, have not increased student achievement, and have not responded to professional development. At the end of the first year (i.e. 2011-12) of the implementation of this model, any and all such teachers will be required to meet the expectations of a written, individualized professional development plan (PDP) during the following year (2012-13). These teachers will again be evaluated at the end of the 2012-13 school year and will be dismissed if they have not met the expectations of their PDP.

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Transformation Model

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.

Actions:

In order to establish a transformational bilingual instructional program at GSD, we have chosen to narrow our professional development focus to support two instructional programs: 1) establishing the foundations of the bilingual culture by implementing the ASL/English Bilingual Professional Development (AEBPD) program, providing appropriate, research-based curriculum and intervention programs (the Failure Free Reading Program, the Fairview Learning Program for the Deaf, Writer’s Workshop and their corresponding professional development, and 2) implementing standards-based instruction (GPS planning, delivery, assessment, and monitoring) professional development through study of the CLASS Keys, and supporting it by providing appropriate, research based curriculum programs (Writers Workshop and Shurley English and their corresponding professional development.

1. Bilingual Education

A. To implement ASL/Bilingual strategies in every classroom at the GSD, we have chosen to engage in an intensive, 2-year professional development package designed specifically to train teachers of deaf and hard of hearing students in the development of a bilingual culture. The Center for ASL/Bilingual Education and Research (CAEBER) has developed this professional learning package and maintenance plan: ASL/English Bilingual Professional Development (AEBPD) [budget item #20]. The plan utilizes current knowledge, research findings, and recommended language teaching and learning strategies, and translates these into a format for teachers to read about, discuss, experiment with in their classrooms, and report on their effectiveness. Currently, twenty schools for the deaf are participating in AEBPD. Implementation of the program has demonstrated improved achievement in all academic areas including mathematics.

Two “mentors”, one deaf and one hearing, fluent in both ASL and English, and having five or more years of classroom experience participate in the Summer Intensive Bilingual Mentor Training.

Year 1 Initial implementation
Mentors first summer training at Gallaudet University, redelivery of twenty-four, 2-hour sessions. Fall and Winter mentor meetings, also at Gallaudet. Monitoring of the implementation and its impact on teacher practice and student learning will be completed by the two mentors, the ASL/Bilingual specialist, Dr. Garate, and school administration.

Year 2 Continued implementation
Mentors second summer session, redelivery of twenty-four, 2-hour sessions. Fall and Winter mentor meetings, also at Gallaudet. Monitoring of the implementation and its impact on teacher practice and student learning will be completed by the two mentors, the ASL/Bilingual specialist, Dr. Garate, and school administration. New staff trained in

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They then redeliver this training in 12 two-hour seminars per semester for two consecutive years. The seminars are conducted in ASL and written English. The purpose of the seminars is to equip the school's staff to provide a bilingual culture that ensures that all deaf and hard of hearing students normally acquire, develop, and enhance bilingual proficiency and literacy skills in order to achieve academically. Students will have the opportunity to reach their full potential in, access, and participate in both deaf and hearing worlds.

The curriculum content is made rich in both languages, with language acquisition, language learning, and language use opportunities interwoven with content instruction in multiple disciplines. Fall and winter mentor meetings are used to review progress, and to support the mentors in their delivery and dissemination in the knowledge and skills in ASL/English bilingual teaching theories and practices.

Since the training, mentor stipends, redelivery, and monitoring system will all be in place before the end of the grant period, our ASL/English bilingual program will be fully sustainable beyond the 3-year grant period.

B. The Failure Free Reading Program. The Failure Free Reading Program (FFRP) [**budget item #22**] is a K-12 reading intervention program specifically designed to give nonreaders and lowest literacy students the opportunity to have an immediate and successful reading experience with age appropriate materials. Key to the program is its reliance on the three elements found crucial for reading success for our unique population: adequate repetition, appropriate sentence structure and meaningful story content. Students receive repeated exposure to text, predictable sentence structures, and story concepts that require minimum prior knowledge. The program combines systematic, scripted teacher instruction, software, workbook exercises, and independent reading activities. The FFRP requires minimum staff training time and can be administrated by teachers or paraprofessionals (Algozzine, Lockavich & Audette, 1997).

Statistically significant increases in reading grade equivalent scores, on Iowa Test of Basic Skills (ITBS) and Woodcock Johnson Reading Competency Subtests; Reading Level in Metropolitan Ach Test (MAT), Average percentile Score-Reading on Standard Achievement Test, and the Wide-Range Achievement Test 3 (WRAT3) sustained growth in reading grade-level equivalency at a statistically significant level has been shown on

first-year implementation by ASL/Bilingual Specialist.

Year 3 Full Implementation
Monitoring of the implementation and its impact on teacher practice and student learning will be completed by the two mentors, the ASL/Bilingual specialist, Dr. Garate, and school administration. New staff trained in second-year implementation by ASL/Bilingual Specialist.

Year 1 Initial implementation
Dr. Lockavich delivers professional development to full faculty. Reading Specialist/ Coach and Literacy Coach continue professional development in weekly one-hour segments. GSD will be part of a study program designed to monitor success of the FFRP in the deaf school environment. Our pre- and posttest scores will be entered into a database, and student progress will be tracked utilizing an online system. The Reading Specialist/Coach and Literacy Coach will have responsibility for monitoring implementation.

Year 2 Full implementation
Monitoring of student progress continues through study program, monitoring of implementation continued by the reading specialist/coach. New staff trained in first-year implementation by Reading Specialist/Coach and Literacy Coach.

Year 3 Full implementation
Monitoring of student progress continues through study program, monitoring of implementation continued by the reading

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the ITBS (Algozzine, 1998; Algozzine, Lockvich & Audette, 1997; Bergquist, Richardson, Bigbie, Castine, Hancock, Largent, et al., 2001; Blount, 2003).

The FFRP was implemented in 2007 at the Florida School for the Deaf and Blind (FSDB) with their deaf and hard of hearing high school students with additional disabilities. Reading achievement gains for this population were notable, and the program was subsequently implemented schoolwide for all students scoring below grade level in reading. Brenda Alberry, High School Reading Content Specialist at FSDB, reports similar, significant gains in this population as well (Alberry, 2010).

At Maryland School for the Deaf, the FFRP was so successful in improving student scores in reading comprehension that the program was adopted state wide by Maryland public school for all special education and significantly at risk students.

Additional instructional time (1 hour per day, M-Th) [**budget item #1**] will be dedicated to the FFRP. In grades K-5, this hour will be incorporated into the regular schedules, and delivered by their regular teachers in groups of 5 or fewer. In grades 6-12, instruction will be delivered from 8:00 a.m. to 9:00 a.m. by teachers or paraprofessionals in groups of 5 or fewer. This delivery across all grade levels will provide consistency for students as they progress through their educational program. Small group settings will allow for focused attention, one-on-one instruction and facilitated monitoring of progress.

GSD will be part of a study program designed to monitor success of the FFRP in the deaf school environment. Our pre- and post-test scores will be entered into a database, and student progress will be tracked utilizing an online system.

Professional development for the FFRP [**budget item #22**], will be delivered by the program's developer, Dr. Lockvich on August 4 and August 5, 2010, from 8:30 AM to 4:30 PM. This training will include all certified staff, our Speech-Language pathologist, and all instructional paraprofessionals. The staff will also receive weekly one hour training sessions with GSD's reading specialist/coach.

specialist/coach. New staff trained in first-year implementation by Reading Specialist/Coach and Literacy Coach.

Year 1 Initial implementation
Initial training provided, follow-up

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C. The Fairview Learning Program for the Deaf [**budget item #19**] is a reading program that embodies this bilingual approach to deaf education. This program is for use in core academic classes as opposed to FFRP which is strictly an intervention program. It is a five component program, targeting reading access for deaf and hard of hearing students. It provides tools for literacy that work quickly and effectively to enhance deaf students' reading skills. The program provides direct access to ASL and opens a window for students to begin to think and communicate bilingually. The five components of the program are as follows (taken directly from the Fairview Learning website: www.fairviewlearning.net):

1. Adapted Dolch Words

The Dolch Words are commonly used words found in the majority of basal readers. Deaf children and hearing children do not learn the Dolch words the same way. For example, *made* is a Dolch word which has multiple meanings – I *made* a present for you; I *made* my bed; I *made* money; My brother *made* me do that; The rain *made* the grass green. Most hearing children acquire the various meanings effortlessly through their sense of hearing. Deaf children, on the other hand, must see the different meanings in context in order to acquire them.

2. The Bridge Lists & The Bridging Process

The Bridge Lists are English phrases requiring American Sign Language (ASL) translation for understanding. For example, *down the street* requires multiple sign concepts, depending upon the context. "A ball hit *down the street*," is signed differently from, "A man walked *down the street*." If *down the street* is signed the same way in both sentences, meaning is lost. Bridging also allows the conceptual signing of phrases, rather than the word for word signing required by most sign codes. For example, if one signs, *put out the fire*, word by word, one is literally signing, *pick up the fire and put it outside*. Bridging provides the visual translation of the phrase's true meaning, *extinguish the fire*.

3. Phonemic Awareness

Even though skilled deaf readers make use of phonological information, just how they utilize the code to figure out a word or passage remains a mystery. Therefore, our shortcut to basic phonemic awareness and teaching strategies allows a basic structure to decode the printed word for all readers.

training/monitoring provided. Monitoring of students progress by classroom teachers, monitoring of program implementation and effect on teacher behavior by training specialists on follow-up dates, and by Reading Specialist/Coach and Literacy Coach.

Year 2 Full implementation
Monitoring of students' progress by classroom teachers, monitoring of program implementation and effect on teacher behavior by Reading Specialist/Coach and Literacy Coach. New staff trained in first-year implementation by Reading Specialist/Coach and Literacy Coach.

Year 3 Full implementation
Monitoring of students progress by classroom teachers, monitoring of program implementation and effect on teacher behavior by reading specialist/coach. New staff trained in first-year implementation by Reading Specialist/Coach and Literacy Coach.

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4. Reading Comprehension & Bridging

Structured reading exercises are used to teach children better comprehension, decoding skills, and how to use contextual clues. Bridging, as well as other interactive techniques, allow Deaf children to steadily progress in their reading skills.

5. ASL Development/Spontaneous Written English

Language experience stories facilitate the development of reading skills with deaf students. Two kinds of interactive situations are utilized. The first situation involves students telling personal stories to the ASL instructor who then retells the stories modeling proper ASL. Students then sign their stories again, implementing proper ASL structures. The second situation occurs during other class times when students translate their ASL stories into written English or dictate spontaneous and personal short stories to their teachers. These stories are edited into proper English by the teachers, and copied and illustrated by the students.

These components, tailored specifically to meet the unique needs of our deaf and hard of hearing students, were developed using best practices from deaf, children of deaf adults (CODA), and hearing paradigms. Progress is constantly monitored, by analyzing both individual and grade-level data. Teachers will be trained on how to accurately assess and document student progress, how to implement the individual program while managing an entire class, how to effectively integrate program components, how to become a reflective communicator, and how to make reading fun for deaf students.

Published research reveals notable gains in students' reading levels and academic behavior, teachers' growth in reflective sign skills, and students' and teachers' overall growth in ASL skills due to use of a more organized, consistent approach to linguistic input and usage (Schimmel, Edwards & Prickett, 1999; Schimmel & Edwards, 2003).

Initial professional development for the Fairview Learning Program for the Deaf (described in detail in section 1c) **[budget item #19]** will be delivered on August 23, 2010 from 8:30 AM - 4:00 PM to all elementary teachers, the middle school ELA teacher, and the high school ELA teachers. Training includes implementation of all components of the program, how to implement the individual program while managing an entire class, how to effectively integrate program components, how to become a reflective communicator, and how to make reading fun for deaf students. Progress is constantly monitored, by analyzing both individual and grade-level data. Teachers will be trained on how to accurately assess and document student progress. Follow-up dates

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to monitor implementation and provide needed support are October 25-26, 2010, and January 19, 2011.

Since all training, purchase of training materials, student workbooks, teacher/SMARTBoard technology, and monitoring visits will be completed before the 3-year grant period expires, Fairview Learning is sustainable beyond this period.

D. ASL Classes will continue to be offered to our staff.

2. Standards Based Instruction

A. Professional development on planning, delivery, assessment, and monitoring of GPS in a standards-based classroom will be delivered through an ongoing study of the CLASS Keys. Each teacher has a copy of the CLASS Keys and has been encouraged to read and study it. Every professional development session delivered in any area (SIP, SIG, grade-level planning meetings, Reading Specialist/Coach's trainings, etc.) will be tied to one or more of the CLASS Key standards/elements. Sessions focused on particular standards/elements or strands to become part of next year's evaluation system will be scheduled throughout the year. Lesson plan and observation evaluations will be linked to CLASS Key standards. Implementing standards based instruction will support student achievement in all academic areas including mathematics.

This job-embedded training will be delivered "in house", no purchase necessary, so it is fully sustainable beyond the three year grant period.

B. Initial professional development for implementation for Writer's Workshop (described in detail in section 1c) [**budget item #30**], will be delivered to all elementary teachers, the middle school ELA teacher, and the high school ELA teachers in the fall of 2010. Training will include all materials, information, and modeling necessary for Writer's Workshop to be immediately

Year 1 Full Implementation
Year 2 Full Implementation
Year 3 Full Implementation

Year 1 Initial implementation
Study of CLASS Keys in several professional development arenas. Impact on teacher behavior and student achievement to be monitored by coaches, IDT, and administration.

Year 2 Continue implementation
Each professional learning activity linked to CLASS Keys, CLASS Key Evaluation system utilized. New staff trained by coaching team. Impact on teacher behavior and student achievement to be monitored by coaches, IDT, and administration.

Year 3 Continue implementation
Each professional learning activity linked to CLASS Keys, CLASS Key Evaluation system utilized. New staff trained by coaching team. Impact on teacher behavior and student achievement to be monitored by coaches, IDT, and administration.

Year 1 Initial implementation
Delivery of professional development, monitoring of students' progress by classroom teachers, monitoring of program implementation and effect on teacher behavior by Reading Specialist/Coach and Literacy Coach.

Year 2 Full implementation
Monitoring of students' progress by classroom teachers, monitoring of program implementation and effect on

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Financial incentives

- For recruiting staff

Marzano and Waters (2009) have emphasized the importance of recruiting effective teachers and have recommended providing the necessary incentives do to so (Robert J. Marzano, 2010). The unique instructional and communication skills required of our teachers, along with our school's rural location in a small community, require us to develop creative approaches to recruiting that represent what Marzano, Waters and McNulty (2005) have identified as second-order change, i.e. being perceived as a break with the past, lying outside existing paradigms, and conflicting with values and norms. Incentives such as paying the long-distance moving expenses of teachers we have recruited to join our faculty and the provision for free on-campus housing for up to one year will remain as integral components of our teacher recruiting program and will be financed with other funding sources available to the school.

Incentives such as signing bonuses for new teacher recruits are fairly commonplace and have been utilized in several states and in some local school systems in Georgia for years, especially those in pursuit of highly qualified and skilled math and science teachers. Providing additional compensation to attract teachers and staff with the skills (e.g. ASL, language learning, literacy instruction) necessary to meet the unique needs of our students is permissible as part of a transformation model (Guidance on SIGs, USDOE, p. 24). Compounding our challenge of attracting skilled teachers is the well-documented dearth of available prospects (including recent college graduates) possessing the aforementioned skills. As part of our ongoing teacher recruitment efforts, we propose signing bonuses of \$1500 [**budget item #8**] to be paid to teachers new to our school after they have completed a full year of teaching service and have had a positive impact on student learning and academic achievement (CLASS Keys SA 1.1 & 1.2) as determined in their end-of-year evaluation conference included in the CLASS Keys Process.

Year 1 Develop criteria for documenting student academic progress as part of the CLASS Keys evaluation process.

Year 2 Promote signing bonuses during recruitment and hiring process. Pay bonuses to teachers at the end of the year (i.e. 2011-12) who have met the criteria for the bonuses (i.e. one full year of teaching at the GSD and a summative evaluation that includes documentation of student academic progress).

Year 3 Continue promoting signing bonuses and refine CLASS Keys documentation of student academic progress based on previous year's data analysis.

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time and additional responsibilities associated with this program, we propose to use SIG funds to provide an annual stipend of \$1000 [budget item #11].

- For retaining staff

Career growth is promoted by a strong professional learning environment that supports collaboration between and among teachers both within and outside of their schools (King & Newmann, 2000). Time for teachers to observe each other teaching is a necessary resource that is essential to the development of expert teachers (Robert J. Marzano, 2010). It is also a critical component for promoting teachers' professional growth through job-embedded learning (CLASS Keys P 3.1). An annual schedule will be developed that enables all classroom teachers to visit and observe other teachers demonstrating exemplary performance on one or more of the five strands of the CLASS Keys. Substitute teachers [budget item #13a] and transportation [budget items #49] will be made available by the school's leadership to provide up to one full school day (i.e. seven hours total) annually for each classroom teacher to observe other teachers at GSD and at other schools (e.g. AASD).

Utilizing SIG funds to pay registration fees and travel costs for teachers to participate in content area workshops and conferences [budget items #13a, #29, & #49] not only supports the enhancement of content knowledge and pedagogical skill (CLASS Keys P 3.2), but lays the important groundwork for instilling within teachers the norms, values, standards, and practices that characterize professionals who are committed to ensuring student achievement and school productivity long after SIG funds are exhausted. Teachers will be expected to implement strategies and practices learned at these conferences and afforded the opportunity to share these strategies with their peers.

Year 2 Adapt implementation to accommodate feedback from Year 1 participants. Identify additional teachers to serve as mentors. Pay stipends to teacher mentors.

Year 3 Full Implementation.

Year 1 Identify CLASS Keys exemplary performances by faculty. Develop observation schedule for all teachers. Principal will monitor implementation of the schedule beginning in September.

Year 2 Identify exemplary teachers in other schools to be observed. Develop observation schedule and secure transportation and substitute teachers.

Year 3 Continued Implementation. Utilize CLASS Keys performance evaluation process to determine improved instructional effectiveness among faculty.

Year 1 Identify content area workshops and conferences appropriate for teacher participation. Survey teachers to determine interest and preferences. Schedule at least one-third of the faculty to participate in at least one content area workshop or conference.

Year 2 Continue implementation and require participation by at least one-third of faculty who have not previously attended a content area workshop or conference off campus.

Year 3 Continue implementation and require participation by remaining or new faculty who have not previously attended a content

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<p><u>More flexible work conditions</u></p> <ul style="list-style-type: none"> • For retaining staff <p>Marzano, Waters, and McNulty (2005) remind us that Edward Deming’s principles of total quality management continue to have a strong influence on leadership practices in education. Included within the five basic factors that define the actions of an effective leader is the concept of trust building. Covey (1991) notes that this involves creating a climate which is perceived by both employers and employees as a “win-win” environment. In order to do this, our school’s leadership must know teachers’ concerns, what motivates teachers, and the necessary conditions for them to operate at levels of maximum(Robert J. Marzano, et al., 2005). Teacher members of our Leadership Team have noted that ideal working conditions include maximum access to classrooms after work hours, unfettered by time and supervisory constraints. This access enables teachers to create and maintain a positive learning environment (CLASS Keys P 1.1) and maximize instructional time (CLASS Keys P 1.2). To this end, all restrictions to building and campus access including late night, holidays and weekends during the school year will be lifted for teachers.</p> <p>A crosswalk of the reward and incentive plans (<i>attachment #12</i>) is available.</p>	<p>area workshop or conference off campus in the last two years.</p> <p>Year 1 Inform teachers of expanded accessibility to classrooms and buildings. Modify electronic card key access program to enable teachers to enter classrooms and buildings as needed</p> <p>Years 2 and 3 Continued Implementation</p>
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<p>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>	
<p>Actions:</p> <p>The transformational instructional program for the Georgia School for the Deaf will be comprised of two overarching components: adoption of an ASL/English bilingual learning environment and full implementation of standards based education.</p> <p>A review of the student achievement data identifies a substantial weakness in the area of reading. School wide data on reading achievement using STAR Reading, Basic Reading Inventory, and CBM in reading indicate that no student at GSD is reading at or above grade level. Out of 30 12th grade GSD students without additional disabilities, six achieved a GE score at or above 3.0. It has been documented through observations and teacher conferences that during daily instruction throughout classrooms, students struggle with basic communicative competence and</p>	<p>Timeline:</p> <p>Year 1 Initial Implementation Redelivery of 48 hours of AEBPD by teacher mentors to instructional staff. Monitor and evaluation provided by teacher mentors, ASL/English Bilingual Specialist and instructional administration. 10 (monthly) consults provided by Dr. Maribel Garate.</p>

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experiential knowledge. A review of the schools documented (published) language policies, staff interview and observation indicates that GSD has sustained a total communication (TC) philosophy.

During the 2009-2010 school year, GSD contracted with Dr. Maribel Garate from Gallaudet University. Dr. Garate is recognized as expert in the field of bilingual education for deaf and hard of hearing students. Based on two days of classroom observations, her findings indicated that there is a major disconnect between the language of instruction and the language of the deaf students. She further explained that, in particular, when a teacher uses ASL and spoken English simultaneously to instruct in the classroom, what actually occurs is that the student neither acquires accurate ASL or English language and, in fact, the information that is being communicated to the students by the teacher is incomplete and in many cases, incomprehensible.

The challenge facing GSD is not new or unique. In the past 30 years reading achievement levels of deaf school leavers has increased by 1 grade level. For the 17-year-olds and the 18-year-olds in the deaf and hard of hearing student norming sample for the Stanford Achievement Test, 9th Edition, the median Reading Comprehension subtest score corresponds to about a 4.0 grade level for hearing students (Holt, Traxler, and Allen, 1997).

Although there are no assessments available to assess language functioning in American Sign Language, these observations are reflected in the literature on language acquisition for deaf students (McAnnally, Rose, & Quigley, 2007).

The term total communication (TC) consists of auditory training, speech, speech reading, finger-spelling, and the language of signs (ASL) emphasizing the importance of using all means of communication with deaf children at the earliest possible age. Theoretically, this approach offers a reasonable compromise for effective communication. In practice, TC has failed to provide students with complete access to either ASL or English. TC has not lead to expected gains in academic achievement for deaf students (Johnson, Liddell, & Erting, 1989).

Learning to read, then developing reading fluency is vital in order for individuals to adequately participate in society. Yet, Marschark and Harris (1996) note that the deaf high school graduate reads, on average, at the same level as an 8-year old hearing child. Although small gains seem to have been made through the implementation of Total Communication programs, overall achievement remains considerably lower for deaf students than for their hearing peers. Deaf children of deaf parents, however, consistently outperform deaf children of hearing parents in reading skills and academic achievement (Kusche, Greenberg &

Year 2 Continued Implementation Redelivery of 48 hours of AEBPD by teacher mentors to instructional staff. Monitor and evaluation provided by teacher mentors, ASL/English Bilingual Specialist and instructional administration. 5 (bi-monthly) consults provided by Dr. Maribel Garate.

Year 3 Full Implementation Monitor and evaluation provided by teacher mentors, ASL/English Bilingual Specialist and instructional administration.

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Garfield,(1983); (Strong & Prinz, 1997). This observation has triggered the development of bilingual programs which seek to develop American Sign Language (ASL) as a child's first language, so that the acquisition of a second language (i.e. English) is made more efficient and effective (Israelite et al., 1992; Mason & Ewoldt, 1996). The empirical data show a strong positive relationship between signing and reading skills (Hoffmeister , 2000; Mann, 2006; Padden & Ramsey, 2000; Parisot, Dubuisson, Lelievre, Vercaingne-Menard & Villeneuve, 2005; Strong & Prinz, 1997, 1998). Since more than 90 percent of children who are deaf have hearing parents, this acquisition of ASL as a first language is often delayed or neglected.

“Bilingual-bicultural programs differ from other programs most notably by their approach to first language acquisition. While bilingual-bicultural programs have respect for both ASL and English, these programs advocate for ASL to be the first language of children who are deaf. ‘Research has shown that effective language has to be fast and clear. ASL is an efficient language for visual learning and is easier for Deaf children to acquire as a first language than any form of English’ (Finnegan, 1992, p. 7). Johnson, Liddell, Erting (1989) stated that ASL is the language choice of adults who are deaf, and it offers access to the school curriculum and other world knowledge. A solid foundation in a first language leads to better English performance over time, and skills transfer from one language to another.

“Teaching ASL as the first language for Deaf children has additional benefits. ASL is the language of Deaf people throughout the United States. Proficiency in ASL automatically allows membership in the Deaf community and in cultural events that occur in communities where Deaf people live. This membership is vital to Deaf children because it promotes a healthy view of who they are as human beings and increases self-esteem and confidence in their abilities to interact in a wide array of situations.

“There are several benefits of bilingual-bicultural education. Early access to comprehensible language fosters early cognitive development which, in turn, promotes increased literacy and greater academic achievement. Students who attend bilingual-bicultural programs develop

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<p>functional skills in two languages. The emphasis on early language acquisition and establishing a first language (ASL) provides a base upon which English is subsequently taught. Students in bilingual-bicultural programs have increased self-esteem and confidence due to the healthy view of Deaf children, acceptance of who they are as human beings, and increased confidence to function in bilingual-bicultural environments.” (Baker & Baker, 1997)</p> <p>It is evident that in order to bring about improved student achievement, GSD must undergo a fundamental change in the way it addresses the language deficits of the students. The instructional program must undergo a major shift to what would be considered a bilingual educational approach. That is, there must be consistent and pervasive use of teacher instruction that is delivered via ASL and English in a manner that gives students complete and comprehensible access to both languages.</p> <p>The establishment of an ASL/English bilingual learning environment represents the most progressive and promising reform in the education of deaf learners. The national movement toward standards-based instruction in public schools is equally transformational. At the GSD these two overarching components of our instructional program will be aligned to ensure consistency and rigor between grade levels and within the residential program as well.</p> <p>Standards-based education is the foundation of planning, delivery and assessment of the Georgia Performance Standards (GPS) for our students. These research-based, data driven strategies have proven to increase student achievement. As we develop the capacity in our teachers to use the CLASS Keys standards as they teach the GPS in our bilingual learning environment, student growth will results.</p> <p>Full implementation of standards based education in the following four areas (as defined in the class keys) is necessary for maximum benefit for our students.</p> <ul style="list-style-type: none">• Curriculum and Planning-Includes planning with knowledge of content and delivery, understanding of the curriculum, planning interdisciplinary instruction, using curriculum to plan instruction and assessment, using an organizing framework, and planning assessment for mastery• Standards Based Instruction-Includes using research based	<p>Year 1 Initial Implementation</p> <p>Year 2 Continued Implementation</p> <p>Year 3 Full Implementation</p>
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<p>strategies, engaging higher order thinking skills, using differentiation, using flexible grouping, using technology, demonstrating high expectations, communicating learning expectations, providing effective feedback</p> <ul style="list-style-type: none"> • Assessment of Student Learning-Includes using diagnostic, formative and summative assessment strategies and using data to design interventions • Professionalism-Includes maintaining a positive learning environment, maximizing instructional time, fostering a sense of community and belonging, helping students take responsibility for behavior and learning, establishing relationships with family and community, growing professionally through job embedded learning, enhancing knowledge and skills through professional learning and actively supporting the School Improvement Plan <p>This implementation will lead to success in the fifth area of the CLASS Keys; Student Achievement on GPS and non-GPS curriculum.</p> <p>As the GSD grows into full implementation of standards based education through professional development related to the CLASS Keys training on specific elements of the Keys and modeling, monitoring, and support of the implementation by instructional coaches, the instructional design team, teacher leaders and administrators, our students will reap the benefits. These benefits will be evidenced by increased student achievement across all content areas and grade levels, especially in AYP content areas- English and math.</p>	
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<p>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.</p>	
<p>Rationale/Research:</p> <p>Regular and frequent monitoring of student progress is a critical part of standards based instruction. Historically, for students with disabilities, acceptable goals and appropriate rates of progress were determined by teachers, parents and school personnel rather than an external criterion. In order to meet higher expectations an assessment system must include assessments that will project how students are doing against grade-level standards and provide immediate and ongoing feedback to modify instruction. The National Center on Educational Outcomes recommends the use of multiple measures including the use of classroom (formative) assessments, curriculum based measurements (CBM), adaptive assessments and large-scale assessments (Quenemoen, Thurlow,</p>	

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Moen, Thompson, & Morse, 2004). Each type of measure has unique attributes that, depending on when they are administered in the teaching/learning cycle, may be used as diagnostic, interim and summative assessments.

Diagnostic/ baseline assessment provides the instructional staff with an understanding of what the student is bringing to the learning task and is conducted at the beginning of the year or instructional unit. For students with IEPs, the “beginning” may be marked by the beginning of the school year, entry into the school program or at the student’s annual IEP meeting.

80 years of research indicate that deaf and hard of hearing students read significantly below that of hearing peers (McAnally, Rose, & Quigley, 1999). Analysis of our reading achievement data indicate that only 13% of high school seniors at GSD are at or above the median grade equivalency score reported for the deaf and hard of hearing sample group for the Stanford Achievement Test, Ninth Edition (Holt, Traxler, & Allen, 1997).

Interim assessments are used to monitor progress during the teaching/learning cycle. Measures administered during the instructional cycle may assess mastery of skills that have already been introduced (e.g. teacher created unit test, homework assignments, and framework assessments) (Black & Wiliam, 1998) consider an assessment ‘formative’ when the feedback from learning activities is actually used to adapt the teaching to meet the learner's needs. By using assessments in a formative way, teachers are permitted to make adjustments to promote greater success for their students (Stiggins, 2005).

Progress monitoring tools are also administered on a regular basis during the instructional cycle using alternative forms that either systematically sample items from the annual curriculum or represent global behavior that simultaneously requires the many skills taught in the annual curriculum (Fuchs, 2004). Progress is determined based on growth rate relative to grade level expectations, the student’s performance on baseline assessments and in comparison peers within his/her classroom. These assessments are crucial to the identification of students who require more intensive instruction and require more frequent assessment within the RTI model (Fuchs, 1994) (Fuchs, Fuchs, Hamlett, Phillips, & Bentz, 1994) and instrumental for the development of goals, benchmarks, or short-term objectives for IEPs for students with disabilities (Deno, 1987).

Summative assessments occur at the end of the instructional task (school year, unit, or IEP).

Actions:

- A school wide assessment schedule will be created prior to each school year (*attachment #13*)

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<ul style="list-style-type: none"> • Redeliver training on school wide assessments currently in use • Subscriptions to online assessments (AIMSWeb an Renaissance Learning) will be renewed yearly [budget items #24 & #25] • Diagnostic/baseline assessments will be administered to determine student achievement. • New students entering GSD at any time during the school year will be administered all pertinent baseline assessments (based on grade placement) included in the school wide assessment program prior to the 30 day placement IEP meeting • Every student at GSD will have an individually administered informal reading inventory (e.g. the Basic Reading Inventory) no less than once a year by the students primary reading ELA teacher • Data from the diagnostic/baseline assessments will be used to adjust or add IEP goals • Formative/Interim assessments will be used to monitor student mastery and to determine needs for additional instructional supports • Ongoing support including modeling and coaching will be provided to all classroom teachers by the instructional coaches • Assessments are integrated into the lesson plans and occur continuously during the teaching learning process • Teachers and instructional leadership will monitor ongoing assessments immediately following each administration • Interventions will be developed or adjusted for students not achieving rates of progress sufficient to meet end of year goals • Teachers and students will maintain data notebooks for each student that include the results of classroom, school wide and state assessment results • Summative assessments will be used to measure year end achievement for grade level expectations and expected rate of progress • Teachers will use year end results to make decisions regarding promotion/retention decisions and the need to additional instructional supports/remediation for the following school year 	<p>Timeline:</p> <p>Year 1 Initial Implementation Refine school wide assessment schedule. Increase opportunity for collaboration among teachers and instructional leadership to discuss assessment results. Incorporate discussions of assessment results between teachers and students into instructional planning. Disseminate results to parents and stakeholders in a timely fashion. Redeliver formative assessment training to teachers through staff development activities that include coaching and modeling within the classrooms.</p> <p>Year 2 Progressive Implementation Adjust assessment schedule as needed. Provide refresher training for assessment administration as needed. Incorporate differentiated assessment practices in the classroom including portfolios, performance assessments and peer reviews.</p> <p>Year 3 Full Implementation Consistent and pervasive incorporation of assessment practices in every classroom</p>
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A8. Establish schedules and strategies that provide increased learning time (as defined in this notice).

Actions:

- We will add an additional hour of reading instruction/intervention (Failure Free Reading Program) daily for all students. This instruction/intervention for middle and high school students will take place from 8:00 a.m. to 9:00 a.m. and will be conducted utilizing maximum student/teacher ratios of 5:1. Students in self-contained and elementary classrooms will have an additional hour of reading instruction embedded into their regular class schedules. Instruction will be provided by certified teachers and paraprofessionals who will receive professional development [**budget item #22**] on program implementation and at least one hour of professional development weekly that focuses on effective reading strategies for deaf and hard of hearing students [**budget item #23**]. This additional learning time will lengthen the school day, which will start at 8:00 a.m. and end at 4:08 p.m. Monday through Thursday and every other Friday. This schedule change will add 144 hours of reading instruction to each student’s academic program over the course of the school year. The total increase of required instructional time from 2009-10 to 2010-11 is 72 hours for all students (*attachments #14 & #15*).

- We will schedule 17 extended learning weekends(*attachment #16*) [**budget item #2, #3, #32, #33, #47**] when all students will be eligible to remain on campus (instead of going home) to participate in experiential, hands-on activities specifically designed to increase their vocabulary, develop their communication skills, improve their conceptual knowledge base, and bridge American Sign Language to standard English. Instruction will primarily be provided by deaf and hard of hearing adults, alumni, and selected school staff and will begin Saturday mornings at 8:00. Saturday afternoons, evenings and Sundays will be devoted to field trips, hands-on experiential lessons, special event participation, and extracurricular activities that are specially planned and designed to supplement regular classroom instruction. Most of these experiences will end at 5:00 p.m. on Saturdays and Sundays, but it is anticipated that Saturdays will offer students who are traveling to and from events and activities additional supervised learning opportunities into the evening. Extended learning weekends will provide participating students with an additional 256 hours of experiential learning time.

Timeline:

Year 1 Initial Implementation
Year 2 Full Implementation
Year 3 Full Implementation

Year 1 Initial Implementation
Year 2 Full Implementation
Year 3 Full Implementation

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<ul style="list-style-type: none">• Technology in Homes to Elevate Student Achievement (THESA) [budget item #9 & #26] will provide selected students with school-issued laptop computers to use during the summer under the supervision of teachers connected via the internet. Students will be assigned academic tasks and work products designed to help them develop their vocabulary, writing, reading, and overall communication skills.	<p>Year 1 Initial Implementation Year 2 Full Implementation Year 3 Full Implementation</p>
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LEA Application 2010

Attachment 2d

Transformation Model

A9. Provide ongoing mechanisms for family and community engagement.	
<p>As Georgia’s only residential school for deaf and hard of hearing students, our students’ parents and their respective communities are located all over the state. Only 20% of our student population are day students who live within a reasonable daily driving distance from the school. Less than 10% of all other students live in an urban community. Consequently, we have very few opportunities for parents and families to meet at school with staff to discuss student progress and to engage in school activities, events, planning, School Council meetings, and the Parent Teacher Dorm Association (PTDA). The following mechanisms will enable us to increase the opportunities for family and community engagement.</p> <p>Actions:</p> <ul style="list-style-type: none"> • Our school website will include classroom teacher pages that convey academic expectations, assignments, homework, testing dates, projects, etc. <p><u>Impact</u></p> <p>By having access to online information on our website, our students’ families will have up to date information regarding classroom expectations and descriptions of daily instructional content.</p> <p><u>Monitoring</u></p> <p>Information posted on the school’s website will be monitored daily by the administration and the school’s Leadership Team.</p> <p><u>Evaluation</u></p> <p>The annual parent survey (<i>attachment #17</i>) will include a question regarding the quality, accessibility, and effectiveness of the teacher web pages. A continuously accessible feedback option will be included on the website. All feedback will be reported to the School Council monthly.</p> <ul style="list-style-type: none"> • Parents will be able to use an on-demand, secure internet connection to access and remotely monitor their children’s academic progress, grades, attendance, punctuality and behavior. 	<p>Timeline:</p> <p>Year 1 All classroom teachers will be given a description of expectations for the content of their web page(s) during preplanning. Parents will be informed of accessibility of their child’s teacher(s)’ web pages during registration. Teacher web pages on the school website will be fully accessible and current beginning the first week of school.</p> <p>Year 2 Continued implementation</p> <p>Year 3 Continued implementation</p> <p>Year 1 Full implementation beginning the first week of school. Collect baseline data.</p>

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<p><u>Impact</u></p> <p>Because most of our students' parents/guardians do not live within an hour's driving distance from our school, this accessibility will promote and facilitate communication between the home and school and enable parents/guardians to provide appropriate support and direction for their students in a timely manner. This accessibility to individual student data will provide parents with the necessary information about their students' progress and academic status to enhance communication with our teachers and residential staff.</p> <p><u>Monitoring</u></p> <p>The Assistant Director for Students Services will be responsible for ensuring accuracy of student data and accessibility to this online information.</p> <p><u>Evaluation</u></p> <p>The Office of Student Services will measure the frequency and number of parent log-ins. Teachers will report parent initiated communication quarterly regarding student academic progress, behavior, and/or attendance. These reports will be made to the School Council.</p> <ul style="list-style-type: none">• A parent involvement coordinator will be hired [budget items #7 & #17] to facilitate and strengthen communication between our students' parents/guardians and teachers, residential staff, and School Council. In addition to more traditional methods of facilitating parent involvement, the parent involvement coordinator will also schedule and facilitate six regional area parent/school meetings across the state during the course of the school year. These meetings will be designed to provide parents with face-to-face access to school representatives to discuss concerns, school initiatives, the School Improvement Plan, and resources that can help their students be more successful. <p><u>Impact</u></p> <p>Unlike all other public schools in our state, our students' parents/guardians live all over Georgia. The vast majority of these parents/guardians are stymied by distance, time, and employment constraints that restrict their physical presence on campus for IEP meetings, special events, awards ceremonies, sports competitions, assemblies, celebrations, field trips and the regular school day. An effective parent involvement coordinator will be able bridge this</p>	<p>Year 2 Continued implementation. Evaluate increased parent-initiated communication, using Year 1 baseline data.</p> <p>Year 3 Continued implementation. Evaluate increases in parent-initiated communication, using Years 1 and 2 contact data.</p> <p>Year 1 Recruit and hire a parent involvement coordinator. Establish positive and firm connections and relationships with our students' LEAs. Develop new parent involvement strategies as part of our School Improvement Plan. Implement these strategies as feasible in collaboration with the School Council and Leadership Team.</p> <p>Year 2 Use results from Year 1 evaluation and data analysis to modify parent involvement strategies and School Improvement Plan. Continue implementation and develop strategies for marketing our school to parents of deaf and hard of hearing students who are not enrolled at the GSD.</p>
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critical gap between home and school and create involvement opportunities that are currently unavailable, including regional parent/school meetings within reasonable driving distances and local parent coalitions. Additional anticipated benefits will be more meaningful involvement of LEAs in their students' progress, improved relationships with LEAs, and enhancement of perceptions of our school's effectiveness and mission.

Monitoring

We will monitor and document all home/school communications and require the parent involvement coordinator to maintain a daily log of all such communications. Sign-in sheets will be utilized at all regional parent meetings to monitor parent participation. All regional meetings will include one or more Leadership Team representatives to help monitor the quality of our face-to-face interactions with parents and LEAs and to collaboratively develop recommendations for improving this critical component of our School Improvement Plan. Teachers will be required to maintain parent/guardian contact logs that will be inspected as regularly as their lesson plans. The parent involvement coordinator will attend all School Council meetings and produce and share a report with Council members as part of the monthly agenda.

Evaluation

We will use parent surveys, including the annual parent survey (*attachment #17*), to measure the degree of parent satisfaction with the effectiveness of our school's operations and their students' academic progress. Surveys will also be utilized following regional parent and LEA meetings to determine our stakeholders' perceptions of the benefits of these meetings and the quality of our communication. Regional parent meeting attendance data, Family Learning Weekend participation, parent-initiated school contacts, student discipline data, and faculty surveys will be used to evaluate the effectiveness of our parent involvement coordinator.

- Parents will be encouraged to attend and participate in one or more Extended Learning Weekend activities. In the recent past, we have identified and planned for an annual Parent Learning Weekend that attracted a maximum participation of approximately one-third of our families. The 17 proposed Extended Learning Weekends included in the SIG application will provide significantly increased opportunities for parents/guardians to visit our campus and become involved in the experiential learning environment created for their students. Parents will also have access to resources during Extended Learning Weekends designed and provided to help them help their students at home.

Year 3 Continue implementation using results from Year 1 and 2 evaluation data to modify, create, and/or expand parent involvement strategies and outreach.

Year 1 Full implementation will include lodging and travel coordination by the Parent Involvement Coordinator. Families will be provided with ELW schedules and related information on Registration Day. The School Council and PTDA will encourage parent participation throughout the year.

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Impact

Parent involvement and participation in Extended Learning Weekends will substantially reinforce our instructional program and clearly demonstrate to students the collaborative spirit and collective determination between their parents/guardians and our school that support their success and progress. Parents/guardians who observe and participate first hand in these experiential learning activities will better understand and be able to provide equivalent experiences for their students at home and in their communities.

Monitoring

The Parent Involvement Coordinator will monitor parent attendance and participation in one or more of the 17 scheduled Extended Learning Weekends. We will personally contact families that have not participated by the end of the first semester and encourage them to visit before the end of the school year.

Evaluation

The Parent Involvement Coordinator will report family participation in Extended Learning Weekends at the monthly School Council meeting. Family participation will be measured against the goal of 100% participation by the end of the school year. The annual Family Learning Weekend survey results will be compared with parent satisfaction ratings from the previous year.

- We will regularly participate in deaf social events, conferences, parent meetings, assemblies, seminars and workshops at off-campus locales throughout the state.

Impact

Raising awareness of our school's mission and the progress of our students is critical to our continued success. As alumni and Georgia's deaf and hard of hearing citizenry learn about our school, their interest and support will provide us with additional resources and guidance that will positively impact our school's ability to successfully implement our School Improvement Plan. Substantially increasing our participation in these events will also promote our school and provide LEAs and the friends and families of potential students with quality information about the GSD experience. Student participation in these events outside of regular classroom schedules will enable them to learn how successful deaf and hard of hearing adults live and work beyond the GSD. This knowledge and these experiences will reinforce the importance of academic success and the pursuit of a regular diploma.

Year 2 Continued implementation. Evaluate parent participation using Year 1 baseline data.

Year 3 Continued implementation. Evaluate parent participation using Year 1 and 2 baseline data, along with student achievement scores on standardized tests.

Year 1 Initial implementation. We will actively participate in at least ten (10) such events outside the local community. We will develop a calendar or schedule of such events that occur annually or otherwise regularly throughout the state.

Year 2 Increased implementation. We will increase our participation by 50% to at least 15 such events.

Year 3 Increased implementation. We will increase our participation by 33.3% to at least 20 such events statewide.

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Monitoring

We will document our participation in these events throughout the school year and maintain a log of all visitors to our exhibit table (when appropriate) and contacts made at each event.

Evaluation

We will measure increases in PTDA membership, monetary contributions, scholarship awards, volunteers, enrollment, event participation, and the graduation rate.

- The Parent Teacher Dorm Association (PTDA) will be restructured to provide for more parent and residential staff involvement in our students' academic programs and school activities. A PTDA representative will participate in all School Council and Leadership Team meetings. The PTDA will conduct at least four general assembly meetings during the school year.

Impact

Increased awareness of parent leadership and involvement in school level decision-making and school improvement planning will promote support and interest among our students' families which we anticipate will result in more frequent communication between school and home, and more participation in student activities and school events.

Monitoring

Membership and attendance at PTDA meetings will be documented. Minutes will be kept of all general assembly and executive committee meetings and posted to our school's website.

Evaluation

The annual Family Learning Weekend survey results will be used to measure increased levels of parent satisfaction with the quality of our school and opportunities for participation. We will measure and report to the School Council the increase in parent and staff membership in the PTDA.

- We will develop additional and stronger relationships with LEAs and RESAs to assist with outreach and early identification, increase parent involvement, develop effective instructional practices, and provide technical assistance for the education of deaf and hard of hearing students regardless of their schooling locale.

Year 1 The election of new officers and revision of the PTDA's bylaws will enable the restructuring to be completed by the end of the year. Four PTDA general assembly meetings will be scheduled, announced, and conducted.

Year 2 Continued implementation. Increase parent membership in the PTDA by 10%.

Year 3 Continued implementation.

Year 1 Implementation initiated. Initial contact and consultation logs developed and maintained by the Office of Student Services.

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Impact

Stronger relationships and improved communication with LEAs and RESAs will enable teamwork and help improve understanding of the academic and social needs of deaf and hard of hearing students. This should result in better coordination of available resources, more appropriate student placement decisions, more effective IEPs, and better informed parents.

Monitoring

We will maintain a contact log that documents all communications between GSD staff and LEAs and RESAs. We will document participation of LEAs and RESA representatives in phone conferences and technical assistance collaborative meetings on and off campus. We will also document consultation requests from LEAs and our responses.

Evaluation

We will measure increases in the number and frequency of participation of LEA representatives and parents in IEP meetings, along with GSD staff participation in collaborative meetings off campus.

- We will offer free American Sign Language (ASL) classes to parents/guardians and families and provide parents with ASL dictionaries and DVDs [**budget item #31**]. These classes will also be available to the community for a nominal fee.

Impact

Because more than 90% of our students' families are unable to communicate anything other than extremely rudimentary content to their students, parents and family members who participate in these classes and use the dictionaries and DVDs as intended should be able to provide more support for and help with their students' academic studies. Parents with operative ASL skills will be able to use a videophone to communicate with their students at school to help motivate and assist with classroom assignments thus bridging the disconnect that can and does impede our students' academic progress. These improved communication skills will also enhance communication and social relationships at home between and among family members.

Year 2 Continued implementation. GSD sponsored technical assistance workshop scheduled and conducted.

Year 3 Continued implementation.

Year 1 Implementation initiated. ASL class schedules developed, announced, and promoted. Staff interpreters provide training.

Year 2 Continued implementation. Arrange for ASL classes to be made available to parents at other locations beyond our campus.

Year 3 Continued implementation. ASL classes expanded as needed.

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<p><u>Monitoring</u></p> <p>We will document parent participation in ASL classes and families' requests for additional resources. We will document the number of ASL dictionaries and DVDs distributed to GSD families.</p> <p><u>Evaluation</u></p> <p>We will measure increases in parent participation in ASL classes and requests for additional resources. Student surveys will be used at the beginning and end of the school year to assess their perceptions of their parents' ASL skills.</p>	
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<p>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.</p>	
<p><u>Actions:</u></p> <p>Because GSD is a State School, the Georgia Department of Education (GADOE) serves as both our LEA and our SEA. GADOE has committed to give GSD sufficient operational flexibility to fully implement the instructional program and supports outlined in this document in order to substantially improve student achievement and increase high school graduation rates.</p>	<p><u>Timeline:</u></p> <p>Year 1 Full implementation Year 2 Full implementation Year 3 Full implementation</p>

<p>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).</p>	
<p><u>Actions:</u></p> <p>Secure consultative services with Dr. Maribel Garate (see section 1.c. of this document) including classroom observations, teacher training sessions and schoolwide presentations.</p>	<p><u>Timeline:</u></p> <p>Year 1 Contract with Dr. Garate for a total of 10 (monthly) visits to GSD.</p> <p>Year 2 Contract with Dr. Garate for a total of 5 visits to GSD.</p> <p>Year 3 Contract with Dr. Garate on an as needed basis.</p>

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<p>professional development, and parent involvement initiatives.</p> <ul style="list-style-type: none"> • For 2009-2010, GSD was allocated \$7,505 through Title II-A Improving Teacher Quality Funds, used for teacher recruitment and pursuit of Highly Qualified status. • For 2009-2010, GSD was allocated \$965 through Title II-D Enhancing Education through Technology, used for instructional software and professional development. • For 2009-2010, GSD was allocated \$125,907 through IDEA VI-B and ARRA, used for supplies, professional development, and transportation. • For 2009-2010, School Improvement funds totaled \$150,000 used for professional development travel, materials, and interpreters. • For 2009-2010, GSD was allocated \$36,173 through CTAE-Perkins for education career partnership, program improvement, state institutions, and professional development. • An application for E-Rate funding for SY 2010-2011 for approximately \$100,000 is pending approval. • For 2010-2011, GSD was allocated \$12,500 from the State Board of Education for a parent mentor. 	<p>Year 2 Title I-A, Title I ARRA, Title II-A, Title II-D, IDEA VI-B and ARRA, School Improvement Funds, E-Rate (pending)</p> <p>Year 3 Title I-A, Title I ARRA, Title II-A, Title II-D, IDEA VI-B and ARRA, School Improvement Funds, CTAE-Perkins, E-Rate (pending)</p>
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Transformation Model

D. Modify practices or policies, if necessary, to enable the school to implement the interventions fully and effectively.	
<p>Actions:</p> <ul style="list-style-type: none"> • Work with GADOE to develop procedures for utilizing SIG funding to pay Extended Learning Weekend staff who are not State employees. • Work with GADOE to streamline contract issues for SIG approved services. • Provide SIG funded supplemental pay for teachers and support staff to attend IEP meetings and scheduled 	<p>Timeline:</p> <p>Year 1 Full implementation Year 2 Full implementation Year 3 Full implementation</p>

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<p>professional development sessions during the summer in preparation for the following school year.</p> <ul style="list-style-type: none"> • Transport students home every other weekend to accommodate extended learning weekends, and require parents of non-participating students to provide alternative transportation arrangements. • Provide overtime pay through SIG funds to non-exempt GSD staff to support extended learning weekends. • Reschedule SES to take place on alternating Friday afternoons from 1:00 to 4:00 PM. • Stagger daily staff work schedules to provide flexibility in addressing student needs associated with extended learning time interventions. 	
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E. Sustain the reform after the funding period ends.	
<p>Actions:</p> <p>ASL/English Bilingual culture</p> <p>Since the training, mentor stipends, redelivery, and monitoring systems will all be in place before the end of the grant period, the bilingual culture will be pervasive throughout the campus, and our mentors will be available to train new staff members, our ASL/English Bilingual program will be fully sustainable beyond the 3-year grant period. The program associated with the bilingual culture (the Fairview Learning Program for the Deaf) is also fully sustainable beyond the grant period since all training, purchase of training materials, student workbooks, teacher SMARTBoard technology, and monitoring visits will be complete before the grant period expires.</p> <p>An additional program which contributes to the ASL/English bilingual culture at GSD is the availability of free ASL classes at all levels for GSD staff. These classes are not dependent on grant funding, and are therefore completely sustainable. Administration of the Sign Language Proficiency Interviews has been funded through other sources in the past, so we would return to that avenue of funding.</p> <p>Sustainability of Extended Learning Weekends is difficult to</p>	<p>Timeline:</p> <p>2013-14 and beyond</p>

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gauge. Some years ago, GSD students were kept on campus for several weeks at a time, so we know that it is possible to maintain the housing aspect. We are hopeful that the literacy activities could be supplemented with volunteer hours, community support, flexible hours for support staff, and other creative methods.

Support personnel positions for the implementation of the bilingual culture hired with grant funds (ASL/English Bilingual Specialist, Residential Learning Coordinator, Dr. Garate) will not be sustainable after the grant period without the help of the GADOE. The bilingual culture and academic expectations, however, will be consistent and pervasive by that time. The coaches, administrators, and AEBPD mentors will have to assume responsibility for these roles.

Implementation of Standards-based Instruction

Professional development on standards-based instruction (planning, delivery, assessment and monitoring of GPS) is an ongoing, “in house”, job-embedded professional learning. All other professional learning will be tied to these standards and elements. Coaches and administrators will be trained to provide support to all staff and delivery to new staff of these standards. Teachers will have completed study of the CLASS Keys, and will have been evaluated for 2 years using the CLASS Keys Evaluation System. All of these factors allow the culture and practices of standards-based instruction to be completely sustainable beyond the grant period.

The appropriate, research-based curriculum and intervention programs associated with standards-based instruction (the Failure Free Reading Program, Writer’s Workshop, Shurley English) are also completely sustainable beyond the grant period since all outside training will be complete and all materials purchased during the grant period, the monitoring systems will be in place, and the Reading Specialist/Coach will be fully trained to provide support for the programs to all staff, and deliver training to new staff. The extension of the school day will not be possible beyond the grant period, so daily schedules will have to be adjusted to allow for continued implementation of all curriculum/intervention programs.

This standards-based instruction needs to be delivered by highly qualified teachers. We will continue to use Title II-A funds and the involvement of the principal to promote completion of requirements for highly qualified status. Funding for the mentoring program will have to come from other sources. The position of Recruiting Coordinator will not be sustained, but the contacts made and relationships formed should help future recruiting endeavors.

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Each student's IEP will be used to drive his/her differentiated standards-based instruction and remediation. Since professional development will be complete, the IEP software program purchased, and the Assistant Director of Student Services able to provide support for all staff and train new staff in this vital area, this program is fully sustainable beyond the grant period. Summer programs providing increased learning time for students (THESA) and support and training for parents (Summer Family Outreach Program) will not be sustainable beyond the grant period unless alternate funding is located.

Technical equipment that supports our standards-based instruction (teacher laptops, student desktop computers, updated SMARTBoards, etc.) will have been purchased prior to the conclusion of the grant period.

Rewards and incentives are not sustainable beyond the grant period.

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LEA Application 2010

Attachment 2d Transformation Model

LEA Name: Georgia School for the Deaf

School Name: Georgia 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

We will increase the percentage of students in grades 3-8 who meet or exceed standards on the Reading/ELA CRCT by at least 10 percent over the 2010 passing rate.

We will increase the percentage of first time test takers passing the ELA GHS GT by at least 10 percent over the 2010 passing rate.

2011-2012 School Year

We will increase the percentage of students in grades 3-8 who meet or exceed standards on the Reading/ELA CRCT by 10 percent or more over the 2011 passing rate.

We will increase the percentage of first time test takers who meet or exceed standards on the ELA GHS GT by 10 percent or more over the 2011 passing rate.

2012-2013 School Year

We will increase the percentage of students in grades 3-8 who meet or exceed standards on the Reading/ELA CRCT by 10 percent or more over the 2012 passing rate.

We will increase the percentage of first time test takers who meet or exceed standards on the ELA GHS GT by 10 percent or more over the 2012 passing rate.

Mathematics

2010-2011 School Year

We will increase the percentage of students in grades 3-8 who meet or exceed standards on the Math CRCT by at least 10 percent over the 2010 passing rate.

We will increase the percentage of first time test takers passing the Math GHS GT by at least 10 percent over the 2010 passing rate.

2011-2012 School Year

We will increase the percentage of students in grades 3-8 who meet or exceed standards on the Math CRCT by 10 percent or more over the 2011 passing rate.

We will increase the percentage of first time test takers who meet or exceed standards on the Math GHS GT by 10 percent or more over the 2011 passing rate.

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2012-2013 School Year We will increase the percentage of students in grades 3-8 who meet or exceed standards on the Math CRCT by 10 percent or more over the 2012 passing rate. We will increase the percentage of first time test takers who meet or exceed standards on the Math GHS GT by 10 percent or more over the 2012 passing rate.
Graduation Rate
2010-11 School Year We will increase the number of graduates earning a regular high school diploma by at least 10 percent over 2010.
2011-12 School Year We will increase the number of graduates earning a regular high school diploma by at least 10 percent over 2011.
2012-13 School Year We will increase the number of graduates earning a regular high school diploma by at least 10 percent over 2012.

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LEA Application 2010

Attachment 4

Budget Detail

LEA Name: Georgia School for the Deaf
 School Served: Georgia School for the Deaf
 Intervention Model: Transformation Model Tier Level: I
 Fiscal Years: 2011, 2012, 2013

Yearly Totals		
Year 1	Year 2	Year 3
1,100,232	889,692	906,614

Grant Total
2,896,538

Object Code	Section	Budget Item #	Description	Year 1	Year 2	Year 3
100	A4	1	180 Extended Teacher Workdays	63,710	66,900	70,240
100	1c, A8	2	17 Extended Learning Weekends Supplementary Staff	121,350	123,777	126,252
100	1c, A8	3	17 Extended Learning Weekends Supplementary School Staff	172,864	176,321	179,847
100	1c	4	ASL/English Bilingual Specialist	54,000	55,080	56,182
100	1c	5	Residential Learning Coordinator	38,300	39,066	39,847
100	1c, A5	6	Recruiting Coordinator	38,300	39,066	39,847
100	1c, A9	7	Parent Involvement Coordinator	28,500	29,070	29,651
100	A3, A5	8	Faculty/Staff Performance Rewards/Bonuses	49,500	50,000	55,000
100	1c, A8	9	THESA Summer Instructors	30,000	30,000	30,000
100	1c, A5	10	Sign Language Proficiency Interview Bonuses	50,000	25,000	25,000
100	1c, A5	11	Teacher Mentor Stipends	3,000	3,000	3,000
100	1c	12	Summer Family Outreach Teacher Stipends	8,000	8,800	9,600
100	1c	13	Teacher Stipends for Summer IEP Development	15,000	15,000	15,000
100	A5	13a	Substitutes for professional development	4,100	4,100	4,100
			Object Total:	676,624	665,180	683,566
200	1c	14	ASL/English Bilingual Specialist (salary x 40%)	21,600	22,032	22,473
200	1c	15	Residential Learning Coordinator	15,320	15,626	15,939
200	1c, A5	16	Recruiting Coordinator	15,320	15,626	15,939
200	1c, A9	17	Parent Involvement Coordinator	11,400	11,628	11,860
			Object Total:	63,640	64,912	66,211
300	1c	18	Sign Language Proficiency Interviews (SLPI)	15,000	7,500	7,500
300	1c, A4	19	Fairview Learning	10,000	3,000	3,000
300	1c, A4	20	ASL/English Bilingual Professional Development (AEBPD)	10,000	10,000	10,000
300	1c, A4	21	Shurley English	3,000	1,000	1,000
300	A4, A8	22	Failure Free Reading	2,000	1,000	1,000
300	A4, A8	23	Reading Strategies for Deaf Students	5,000	5,000	5,000
300	A7	24	Renaissance Learning	4,500	1,500	1,500
300	A7	25	AIMSweb	1,000	1,000	1,000
300	1c, A8	26	THESA Summer Internet Service	11,250	11,250	11,250
300	1c, A4	27	IEP Training	3,000	0	0
300	1c	28	ASL/English Bilingual Consultant	25,000	12,500	7,500
300	A5	29	Content Workshops/Conferences: Registration Fees	6,000	6,000	6,000
300	1c, A4	30	Writer's Workshop	4,000	1,000	1,000
			Object Total:	99,750	60,750	55,750
600	A9	31	ASL Dictionaries and DVDS	14,625	1,250	1,875
600	1c, A8	32	Extended Learning Weekends Bus Fuel	3,060	3,121	3,184
600	1c, A8	33	Extended Learning Weekends Teaching Supplies	8,341	8,508	8,678
			Object Total:	26,026	12,879	13,737
700	1c	34	Technology (computers, projectors, cameras, SmartBoards, etc.)	147,490	25,000	25,000
700	1c, A8	35	Extended Learning Weekend ASL Studio	19,600	0	0
			Object Total:	167,090	25,000	25,000
800	1c, A8	36	Extended Learning Weekend ASL Studio Software	6,019	0	0
			Object Total:	6,019	0	0
900	1c, A8	37	Extended Learning Weekend Student Meals	31,875	32,796	33,931
900	1c, A8	38	Extended Learning Weekend Student Admission Tickets	9,138	9,402	9,427
900	1c, A8	39	Extended Learning Weekend Student Restaurant Meals	4,250	4,373	4,524
900	1c, A8	40	Extended Learning Weekend Supplemental Staff Background Checks	1,590	265	265
900	1c, A8	41	Student Awards	1,900	1,955	2,023
900	1c, A8	42	Extended Learning Weekend Recruiting Literature	250	100	100
900	1c, A8	43	Museum Admissions	1,000	1,000	1,000
900	1c, A8	44	Consumable Art Supplies	1,500	1,500	1,500
900	1c, A8	45	Consumable Science Supplies	1,500	1,500	1,500
900	1c, A8	46	Safety Equipment	500	500	500
900	1c, A8	47	Speaker Travel	500	500	500
900	1c, A8	48	Summer Family Outreach Mileage Reimbursement	1,080	1,080	1,080
900	A5	49	Travel for professional development/collegial observations	6,000	6,000	6,000
			Object Total:	61,083	60,971	62,350

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

**Attachment 1c
K12 Schools Only**

District Name: State Schools

School Name: Georgia School for the Deaf

Grades: PK, KK, 01, 02, 03, 04, 05, 06, 07, 08, 09, 10, 11, 12

School Enrollment Total: 122

NOTES: ED Facts data that is housed at the Georgia Department of Education will be provided in noted areas.

Enter data for all highlighted fields.

All data should be available.

SCHOOL DATA							
	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
AYP status	N	N	N				
AYP targets the school met	SI	SI	Math, SI				
AYP targets the school missed	ELA, Math	ELA, Math	ELA				
School improvement status	NI-3	NI-4	NI-5				
Number of days within the school year	180	180	180	184			
Number of minutes within the school day	M-Th 417 F 192	M-Th 456 F 219	M-Th 456 F 219	M-Th 456 F 219			
66,950	63,960	73,548	73,548	73,548			

Math – Mathematics; ELA – English Language Arts; SI – Second Indicator; NI – Needs Improvement; NI_AYP – Needs Improvement Made AYP; ADEQ – Adequate; ADEQ_DNM – Adequate Did Not meet

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

**Attachment 1c
K12 Schools Only**

Enter data for all highlighted fields.

☐ All data should be available.

☐ Data based on students who completed the course or who are currently enrolled.

Enter "NA" in any fields for which you do not have data.

STUDENT OUTCOME/ACADEMIC PROGRESS DATA							
	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Percentage of limited English proficient students who attain English language proficiency	0	0	0				
Graduation rate (percentage)	0	0	0				
Dropout rate (percentage)	2.1	3.6	1.4				
Student absent over 15 days rate (percentage)	8.6	4.8	2.4				
Number of students completing advanced coursework (AP)	0	0	0				
Percentage of students completing advanced coursework (AP)	0	0	0				
Number of students completing advanced coursework (IB)	0	0	0				
Percentage of students completing advanced coursework (IB)	0	0	0				
Number of students completing advanced coursework (early-college high schools)	0	0	0				

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Enter data for all highlighted fields.

☐ All data should be available.

☐ Data based on students who completed the course or who are currently enrolled.

Enter "NA" in any fields for which you do not have data.

;STUDENT OUTCOME/ACADEMIC PROGRESS DATA

	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Percentage of students completing advanced coursework (early-college high schools)	0	0	0				
Number of students completing advanced coursework (dual enrollment classes)	0	0	0				
Percentage of students completing advanced coursework (dual enrollment classes)	0	0	0				
College enrollment rate	1	1	1				
Number of discipline incidents coded as 900 as reported to state	0	0	0				
Number of truants	0	1	0				
Teacher attendance rate							

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Enter data for all highlighted fields.

☐ All data should be available.

☐ Data as of 3/31/10.

Enter "NA" in any fields for which you do not have data.

Distribution of Certified Staff by Performance Level as Designated on the LEA's Certified Staff Evaluation System							
	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Number of certified staff	☐	☐	☐	☐			
Number of teachers evaluated	☐	☐	☐	☐			
Certified Staff Evaluated at Each Performance Level							
Percentage rated Satisfactory	☐	☐	☐	☐			
Percentage rated Unsatisfactory	☐	☐	☐	☐			
Percentage non-renewed	☐	☐	☐	☐			

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Grade 3 CRCT English Percent of Students Who Met or Exceeded																					
Subgroups	2006-2007			2007-2008			2008-2009			2009-2010			2010-2011			2011-2012			2012-2013		
	N	D	%	N	D	%	N	D	%	N	D	%	N	D	%	N	D	%	N	D	%
Percentage Black	1	1	100	0	2	0	0	1	0												
Percentage White	0	0	0	1	3	33	2	3	666												
Percentage Hispanic	0	0	0	0	0	0	0	0	0												
Percentage Asian	0	0	0	0	0	0	0	0	0												
Percentage American Indian	0	0	0	0	0	0	0	0	0												
Percentage Multiracial	0	0	0	0	0	0	0	0	0												
Percentage Students with Disabilities	1	1	100	1	5	20	2	4	50												
Percentage Economically Disadvantaged	1	1	100	1	5	250	2	4	50												

N - Numerator (Students who Met or Exceeded the standard)

D - Denominator (FAY Students with test scores)

% - Percentage (Meets Exceeds Rate in percent)

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**Grade 3 CRCT English
Percent of Students Who Participated**

Subgroups	2006-2007			2007-2008			2008-2009			2009-2010			2010-2011			2011-2012			2012-2013		
	N	D	%	N	D	%	N	D	%	N	D	%	N	D	%	N	D	%	N	D	%
Percentage Black	1	1	100	2	2	100	1	1	100												
Percentage White	0	0	0	3	3	100	4	4	100												
Percentage Hispanic	0	0	0	0	0	0	0	0	0												
Percentage Asian	0	0	0	0	0	0	0	0	0												
Percentage American Indian	0	0	0	0	0	0	0	0	0												
Percentage Multiracial	0	0	0	0	0	0	0	0	0												
Percentage Students with Disabilities	1	1	100	5	5	100	5	5	100												
Percentage Economically Disadvantaged	1	1	100	5	5	100	5	5	100												

N - Numerator (Number of Students Participated in the test)
D - Denominator (Number of Students Enrolled during test window)
% - Percentage (Participation Rate in percent)

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**Grade 3 CRCT Reading
Percent of Students Who Met or Exceeded**

Subgroups	2006-2007			2007-2008			2008-2009			2009-2010			2010-2011			2011-2012			2012-2013		
	N	D	%	N	D	%	N	D	%	N	D	%	N	D	%	N	D	%	N	D	%
Percentage Black	1	1	100	1	3	33	0	1	0												
Percentage White	0	0	0	1	2	50	0	3	0												
Percentage Hispanic	0	0	0	0	0	0	0	0	0												
Percentage Asian	0	0	0	0	0	0	0	0	0												
Percentage American Indian	0	0	0	0	0	0	0	0	0												
Percentage Multiracial	0	0	0	0	0	0	0	0	0												
Percentage Students with Disabilities	1	1	100	2	5	40	0	4	0												
Percentage Economically Disadvantaged	1	1	100	2	5	40	0	4	0												

N - Numerator (Students who Met or Exceeded the standard)

D - Denominator (FAY 1Students with test scores)

% - Percentage (Meets Exceeds Rate in percent)

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**Grade 3 CRCT Reading
Percent of Students Who Participated**

Subgroups	2006-2007			2007-2008			2008-2009			2009-2010			2010-2011			2011-2012			2012-2013		
	N	D	%	N	D	%	N	D	%	N	D	%	N	D	%	N	D	%	N	D	%
Percentage Black	1	1	100	3	3	100	1	1	100												
Percentage White	0	0	0	2	2	100	4	4	100												
Percentage Hispanic	0	0	0	0	0	0	0	0	0												
Percentage Asian	0	0	0	0	0	0	0	0	0												
Percentage American Indian	0	0	0	0	0	0	0	0	0												
Percentage Multiracial	0	0	0	0	0	0	0	0	0												
Percentage Students with Disabilities	1	1	100	5	5	100	5	5	100												
Percentage Economically Disadvantaged	1	1	100	5	5	100	5	5	100												

N - Numerator (Number of Students Participated in the test)
D - Denominator (Number of Students Enrolled during test window)
% - Percentage (Participation Rate in percent)

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Grade 3 CRCT Mathematics																					
Percent of Students Who Met or Exceeded																					
Subgroups	2006-2007			2007-2008			2008-2009			2009-2010			2010-2011			2011-2012			2012-2013		
	N	D	%	N	D	%	N	D	%	N	D	%	N	D	%	N	D	%	N	D	%
Percentage Black	1	1	100	0	3	0	0	1	0												
Percentage White	0	0	0	1	2	50	1	4	25												
Percentage Hispanic	0	0	0	0	0	0	0	0	0												
Percentage Asian	0	0	0	0	0	0	0	0	0												
Percentage American Indian	0	0	0	0	0	0	0	0	0												
Percentage Multiracial	0	0	0	0	0	0	0	0	0												
Percentage Students with Disabilities	1	1	100	1	5	20	1	5	20												
Percentage Economically Disadvantaged	1	1	100	1	5	20	1	5	20												

N - Numerator (Students who Met or Exceeded the standard)

D - Denominator (FAY Students with test scores)

% - Percentage (Meets Exceeds Rate in percent)

*** - State assessment changed to align with the new curriculum implementation. (Georgia Performance Standards)

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**Grade 3 CRCT Mathematics
Percent of Students Who Participated**

Subgroups	2006-2007			2007-2008			2008-2009			2009-2010			2010-2011			2011-2012			2012-2013		
	N	D	%	N	D	%	N	D	%	N	D	%	N	D	%	N	D	%	N	D	%
Percentage Black	1	1	100	3	3	100	1	1	100												
Percentage White	0	0	0	2	2	100	4	4	100												
Percentage Hispanic	0	0	0	0	0	0	0	0	0												
Percentage Asian	0	0	0	0	0	0	0	0	0												
Percentage American Indian	0	0	0	0	0	0	0	0	0												
Percentage Multiracial	0	0	0	0	0	0	0	0	0												
Percentage Students with Disabilities	1	1	100	5	5	100	5	5	100												
Percentage Economically Disadvantaged	1	1	100	5	5	100	5	5	100												

N - Numerator (Students who Met or Exceeded the standard)

D - Denominator (FAY Students with test scores)

% - Percentage (Meets Exceeds Rate in percent)

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**Grade 4 CRCT English
Percent of Students Who Met or Exceeded**

Subgroups	2006-2007			2007-2008			2008-2009			2009-2010			2010-2011			2011-2012			2012-2013		
	N	D	%	N	D	%	N	D	%	N	D	%	N	D	%	N	D	%	N	D	%
Percentage Black	0	1	0	1	1	100	0	3	0												
Percentage White	0	1	0	0	0	0	1	2	50												
Percentage Hispanic	0	0	0	0	0	0	0	0	0												
Percentage Asian	0	0	0	0	0	0	0	0	0												
Percentage American Indian	0	0	0	0	0	0	0	0	0												
Percentage Multiracial	0	0	0	0	0	0	0	0	0												
Percentage Students with Disabilities	0	2	0	1	1	100	2	6	33												
Percentage Economically Disadvantaged	0	2	0	1	1	100	2	6	33												

N - Numerator (Students who Met or Exceeded the standard)

D - Denominator (FAY Students with test scores)

% - Percentage (Meets Exceeds Rate in percent)

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**Grade 4 CRCT English
Percent of Students Who Participated**

Subgroups	2006-2007			2007-2008			2008-2009			2009-2010			2010-2011			2011-2012			2012-2013		
	N	D	%	N	D	%	N	D	%	N	D	%	N	D	%	N	D	%	N	D	%
Percentage Black	1	1	100	1	1	100	3	3	100												
Percentage White	1	1	100	1	1	0	2	2	100												
Percentage Hispanic	0	0	0	0	0	0	0	0	0												
Percentage Asian	0	0	0	0	0	0	0	0	0												
Percentage American Indian	0	0	0	0	0	0	0	0	0												
Percentage Multiracial	0	0	0	0	0	0	1	1	100												
Percentage Students with Disabilities	2	2	100	1	1	100	6	6	100												
Percentage Economically Disadvantaged	2	2	100	1	1	100	6	6	100												

N - Numerator (Number of Students Participated in the test)
D - Denominator (Number of Students Enrolled during test window)
% - Percentage (Participation Rate in percent)

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**Grade 4 CRCT Reading
Percent of Students Who Met or Exceeded**

Subgroups	2006-2007			2007-2008			2008-2009			2009-2010			2010-2011			2011-2012			2012-2013		
	N	D	%	N	D	%	N	D	%	N	D	%	N	D	%	N	D	%	N	D	%
Percentage Black	0	1	0	1	1	100	0	2	0												
Percentage White	0	1	0	0	0	0	1	2	50												
Percentage Hispanic	0	0	0	0	0	0	0	0	0												
Percentage Asian	0	0	0	0	0	0	0	0	0												
Percentage American Indian	0	0	0	0	0	0	0	0	0												
Percentage Multiracial	0	0	0	0	0	0	1	1	100												
Percentage Students with Disabilities	0	2	0	1	1	100	2	5	40												
Percentage Economically Disadvantaged	0	2	0	1	1	100	2	5	40												

N - Numerator (Students who Met or Exceeded the standard)
D - Denominator (FAY Students with test scores)
% - Percentage (Meets Exceeds Rate in percent)

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**Grade 4 CRCT Reading
Percent of Students Who Participated**

Subgroups	2006-2007			2007-2008			2008-2009			2009-2010			2010-2011			2011-2012			2012-2013		
	N	D	%	N	D	%	N	D	%	N	D	%	N	D	%	N	D	%	N	D	%
Percentage Black	1	1	100	1	1	100	3	3	100												
Percentage White	1	1	100	0	0	0	2	2	100												
Percentage Hispanic	0	0	0	0	0	0	0	0	0												
Percentage Asian	0	0	0	0	0	0	0	0	0												
Percentage American Indian	0	0	0	0	0	0	0	0	0												
Percentage Multiracial	0	0	0	0	0	0	0	0	0												
Percentage Students with Disabilities	2	2	100	1	1	100	6	6	100												
Percentage Economically Disadvantaged	2	2	100	1	1	100	6	6	100												

N - Numerator (Number of Students Participated in the test)
D - Denominator (Number of Students Enrolled during test window)
% - Percentage (Participation Rate in percent)

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Grade 4 CRCT Mathematics																					
Percent of Students Who Met or Exceeded																					
Subgroups	2006-2007			2007-2008			2008-2009			2009-2010			2010-2011			2011-2012			2012-2013		
	N	D	%	N	D	%	N	D	%	N	D	%	N	D	%	N	D	%	N	D	%
Percentage Black	0	1	0	1	1	100	0	3	0												
Percentage White	0	1	0	0	0	0	1	2	50												
Percentage Hispanic	0	0	0	0	0	0	0	0	0												
Percentage Asian	0	0	0	0	0	0	0	0	0												
Percentage American Indian	0	0	0	0	0	0	0	0	0												
Percentage Multiracial	0	0	0	0	0	0	0	1	0												
Percentage Students with Disabilities	0	2	0	1	1	100	1	6	17												
Percentage Economically Disadvantaged	0	2	0	1	1	100	1	6	17												

N - Numerator (Students who Met or Exceeded the standard)

D - Denominator (FAY Students with test scores)

% - Percentage (Meets Exceeds Rate in percent)

*** - State assessment changed to align with the new curriculum implementation. (Georgia Performance Standards)

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**Grade 4 CRCT Mathematics
Percent of Students Who Participated**

Subgroups	2006-2007			2007-2008			2008-2009			2009-2010			2010-2011			2011-2012			2012-2013		
	N	D	%	N	D	%	N	D	%	N	D	%	N	D	%	N	D	%	N	D	%
Percentage Black	1	1	100	1	1	100	3	3	100												
Percentage White	1	1	100	0	0	0	2	2	100												
Percentage Hispanic	0	0	0	0	0	0	0	0	0												
Percentage Asian	0	0	0	0	0	0	0	0	0												
Percentage American Indian	0	0	0	0	0	0	0	0	0												
Percentage Multiracial	0	0	0	0	0	0	0	0	0												
Percentage Students with Disabilities	2	2	100	1	1	100	6	6	100												
Percentage Economically Disadvantaged	2	2	100	1	1	100	6	6	100												

N - Numerator (Number of Students Participated in the test)
D - Denominator (Number of Students Enrolled during test window)
% - Percentage (Participation Rate in percent)

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**Grade 5 CRCT English
Percent of Students Who Met or Exceeded**

Subgroups	2006-2007			2007-2008			2008-2009			2009-2010			2010-2011			2011-2012			2012-2013		
	N	D	%	N	D	%	N	D	%	N	D	%	N	D	%	N	D	%	N	D	%
Percentage Black	0	2	0	0	1	0	1	2	50												
Percentage White	0	5	0	0	4	0	0	2	0												
Percentage Hispanic	1	1	100	0	1	0	0	1	0												
Percentage Asian	0	0	0	0	0	0	0	0	0												
Percentage American Indian	0	0	0	0	0	0	0	0	0												
Percentage Multiracial	0	0	0	0	0	0	0	0	0												
Percentage Students with Disabilities	1	8	12.5	0	6	0	1	5	20												
Percentage Economically Disadvantaged	1	8	12.5	0	6	0	1	5	20												

N - Numerator (Students who Met or Exceeded the standard)
D - Denominator (FAY Students with test scores)
% - Percentage (Meets Exceeds Rate in percent)

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Grade 5 CRCT English Percent of Students Who Participated																					
Subgroups	2006-2007			2007-2008			2008-2009			2009-2010			2010-2011			2011-2012			2012-2013		
	N	D	%	N	D	%	N	D	%	N	D	%	N	D	%	N	D	%	N	D	%
Percentage Black	2	2	100	1	1	100	2	2	100												
Percentage White	5	5	100	4	4	100	2	2	100												
Percentage Hispanic	1	1	100	1	1	100	1	1	100												
Percentage Asian	0	0	0	0	0	0	0	0	0												
Percentage American Indian	0	0	0	0	0	0	0	0	0												
Percentage Multiracial	0	0	0	0	0	0	0	0	0												
Percentage Students with Disabilities	8	8	100	6	6	100	5	5	100												
Percentage Economically Disadvantaged	8	8	100	6	6	100	5	5	100												

N - Numerator (Number of Students Participated in the test)
D - Denominator (Number of Students Enrolled during test window)
% - Percentage (Participation Rate in percent)

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**Grade 5 CRCT Reading
Percent of Students Who Met or Exceeded**

Subgroups	2006-2007			2007-2008			2008-2009			2009-2010			2010-2011			2011-2012			2012-2013		
	N	D	%	N	D	%	N	D	%	N	D	%	N	D	%	N	D	%	N	D	%
Percentage Black	1	2	50	0	1	0	1	1	100												
Percentage White	0	5	0	0	4	0	1	2	50												
Percentage Hispanic	1	1	100	0	1	0	0	1	0												
Percentage Asian	0	0	0	0	0	0	0	0	0												
Percentage American Indian	0	0	0	0	0	0	0	0	0												
Percentage Multiracial	0	0	0	0	0	0	0	0	0												
Percentage Students with Disabilities	2	8	25	0	6	0	2	4	50												
Percentage Economically Disadvantaged	2	8	25	0	6	0	2	4	50												

N - Numerator (Students who Met or Exceeded the standard)
D - Denominator (FAY Students with test scores)
% - Percentage (Meets Exceeds Rate in percent)

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**Grade 5 CRCT Reading
Percent of Students Who Participated**

Subgroups	2006-2007			2007-2008			2008-2009			2009-2010			2010-2011			2011-2012			2012-2013		
	N	D	%	N	D	%	N	D	%	N	D	%	N	D	%	N	D	%	N	D	%
Percentage Black	2	2	100	1	1	100	2	2	100												
Percentage White	5	5	100	4	4	100	2	2	100												
Percentage Hispanic	1	1	100	1	1	100	1	1	100												
Percentage Asian	0	0	0	0	0	0	0	0	0												
Percentage American Indian	0	0	0	0	0	0	0	0	0												
Percentage Multiracial	0	0	0	0	0	0	0	0	0												
Percentage Students with Disabilities	8	8	100	6	6	100	5	5	100												
Percentage Economically Disadvantaged	8	8	100	6	6	100	5	5	100												

N - Numerator (Number of Students Participated in the test)
D - Denominator (Number of Students Enrolled during test window)
% - Percentage (Participation Rate in percent)

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**Grade 5 CRCT Mathematics
Percent of Students Who Met or Exceeded**

Subgroups	2006-2007			2007-2008			2008-2009			2009-2010			2010-2011			2011-2012			2012-2013		
	N	D	%	N	D	%	N	D	%	N	D	%	N	D	%	N	D	%	N	D	%
Percentage Black	0	2	0	0	1	0	1	2	50												
Percentage White	0	5	0	0	4	0	0	2	0												
Percentage Hispanic	1	1	100	0	1	0	1	1	100												
Percentage Asian	0	0	0	0	0	0	0	0	0												
Percentage American Indian	0	0	0	0	0	0	0	0	0												
Percentage Multiracial	0	0	0	0	0	0	0	0	0												
Percentage Students with Disabilities	1	8	12.5	0	6	0	2	5	40												
Percentage Economically Disadvantaged	1	8	12.5	0	6	0	2	5	40												

N - Numerator (Students who Met or Exceeded the standard)

D - Denominator (FAY Students with test scores)

% - Percentage (Meets Exceeds Rate in percent)

*** - State assessment changed to align with the new curriculum implementation. (Georgia Performance Standards)

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**Grade 5 CRCT Mathematics
Percent of Students Who Participated**

Subgroups	2006-2007			2007-2008			2008-2009			2009-2010			2010-2011			2011-2012			2012-2013		
	N	D	%	N	D	%	N	D	%	N	D	%	N	D	%	N	D	%	N	D	%
Percentage Black	2	2	100	1	1	100	2	2	100												
Percentage White	5	5	100	4	4	100	2	2	100												
Percentage Hispanic	1	1	100	1	1	100	1	1	100												
Percentage Asian	0	0	0	0	0	0	0	0	0												
Percentage American Indian	0	0	0	0	0	0	0	0	0												
Percentage Multiracial	0	0	0	0	0	0	0	0	0												
Percentage Students with Disabilities	8	8	100	6	6	100	5	5	100												
Percentage Economically Disadvantaged	8	8	100	6	6	100	5	5	100												

N - Numerator (Number of Students Participated in the test)
D - Denominator (Number of Students Enrolled during test window)
% - Percentage (Participation Rate in percent)

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**Grade 6 CRCT English
Percent of Students Who Met or Exceeded**

Subgroups	2006-2007			2007-2008			2008-2009			2009-2010			2010-2011			2011-2012			2012-2013		
	N	D	%	N	D	%	N	D	%	N	D	%	N	D	%	N	D	%	N	D	%
Percentage Black	0	4	0	0	3	0	0	0	0												
Percentage White	0	1	0	0	4	0	1	3	33												
Percentage Hispanic	0	0	0	0	1	0	0	0	0												
Percentage Asian	0	0	0	0	0	0	0	0	0												
Percentage American Indian	0	0	0	0	0	0	0	0	0												
Percentage Multiracial	0	0	0	0	0	0	0	0	0												
Percentage Students with Disabilities	0	5	0	0	8	0	1	3	33												
Percentage Economically Disadvantaged	0	5	0	0	8	0	1	3	33												

N - Numerator (Students who Met or Exceeded the standard)
D - Denominator (FAY Students with test scores)
% - Percentage (Meets Exceeds Rate in percent)

**School Improvement Grant 1003(g)
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Grade 6 CRCT English Percent of Students Who Participated																					
Subgroups	2006-2007			2007-2008			2008-2009			2009-2010			2010-2011			2011-2012			2012-2013		
	N	D	%	N	D	%	N	D	%	N	D	%	N	D	%	N	D	%	N	D	%
Percentage Black	4	4	100	3	3	100	0	0	0												
Percentage White	1	1	100	4	4	100	3	3	100												
Percentage Hispanic	0	0	0	1	1	100	0	1	0												
Percentage Asian	0	0	0	0	0	0	0	0	0												
Percentage American Indian	0	0	0	0	0	0	0	0	0												
Percentage Multiracial	0	0	0	0	0	0	0	0	0												
Percentage Students with Disabilities	5	5	100	8	8	100	3	4	75												
Percentage Economically Disadvantaged	5	5	100	8	8	100	3	4	75												

N - Numerator (Number of Students Participated in the test)
D - Denominator (Number of Students Enrolled during test window)
% - Percentage (Participation Rate in percent)

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**Attachment 1c
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**Grade 6 CRCT Reading
Percent of Students Who Met or Exceeded**

Subgroups	2006-2007			2007-2008			2008-2009			2009-2010			2010-2011			2011-2012			2012-2013		
	N	D	%	N	D	%	N	D	%	N	D	%	N	D	%	N	D	%	N	D	%
Percentage Black	0	4	0	0	3	0	0	0	0												
Percentage White	0	1	0	0	4	0	0	3	0												
Percentage Hispanic	0	0	0	0	0	0	0	0	0												
Percentage Asian	0	0	0	0	0	0	0	0	0												
Percentage American Indian	0	0	0	0	0	0	0	0	0												
Percentage Multiracial	0	0	0	0	0	0	0	0	0												
Percentage Students with Disabilities	0	5	0	0	8	0	0	4	0												
Percentage Economically Disadvantaged	0	5	0	0	8	0	0	4	0												

N - Numerator (Students who Met or Exceeded the standard)
D - Denominator (FAY Students with test scores)
% - Percentage (Meets Exceeds Rate in percent)

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**Grade 6 CRCT Reading
Percent of Students Who Participated**

Subgroups	2006-2007			2007-2008			2008-2009			2009-2010			2010-2011			2011-2012			2012-2013		
	N	D	%	N	D	%	N	D	%	N	D	%	N	D	%	N	D	%	N	D	%
Percentage Black	4	4	100	3	3	100	0	0	0												
Percentage White	1	1	100	4	4	100	3	3	100												
Percentage Hispanic	0	0	0	1	1	100	1	1	100												
Percentage Asian	0	0	0	0	0	0	0	0	0												
Percentage American Indian	0	0	0	0	0	0	0	0	0												
Percentage Multiracial	0	0	0	0	0	0	0	0	0												
Percentage Students with Disabilities	5	5	100	8	8	100	4	4	100												
Percentage Economically Disadvantaged	5	5	100	8	8	100	4	4	100												

N - Numerator (Number of Students Participated in the test)
D - Denominator (Number of Students Enrolled during test window)
% - Percentage (Participation Rate in percent)

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Grade 6 CRCT Mathematics																					
Percent of Students Who Met or Exceeded																					
Subgroups	2006-2007			2007-2008			2008-2009			2009-2010			2010-2011			2011-2012			2012-2013		
	N	D	%	N	D	%	N	D	%	N	D	%	N	D	%	N	D	%	N	D	%
Percentage Black	0	4	0	0	3	0	0	0	0												
Percentage White	0	1	0	0	4	0	0	3	0												
Percentage Hispanic	0	0	0	0	1	0	0	1	0												
Percentage Asian	0	0	0	0	0	0	0	0	0												
Percentage American Indian	0	0	0	0	0	0	0	0	0												
Percentage Multiracial	0	0	0	0	0	0	0	0	0												
Percentage Students with Disabilities	0	5	0	0	8	0	0	3	0												
Percentage Economically Disadvantaged	0	5	0	0	8	0	0	3	0												

N - Numerator (Students who Met or Exceeded the standard)
D - Denominator (FAY Students with test scores)
% - Percentage (Meets Exceeds Rate in percent)

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**Grade 6 CRCT Mathematics
Percent of Students Who Participated**

Subgroups	2006-2007			2007-2008			2008-2009			2009-2010			2010-2011			2011-2012			2012-2013		
	N	D	%	N	D	%	N	D	%	N	D	%	N	D	%	N	D	%	N	D	%
Percentage Black	4	4	100	3	3	100	0	0	0												
Percentage White	1	1	100	4	4	100	2	3	67												
Percentage Hispanic	0	0	0	1	1	100	1	1	100												
Percentage Asian	0	0	0	0	0	0	0	0	0												
Percentage American Indian	0	0	0	0	0	0	0	0	0												
Percentage Multiracial	0	0	0	0	0	0	0	0	0												
Percentage Students with Disabilities	5	5	100	8	8	100	3	4	75												
Percentage Economically Disadvantaged	5	5	100	8	8	100	3	4	75												

N - Numerator (Number of Students Participated in the test)
D - Denominator (Number of Students Enrolled during test window)
% - Percentage (Participation Rate in percent)

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Grade 7 CRCT English																					
Percent of Students Who Met or Exceeded																					
Subgroups	2006-2007			2007-2008			2008-2009			2009-2010			2010-2011			2011-2012			2012-2013		
	N	D	%	N	D	%	N	D	%	N	D	%	N	D	%	N	D	%	N	D	%
Percentage Black	1	2	50	0	5	0	0	3	0												
Percentage White	0	5	0	0	0	0	0	4	0												
Percentage Hispanic	0	0	0	0	0	0	0	1	0												
Percentage Asian	0	0	0	0	0	0	0	0	0												
Percentage American Indian	0	0	0	0	0	0	0	0	0												
Percentage Multiracial	0	0	0	0	0	0	0	0	0												
Percentage Students with Disabilities	1	7	14	0	5	0	0	8	0												
Percentage Economically Disadvantaged	1	7	14	0	5	0	0	8	0												

N - Numerator (Students who Met or Exceeded the standard)

D - Denominator (FAY Students with test scores)

% - Percentage (Meets Exceeds Rate in percent)

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Grade 7 CRCT English Percent of Students Who Participated																					
Subgroups	2006-2007			2007-2008			2008-2009			2009-2010			2010-2011			2011-2012			2012-2013		
	N	D	%	N	D	%	N	D	%	N	D	%	N	D	%	N	D	%	N	D	%
Percentage Black	2	2	100	5	5	100	4	4	100												
Percentage White	5	5	100	0	0	0	4	4	100												
Percentage Hispanic	0	1	0	0	0	0	2	2	100												
Percentage Asian	0	0	0	0	0	0	0	0	0												
Percentage American Indian	0	0	0	0	0	0	0	0	0												
Percentage Multiracial	0	0	0	0	0	0	0	0	0												
Percentage Students with Disabilities	7	8	0	5	5	100	10	10	100												
Percentage Economically Disadvantaged	7	8	0	5	5	100	10	10	100												

N - Numerator (Number of Students Participated in the test)
D - Denominator (Number of Students Enrolled during test window)
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**Grade 7 CRCT Reading
Percent of Students Who Met or Exceeded**

Subgroups	2006-2007			2007-2008			2008-2009			2009-2010			2010-2011			2011-2012			2012-2013		
	N	D	%	N	D	%	N	D	%	N	D	%	N	D	%	N	D	%	N	D	%
Percentage Black	0	2	0	0	5	0	0	4	0												
Percentage White	0	5	0	0	0	0	0	4	0												
Percentage Hispanic	0	1	0	0	0	0	0	2	0												
Percentage Asian	0	0	0	0	0	0	0	0	0												
Percentage American Indian	0	0	0	0	0	0	0	0	0												
Percentage Multiracial	0	0	0	0	0	0	0	0	0												
Percentage Students with Disabilities	0	8	0	0	5	0	0	10	0												
Percentage Economically Disadvantaged	0	8	0	0	5	0	0	10	0												

N - Numerator (Students who Met or Exceeded the standard)
D - Denominator (FAY Students with test scores)
% - Percentage (Meets Exceeds Rate in percent)

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**Grade 7 CRCT Reading
Percent of Students Who Participated**

Subgroups	2006-2007			2007-2008			2008-2009			2009-2010			2010-2011			2011-2012			2012-2013		
	N	D	%	N	D	%	N	D	%	N	D	%	N	D	%	N	D	%	N	D	%
Percentage Black	2	2	100	5	5	100	4	4	100												
Percentage White	5	5	100	0	0	0	4	4	100												
Percentage Hispanic	1	1	100	0	0	0	2	2	100												
Percentage Asian	0	0	0	0	0	0	0	0	0												
Percentage American Indian	0	0	0	0	0	0	0	0	0												
Percentage Multiracial	0	0	0	0	0	0	0	0	0												
Percentage Students with Disabilities	8	8	100	5	5	100	10	10	100												
Percentage Economically Disadvantaged	8	8	100	5	5	100	10	10	100												

N - Numerator (Number of Students Participated in the test)
D - Denominator (Number of Students Enrolled during test window)
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**Grade 7 CRCT Mathematics
Percent of Students Who Met or Exceeded**

Subgroups	2006-2007			2007-2008			2008-2009			2009-2010			2010-2011			2011-2012			2012-2013		
	N	D	%	N	D	%	N	D	%	N	D	%	N	D	%	N	D	%	N	D	%
Percentage Black	0	2	0	0	5	0	0	3	0												
Percentage White	0	5	0	0	0	0	1	4	25												
Percentage Hispanic	0	1	0	0	0	0	0	1	0												
Percentage Asian	0	0	0	0	0	0	0	0	0												
Percentage American Indian	0	0	0	0	0	0	0	0	0												
Percentage Multiracial	0	0	0	0	0	0	0	0	0												
Percentage Students with Disabilities	0	8	0	0	5	0	1	8	12.5												
Percentage Economically Disadvantaged	0	8	0	0	5	0	1	8	12.5												

N - Numerator (Students who Met or Exceeded the standard)

D - Denominator (FAY Students with test scores)

% - Percentage (Meets Exceeds Rate in percent)

*** - State assessment changed to align with the new curriculum implementation. (Georgia Performance Standards)

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**Grade 7 CRCT Mathematics
Percent of Students Who Participated**

Subgroups	2006-2007			2007-2008			2008-2009			2009-2010			2010-2011			2011-2012			2012-2013		
	N	D	%	N	D	%	N	D	%	N	D	%	N	D	%	N	D	%	N	D	%
Percentage Black	2	2	100	5	5	100	4	4	100												
Percentage White	5	5	100	0	0	0	4	4	100												
Percentage Hispanic	1	1	100	0	0	0	2	2	100												
Percentage Asian	0	0	0	0	0	0	0	0	0												
Percentage American Indian	0	0	0	0	0	0	0	0	0												
Percentage Multiracial	0	0	0	0	0	0	0	0	0												
Percentage Students with Disabilities	8	8	100	5	5	100	10	10	100												
Percentage Economically Disadvantaged	8	8	100	5	5	100	10	10	100												

N - Numerator (Number of Students Participated in the test)
D - Denominator (Number of Students Enrolled during test window)
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Grade 8 CRCT English																					
Percent of Students Who Met or Exceeded																					
Subgroups	2006-2007			2007-2008			2008-2009			2009-2010			2010-2011			2011-2012			2012-2013		
	N	D	%	N	D	%	N	D	%	N	D	%	N	D	%	N	D	%	N	D	%
Percentage Black	0	5	0	2	4	50	2	7	29												
Percentage White	0	4	0	1	8	13	2	3	67												
Percentage Hispanic	0	0	0	0	0	0	0	0	0												
Percentage Asian	0	0	0	0	0	0	0	0	0												
Percentage American Indian	0	0	0	0	0	0	0	0	0												
Percentage Multiracial	0	0	0	0	0	0	0	0	0												
Percentage Students with Disabilities	0	9	0	3	12	25	4	10	40												
Percentage Economically Disadvantaged	0	9	0	3	12	25	4	10	40												

N - Numerator (Students who Met or Exceeded the standard)

D - Denominator (FAY Students with test scores)

% - Percentage (Meets Exceeds Rate in percent)

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Grade 8 CRCT English Percent of Students Who Participated																					
Subgroups	2006-2007			2007-2008			2008-2009			2009-2010			2010-2011			2011-2012			2012-2013		
	N	D	%	N	D	%	N	D	%	N	D	%	N	D	%	N	D	%	N	D	%
Percentage Black	5	5	100	5	5	100	7	7	100												
Percentage White	5	5	100	8	8	100	3	3	100												
Percentage Hispanic	0	0	0	1	1	100	0	0	0												
Percentage Asian	0	0	0	0	0	0	0	0	0												
Percentage American Indian	0	0	0	0	0	0	0	0	0												
Percentage Multiracial	0	0	0	0	0	0	0	0	0												
Percentage Students with Disabilities	10	10	100	14	14	100	10	10	100												
Percentage Economically Disadvantaged	10	10	100	14	14	100	10	10	100												

N - Numerator (Number of Students Participated in the test)
D - Denominator (Number of Students Enrolled during test window)
% - Percentage (Participation Rate in percent)

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Grade 8 CRCT Reading																					
Percent of Students Who Met or Exceeded																					
Subgroups	2006-2007			2007-2008			2008-2009			2009-2010			2010-2011			2011-2012			2012-2013		
	N	D	%	N	D	%	N	D	%	N	D	%	N	D	%	N	D	%	N	D	%
Percentage Black	0	5	0	1	4	25	2	7	29												
Percentage White	0	4	0	1	8	13	2	3	67												
Percentage Hispanic	0	0	0	0	0	0	0	0	0												
Percentage Asian	0	0	0	0	0	0	0	0	0												
Percentage American Indian	0	0	0	0	0	0	0	0	0												
Percentage Multiracial	0	0	0	0	0	0	0	0	0												
Percentage Students with Disabilities	0	9	0	2	12	16.7	4	10	40												
Percentage Economically Disadvantaged	0	9	0	2	12	16.7	4	10	40												

N - Numerator (Students who Met or Exceeded the standard)

D - Denominator (FAY Students with test scores)

% - Percentage (Meets Exceeds Rate in percent)

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**Grade 8 CRCT Reading
Percent of Students Who Participated**

Subgroups	2006-2007			2007-2008			2008-2009			2009-2010			2010-2011			2011-2012			2012-2013		
	N	D	%	N	D	%	N	D	%	N	D	%	N	D	%	N	D	%	N	D	%
Percentage Black	5	5	100	5	5	100	7	7	100												
Percentage White	5	5	100	8	8	100	3	3	100												
Percentage Hispanic	0	0	0	1	1	100	0	0	0												
Percentage Asian	0	0	0	0	0	0	0	0	0												
Percentage American Indian	0	0	0	0	0	0	0	0	0												
Percentage Multiracial	0	0	0	0	0	0	0	0	0												
Percentage Students with Disabilities	10	10	100	14	14	100	10	10	100												
Percentage Economically Disadvantaged	10	10	100	14	14	100	10	10	100												

N - Numerator (Number of Students Participated in the test)
D - Denominator (Number of Students Enrolled during test window)
% - Percentage (Participation Rate in percent)

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**Grade 8 CRCT Mathematics
Percent of Students Who Met or Exceeded**

Subgroups	2006-2007			2007-2008			2008-2009			2009-2010			2010-2011			2011-2012			2012-2013		
	N	D	%	N	D	%	N	D	%	N	D	%	N	D	%	N	D	%	N	D	%
Percentage Black	0	5	0	0	4	0	2	7	29												
Percentage White	0	4	0	1	8	13	2	3	67												
Percentage Hispanic	0	0	0	0	0	0	0	0	0												
Percentage Asian	0	0	0	0	0	0	0	0	0												
Percentage American Indian	0	0	0	0	0	0	0	0	0												
Percentage Multiracial	0	0	0	0	0	0	0	0	0												
Percentage Students with Disabilities	0	9	0	1	12	8.3	4	10	40												
Percentage Economically Disadvantaged	0	9	0	1	12	8.3	4	10	40												

N - Numerator (Students who Met or Exceeded the standard)

D - Denominator (FAY Students with test scores)

% - Percentage (Meets Exceeds Rate in percent)

*** - State assessment changed to align with the new curriculum implementation. (Georgia Performance Standards)

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**Grade 8 CRCT Mathematics
Percent of Students Who Participated**

Subgroups	2006-2007			2007-2008			2008-2009			2009-2010			2010-2011			2011-2012			2012-2013		
	N	D	%	N	D	%	N	D	%	N	D	%	N	D	%	N	D	%	N	D	%
Percentage Black	5	5	100	5	5	100	7	7	100												
Percentage White	4	5	80	8	8	100	3	3	100												
Percentage Hispanic	0	0	0	1	1	100	0	0	0												
Percentage Asian	0	0	0	0	0	0	0	0	0												
Percentage American Indian	0	0	0	0	0	0	0	0	0												
Percentage Multiracial	0	0	0	0	0	0	0	0	0												
Percentage Students with Disabilities	9	10	90	14	14	100	10	10	100												
Percentage Economically Disadvantaged	9	10	90	14	14	100	10	10	100												

N - Numerator (Number of Students Participated in the test)
D - Denominator (Number of Students Enrolled during test window)
% - Percentage (Participation Rate in percent)

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Grade 11 GHS GT English																					
Percent of Students Who Met or Exceeded																					
Subgroups	2006-2007			2007-2008			2008-2009			2009-2010			2010-2011			2011-2012			2012-2013		
	N	D	%	N	D	%	N	D	%	N	D	%	N	D	%	N	D	%	N	D	%
Percentage Black	4	7	57	1	4	25	1	7	14												
Percentage White	0	4	0	2	5	40	3	7	43												
Percentage Hispanic	0	0	0	0	0	0	1	3	33												
Percentage Asian	0	0	0	0	0	0	0	0	0												
Percentage American Indian	0	0	0	0	0	0	0	0	0												
Percentage Multiracial	0	0	0	0	0	0	0	0	0												
Percentage Students with Disabilities	4	11	36.4	3	9	33	5	17	29.4												
Percentage Economically Disadvantaged	4	11	36.4	3	9	33	5	17	29.4												

N - Numerator (Students who Met or Exceeded the standard)

D - Denominator (FAY Students with test scores)

% - Percentage (Meets Exceeds Rate in percent)

*** - State assessment changed to align with the new curriculum implementation. (Georgia Performance Standards)

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**Grade 11 GHS GT English
Percent of Students Who Participated**

Subgroups	2006-2007			2007-2008			2008-2009			2009-2010			2010-2011			2011-2012			2012-2013		
	N	D	%	N	D	%	N	D	%	N	D	%	N	D	%	N	D	%	N	D	%
Percentage Black	7	7	100	7	7	100	10	10	100												
Percentage White	4	4	100	6	6	100	11	12	91.7												
Percentage Hispanic	0	0	0	0	0	0	3	3	100												
Percentage Asian	0	0	0	0	0	0	0	0	0												
Percentage American Indian	0	0	0	0	0	0	0	0	0												
Percentage Multiracial	0	0	0	0	0	0	0	0	0												
Percentage Students with Disabilities	11	11	100	13	13	100	24	25	96												
Percentage Economically Disadvantaged	11	11	100	13	13	100	24	25	96												

N - Numerator (Number of Students Participated in the test)
D - Denominator (Number of Students Enrolled during test window)
% - Percentage (Participation Rate in percent)

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Grade 11 GHS GT Mathematics																					
Percent of Students Who Met or Exceeded																					
Subgroups	2006-2007			2007-2008			2008-2009			2009-2010			2010-2011			2011-2012			2012-2013		
	N	D	%	N	D	%	N	D	%	N	D	%	N	D	%	N	D	%	N	D	%
Percentage Black	2	7	29	1	4	25	2	7	29												
Percentage White	1	4	25	0	0	0	3	6	50												
Percentage Hispanic	0	0	0	0	0	0	2	3	67												
Percentage Asian	0	0	0	0	0	0	0	0	0												
Percentage American Indian	0	0	0	0	0	0	0	0	0												
Percentage Multiracial	0	0	0	0	0	0	0	0	0												
Percentage Students with Disabilities	3	11	27.3	1	4	25	7	16	43.8												
Percentage Economically Disadvantaged	3	11	27.3	1	4	25	7	16	43.8												

N - Numerator (Students who Met or Exceeded the standard)

D - Denominator (FAY Students with test scores)

% - Percentage (Meets Exceeds Rate in percent)

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**Grade 11 GHS GT Mathematics
Percent of Students Who Participated**

Subgroups	2006-2007			2007-2008			2008-2009			2009-2010			2010-2011			2011-2012			2012-2013		
	N	D	%	N	D	%	N	D	%	N	D	%	N	D	%	N	D	%	N	D	%
Percentage Black	7	7	100	8	8	100	9	9	100												
Percentage White	4	4	100	6	6	100	10	10	100												
Percentage Hispanic	0	0	0	0	0	0	3	3	100												
Percentage Asian	0	0	0	0	0	0	0	0	0												
Percentage American Indian	0	0	0	0	0	0	0	0	0												
Percentage Multiracial	0	0	0	0	0	0	0	0	0												
Percentage Students with Disabilities	11	11	100	14	14	100	22	22	100												
Percentage Economically Disadvantaged	11	11	100	14	14	100	22	22	100												

N - Numerator (Number of Students Participated in the test)
D - Denominator (Number of Students Enrolled during test window)
% - Percentage (Participation Rate in percent)

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

**Attachment 1c
K12 Schools Only**

Enter data for all highlighted fields.

☐ All data should be available.

☐ Based on Fall Semester data if available.

Enter "NA" in any fields for which you do not have data.

Mathematics I: Algebra/Geometry/Statistics							
	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Percentage passed course	☐	☐	☐	☐			
Percentage passed EOCT	☐	☐	☐	☐			

Mathematics II: Geometry/Algebra II/Statistics							
	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Percentage passed course	☐	☐	☐	☐			
Percentage passed EOCT	☐	☐	☐	☐			

*****This data will not be available for Mathematics I and Mathematics II until 2010.**

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

**Attachment 1c
K12 Schools Only**

Enter data for all highlighted fields.

☐ All data should be available.

☐ Based on Fall Semester data if available.

Enter "NA" in any fields for which you do not have data.

English Language Arts: Ninth Grade Literature and Composition							
	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Percentage passed course	☐	☐	☐	☐			
Percentage passed EOCT	☐	☐	☐	☐			

English Language Arts: American Literature and Composition							
	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Percentage passed course	☐	☐	☐	☐			
Percentage passed EOCT	☐	☐	☐	☐			



Announcement GSD #	All Job Openings
Job Title:	ASL/English Bilingual Specialist
Post Date:	
Apply by:	Until Filled
Job ID:	
Location:	Georgia School for the Deaf, 232 Perry Farm Road, SW, Cave Spring, GA 30124
Program/Unit:	State Schools/Office of Policy and External Affairs
Description of Duties:	<ul style="list-style-type: none"> • Provides leadership for conversion to an ASL/English bilingual learning environment • Schedules and coordinates delivery and implementation of staff development training that supports ASL/English bilingual learning environment • Collaborates with principal, teachers, and school's instructional design team to develop strategies that support the school improvement plan • Schedules staff Sign Language Proficiency Interviews (SLPI), monitors progress, and provides reports to School Council and Leadership Team • Serves as a mentor for staff engaged in ASL development activities • Participates in statewide deaf events, activities, conferences, seminars, meetings and social gatherings • Serves as a member of the school's leadership team • Consistently models ASL/English bilingual communication • Attends and participates in conferences, meetings, webinars, and workshops related to ASL/English bilingual education
Minimum Qualifications:	<ul style="list-style-type: none"> • Holds or is eligible for Georgia Certification in Deaf Education or related service field • Sign language proficiency rating of "Advanced" or higher as measured by the Sign Language Proficiency Interview (SLPI) • Good command of written English • Knowledge and appreciation of deaf culture
Preferred Qualifications:	<ul style="list-style-type: none"> • ASL/English Bilingual Professional Development (AEBPD) training • Graduate degree in Deaf Education • Coursework or training in ASL linguistics or instruction
Salary/Benefits:	This is a 210 day position paid on 12-month basis; salary based on qualifications and creditable years of experience. Benefit options include life, disability, dental, vision, and health insurance; annual/sick leave; and Employees' Retirement or Teachers Retirement.

To Apply: Submit a [State of Georgia Application for Employment](#) to:

Personnel Office
 Attn: Denise Clark
 Georgia School for the Deaf
 232 Perry Farm Rd SW
 Cave Spring, GA 30124-3018
 Tel: (706) 777-2200
 E-mail: dclark@doe.k12.ga.us

*Resume/application should include daytime telephone number and prior employment history with addresses and telephone numbers. If a resume is submitted, it **must** be accompanied by a cover letter.

Consideration/interviews will begin as soon as a list of applicants is established. Applications/resumes will be evaluated and only those meeting the qualifications will be considered. Top candidates will be contacted for interviews. No notification will be sent to applicants except those who are selected for interviews. Due to the large volume of applications received by this office, we are unable to provide

information on your application status.

It is the policy of the Georgia School for the Deaf not to discriminate on the basis of race, color, sex, national origin, disability, or age in its employment practices.

In accordance with Public Law 99-603, also known as the Immigration Reform and Control Act of 1986, the Department of Education employs only U.S. citizens and lawfully authorized alien workers. All persons hired by the Georgia School for the Deaf are required to verify identity and employment eligibility and must agree to undergo drug screening and a criminal background investigation.

An Equal Opportunity Employer



Announcement GSD #	All Job Openings
Job Title:	Residential Learning Coordinator
Post Date:	
Apply by:	Until Filled
Job ID:	
Location:	Georgia School for the Deaf, 232 Perry Farm Road, SW, Cave Spring, GA 30124
Program/Unit:	State Schools/Office of Policy and External Affairs
Description of Duties:	<ul style="list-style-type: none"> • Collaborates with classroom teachers and residential staff to ensure student completion of daily academic assignments and homework • Collaborates with Assistant Director for Residential Services and Athletic Director to prioritize academic program requirements • Collaborates with Assistant Director of Support Services to coordinate related services after regular instruction hours • Schedules, monitors and provides supervision for study hall, individual and small group tutoring, computer assisted instruction, and other academic activities • Ensures compliance with classroom academic expectations for all students participating in travel associated with extracurricular activities • Assists with the coordination of residential parapro schedules • Works afternoons, evenings, and selected weekends
Minimum Qualifications:	<ul style="list-style-type: none"> • Hold or be Eligible for a Georgia Teaching Certificate • Minimum of three years teaching experience • Excellent communication skills • Sign language proficiency rating of "Intermediate Plus" or higher as measured by the Sign Language Proficiency Instrument • Basic computer skills • Excellent organizational skills • Excellent interpersonal skills
Preferred Qualifications:	<ul style="list-style-type: none"> • Demonstrated leadership and/or administrative supervisory responsibilities in a previous position • Sign language proficiency rating of "Advanced" or higher as measured by the Sign Language Proficiency Instrument • Experience with deaf and hard of hearing learners in a school setting
Salary/Benefits:	This is a 10-month position (200-days) paid on 12-month basis according to qualifications and experience. Benefit options include life, disability, dental, vision, and health insurance; annual/sick leave; and Employees' Retirement or Teachers Retirement.

To Apply: Submit a [State of Georgia Application for Employment](#) to:

Personnel Office
 Attn: Denise Clark
 Georgia School for the Deaf
 232 Perry Farm Rd SW
 Cave Spring, GA 30124-3018
 Tel: (706) 777-2200
 E-mail: dclark@doe.k12.ga.us

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meeting the qualifications will be considered. Top candidates will be contacted for interviews. No notification will be sent to applicants except those who are selected for interviews. Due to the large volume of applications received by this office, we are unable to provide information on your application status.

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An Equal Opportunity Employer

Why It Works

SHURLEY ENGLISH

Research Results

Test Scores

Comments and Testimonials



Shurley English is a dynamic English curriculum for grades K-8. We are known for our unique blend of grammar, skills, and writing. Shurley English is a rigorous curriculum that brings back student-teacher interaction, promotes higher-order thinking skills, and provides measurable academic achievement.

Our most defining teaching model, the *Question and Answer Flow*, is highly successful because it utilizes the different learning styles of students, includes enough repetition for students to master grammar easily, and incorporates the part-to-whole philosophy.

Shurley English writing teaches concrete organizational patterns for a variety of writing purposes. Shurley students produce writing that is clear, readable, and understandable.

In this booklet, you will see how the pieces of the Shurley English curriculum fit together to connect grammar, skills, writing, and oral language. We encourage you to take a few moments to look over this information.

Thank you for taking the time to inquire about Shurley English.

As you work hard to select the best curriculum for your students, we hope you will consider Shurley English.

If you would like additional information, please contact us.

**SHURLEY
ENGLISH**

SHURLEY INSTRUCTIONAL MATERIALS, INC.

366 SIM Drive, Cabot, AR 72023

Toll Free: 800-566-2966

Fax: 501-843-0583

www.shurley.com
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- Research
- Proven Methods of Teaching
- Phases of Learning and Assessment



Research

Introduction

Educational practices should be associated with scientifically based research. Studies have revealed what will work in schools and what will not. Neuroscientific research, memory research, educational research, and effective strategy research all point to specific pedagogies that raise student achievement. Shurley English has defining characteristics that are validated with this research.

The following summary presents the research that supports Shurley English as a curriculum, which contains the key elements to effectively promote the development of language and communication skills.



Neuroscience Research

Neuroscientific research (Arendal and Mann, 2000) suggests a combination of elements that lead to efficient learning of new tasks and concepts. These elements are *frequency, intensity, cross-training, adaptivity, motivation* and *attention*. Shurley English is designed to integrate these elements to help students learn effectively.

Frequency. Neural pathways are built and grow strong by repeated exposure to learning. This is known as frequency. In reading, studies have shown that the more a person reads, the better that person will read.

Shurley English provides frequency in the following areas:

- Writing
Journal, creative, expository, persuasive, descriptive, narrative, comparison / contrast, and research
- Revising and editing
Sentences, paragraphs, essays, and letters
- Question/Answer Flow
Analysis of sentences
- Oral reading of sentences
Repeated exposure to various types of sentence structure and vocabulary

Intensity. Learning requires rigorous practice. A student will build neural support for a skill in a shorter period of time if practice is intense.

Shurley English provides rigorous practice in the following areas:

- Writing
- Revising and editing
- Analyzing sentences
- Building vocabulary
- Practicing skills

Cross-training. Teaching for memory requires strong networks that can connect to other networks. This is called cross-training. Therefore, different kinds of skills and different forms of memory should be used. Shurley English provides cross-training in the following areas:

- Writing is taught through explicit memory and practiced to store strategies and skills in implicit memory.

- Sentences are dissected to understand component parts, and, then, new sentences are constructed and revised.
- Writing across the curriculum connects the writing process to various subject areas.
- Vocabulary and analogy exercises are used to connect word activities to analytical thinking and writing.

Adaptivity. Teaching for memory requires that the teacher monitor the student's progress and adjust the teaching/learning situation to meet individual needs. In other words, the teacher must differentiate. Shurley English provides this in the following manner:

- Teaching tips give teachers ways to adjust lessons to meet different learning needs.
- Writing portfolios and evaluation guides provide feedback on student progress.
- Activities are accelerated or modified for various needs.

Motivation and Attention. These are what keep the students interested in learning. Various strategies will keep students on task. Frequency and intensity rely on these factors.

Shurley English keeps interest high through participation in the following areas:

- Short- and long-term goals
- Teacher-student interaction
- Cooperative-learning activities

Memory Research

Memory research suggests that there are two types of memory: explicit and implicit. Explicit memory is that which can be spoken or written. Facts are an example of this type of memory. Implicit memory includes the habits and skills that are done automatically. The research states that implicit memory is more lasting and reliable than explicit. (Schacter, 1996)

Shurley English teaches grammar and writing explicitly. Students are then given the kind of practice and reinforcement necessary to put the writing process into implicit memory. This is done by providing the needed repetition, practice, priming, experience, and demonstration.

Rhythm and rhyme are like music to the brain. According to Weinberger (1995), "an increasing amount of research findings support the theory that the brain is specialized for the building blocks of music." Shurley English provides an oral, rhythmic set of questions and answers to identify and reinforce each part of speech within a sentence. In addition, Shurley jingles strengthen grammar and writing objectives. These concepts become implicit memories.

In-brain research, the storehouse for implicit memory is also the storehouse for movement. Through movement, information is better remembered. Educators should be deliberate about integrating movement into everyday learning. (Jensen, 1998) Movement is an integral part of Shurley English, and teachers are encouraged to add movements to many of the jingles.

Educational Research

In an effort to identify instructional strategies that raise student achievement, several meta-analyses have been completed. In 1992, researcher John Hattie identified several strategies and documented a standard deviation with higher scores in the experimental group than the control group. He analyzed thousands of studies to create his list. In 2001, Robert Marzano et. al. published the results of their meta-analysis that yields nine instructional strategies that raise student achievement. The group distinguishes not only the standard deviation, but also provides us with the percentile gain achieved by those using these particular strategies.

The Shurley English curriculum is a grammar and writing series that utilizes many of the strategies identified in these scientifically based research studies.

Identifying Similarities and Differences.

Research suggests that this strategy will raise student achievement 45 percentile points. Students whose teachers instruct them in the use of analogies, metaphors, similes, and idioms far outperform their peers who do not use these approaches. Shurley English includes these domains:

- Classifying and categorizing
- Homonyms, antonyms, and synonyms
- Metaphors, similes, and analogies
- Differences in types of sentences and in types of writing

Homework and Practice. A 28-percentile gain can be achieved through this strategy. According to Marzano et. al. (2001), “Two common purposes for homework are practice and preparation or elaboration. When homework is assigned for the purpose of practice, it should be structured around content with which students have a high degree of familiarity.” Homework and practice are essential to any program designed to raise student achievement. Shurley English provides the following activities:

- Creating and revising sentences
- Classifying sentences
- Practicing skills
- Practice in all forms of writing
- Revising and editing paragraphs and essays

These elements, along with the appropriate feedback from the teacher, can increase the percentile gain.

Non-linguistic Representations. Shurley English engages students in kinesthetic activity, as well. This physical movement generates a mental image of the knowledge in the student’s mind. Mental images include physical sensations. (Marzano et. al., 2001) Students have shown a percentile gain as much as 27 percent through this strategy. Students grasp a better understanding of grammar and sentence structure as they use manipulatives to identify and label words and sentences in the Shurley curriculum.

Setting Objectives or Goals. The Shurley series begins each year by setting long-term and short-term goals. Research indicates that students benefit from setting goals. Walberg (1999) found that the general effects of setting goals reflected a percentile gain of 18. Goal-setting provides the student the opportunity to direct his or her own learning. Students know what to focus on. They can also personalize the teacher’s or the classroom’s goals.

Providing Feedback. Lysakowski and Walberg (1981, 1982) found that the effects of feedback could increase achievement from 7 to 37 percent. Providing students with information about how well they are doing on a regular basis is so powerful that researcher John Hattie (1992) analyzed nearly 8000 studies and concluded, “The most powerful single modification that enhances achievement is feedback. The simplest prescription for improving education must be ‘dollops of feedback.’” Shurley English provides the following types of feedback:

- Comprehensive editing checklists

- Daily interactive Q&A Flows
- Corrective instructional activities
- Skill Builder Checks
- Share Time
- Writing conferences

Computer-Assisted Instruction. The Shurley curriculum provides educational software to reinforce students’ understanding of language. According to one research finding, computer-assisted instruction can result in a gain of as much as 12 percent. (Hattie, 1992) This technology supports the concepts being taught in the classroom and provides kinesthetic activity for students. The software also assists students new to the curriculum, can be used as a reteaching or remediation tool, and also as a tool for advancing accelerated students.

Direct Vocabulary Instruction. “Even superficial instruction on words greatly enhances the probability that students will learn the words from context when they encounter them in their reading.” (Marzano et. al., 2001) In a study by Jenkins (1984), students who had previous instruction with words were about 33 percent more likely to understand those words when they encountered them in their reading. Vocabulary instruction is intrinsic to Shurley English. In Shurley English, new words are defined during vocabulary time. Students then create their own definition cards and use definitions, synonyms, antonyms, and sentence context to write independent sentences. In addition, students analyze word pairings to solve analogies. Stahl and Fairbanks (1986) found that direct vocabulary instruction increases student comprehension of new material by 12 percentile points. Shurley offers the following activities:

- Direct vocabulary instruction
- Word analogies
- Sentence revision, using synonyms and antonyms
- Oral Skill Builder Checks, which includes intense vocabulary review

Formative Assessment

Paul Black, professor emeritus in the School of Education, King’s College, London, and Dylan Wiliam, head of school and professor of educational assessment, define formative assessment as, “all those activities undertaken by teachers and by their students [that] provide information to be used as feedback to modify the teaching and learning activities in which they are engaged.”

They conducted a major review of more than 250 articles and books that present research evidence on assessment from several countries. (Black & Wiliam, 1998) The main conclusion as a result of their study was as follows:

Standards are raised only by changes that are put into direct effect by teachers and students in classrooms. There is a body of firm evidence that formative assessment is an essential feature of classroom work and that development of it can raise standards. We know of no other way of raising standards for which such a strong prima facie case can be made on the basis of evidence of such large learning gains. (p. 19)

Black and Wiliam have studied assessment with results indicating strong percentile gains. “Firm evidence shows that *formative assessment* is an essential component of classroom work and that its development can raise standards of achievement.” (1998) Formative assessment is ongoing in the Shurley series.

Reading Research

In the area of reading, Shurley English assists with a much-neglected area, fluency. Fluency bridges the gap between word recognition and word comprehension. Researchers have investigated an approach to fluency called *repeated oral reading*. Several studies show that reading aloud promotes the acquisition of printed word representations in the child’s mental lexicon. (Share and Stanovich, 1995) The National Reading Panel (1999) suggests that repeated reading of text is one of the most effective ways to improve reading fluency and comprehension. Shurley English promotes one of the most comprehensive and recommended forms of repeated oral reading during constant sentence analysis. According to cognitive research synthesizers, Pat Wolfe and Pamela Neville (2004), “Children apply skills of attention, concentration, and engagement when they are exposed to a rich variety of reading and language arts activities. They draw on long-term memory to recall facts, details, and concepts.” Sally Shaywitz, noted reading researcher from Yale University, explains that after a child has analyzed and correctly read a word several times, he forms an exact model of that specific word that includes its spelling, pronunciation, and meaning. It is then stored permanently in the brain. (2003)

Research of Best Practices in Effective Teaching

Noted researcher Kathleen Cotton from the Northwest Regional Education Laboratory wrote *Effective Schooling Practices: A Research Synthesis*. Her key findings on the basis of effective teaching are hallmark practices of Shurley English. They include a number of strategies.

Teachers carefully orient students to lessons.

This includes describing objectives, making connections between prior learning and current learning, and calling attention to key concepts.

Teachers provide clear and focused

instruction. Directions are given both orally and in writing, they emphasize key points, and, most importantly, they check students’ understanding. Shurley offers abundant opportunities for guided and independent practice. Student success rates are high as the content of the lessons are well-matched to the students’ capabilities. There is also computerized instruction to supplement the learning.

Teachers routinely provide feedback and

reinforcement. Teachers using Shurley English give both written and oral feedback. Immediate feedback is provided by the computer-assisted instructional activities as well.

Teachers routinely review and re-teach as necessary.

They present materials in alternate ways to ensure mastery by all students. Additionally, teachers select computer-assisted instructional activities that include review and reinforcement components. Shurley curriculum is presented in an orderly way, using clear and simple language that is provided in a scripted fashion. Each concept in the curriculum is reinforced through a spiral learning process.

Cotton’s research on composition supports the Shurley English format for teaching writing. Those effective schooling research findings that are most relevant to composition instruction are those that emphasize the importance of these criteria.

- 1) *Clarity of objectives:* Every lesson begins with clearly stated objectives.
- 2) *Continuity and sequencing of instruction:* Grammar, skills, and writing are taught in a sequential format, and concepts are presented in a step-by-step process.
- 3) *Opportunities for guided and independent practice:* Shurley English provides guided practice in all areas. Students are given independent practice as they gain mastery of concepts.

- 4) *Alignment of practice activities with concepts studied:* All Shurley activities are matched with stated objectives and covered concepts.
- 5) *Frequent monitoring of student learning:* Student work is assessed by the teacher, other students, and by the student himself.
- 6) *Providing feedback and correctives while student work is in progress:* Composition is taught with an editing checklist so students can assess themselves. The teacher and other students also offer feedback through editing partners/groups and teacher conferencing. Constant feedback and correctives are also provided during oral analysis of sentences. This immediate feedback allows students to self correct in a non-threatening environment and allows the teacher immediate feedback of student progress.

National Council of Teachers of English

Four of the twelve standards from the National Council of Teachers of English (1998–2004) address the students’ understanding of language and sentence structure:

Standard #3 refers to the range of strategies and abilities students should use to comprehend and appreciate texts, and among these is their understanding of *sentence structure*. Shurley English focuses on the following strategies.

- Analyzing the four kinds of sentences
- Analyzing seven sentence patterns
- Analyzing parts of sentences
- Creating Practice and Improved sentences
- Writing/Editing

Standard #4 explains that students should adjust their spoken and written language for different audiences and purposes, and these adjustments include changes in the *conventions and style of language*.

As such, Shurley English provides the following activities.

- Writing for various purposes
- Editing/Share Time

Standard #6 states that students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and non-print texts. To that end, Shurley English includes the following activities.

- Writing, revising, and editing
- Analyzing propaganda techniques
- Critiquing literature selections
- Creating different kinds of poetry

Standard #9 calls for students to “develop an understanding of and respect for diversity in *language use, patterns, and dialects* across cultures, ethnic groups, geographic regions, and social roles.” (Italics added.) Understanding basic grammar can help students see the patterns of different languages and dialects.

Conclusion

Neuroscience research, memory research, educational research, and effective strategy research all support the components and key elements implemented by Shurley English. Shurley English is a curriculum that merges a strong skills foundation with the writing process. According to E.D. Hirsch (1996), “Learning builds on learning.” The more a person knows, the more that person can learn. Neuroscience calls this making connections. Education calls it building on prior knowledge. Hirsch calls existing knowledge “mental Velcro,” which allows new information to become attached to it.

Shurley pedagogy is supported by a wide variety of research. It provides the “mental Velcro” that students require for ongoing learning. Teachers in classrooms throughout the country have found success and improved test scores by using Shurley English.

Proven Methods of Teaching

Direct Instruction

Shurley English utilizes many components of the Direct Instruction (DI) model of teaching. These components are a strong academic focus, a high degree of teacher direction and control, high expectations for student progress, and a system for managing time.

Shurley English has a strong academic focus. All the necessary language skills that students need to know are taught directly, but not in isolation. Students develop a firm sense of “knowingness” as they progress through the curriculum. In Shurley English, the teacher assumes the role of “mentor” as he or she instructs students in the vocabulary and structures of the English language.

Because Shurley English holds high expectations for all learners and provides scripted lessons for teachers, instructional time is maximized. The use of direct instruction methods helps all learners achieve a high degree of academic success.

The Memory Model of Instruction

Shurley English places strong emphasis upon semantic memory to help students build a firm foundation of knowledge, which is the first stage of learning according to Bloom’s Taxonomy. Coupled with semantic memory is procedural memory. Shurley English processes stimulate procedural memory through repeated rehearsal of jingles and the Question and Answer Flow (Q&A Flow).

All learning depends on memory, including the simple recall of facts and data and the more complex memory system of remembering thinking patterns, conceptual frames, and complex ideas (Fogarty 2002).

Shurley English capitalizes upon the brain’s ability to “chunk” information. Chunking (Sylwester 1995 as cited by Fogarty 2002) is a phenomenon that is achieved when a coherent group of informational items are readily combined and are remembered as a single item. Shurley English achieves this by teaching grammar jingles and the Q&A Flow.

Multiple Intelligences

In 1983, Howard Gardner developed his theory of Multiple Intelligences (MI), which since publication, has gained popularity with educators who strive to teach to students’ strengths. He stated that intelligence is multi-modal. He outlined various categories of intelligence, and Shurley English supports many of them. He labeled them as verbal/linguistic (V/L), musical/rhythmic (M/R), mathematical/logical (M/L), interpersonal/intrapersonal, bodily/kinesthetic (B/K), visual/spatial (V/S), and naturalist.

Shurley English has always honored the way students learn through the “see, hear, say, do” approach. These processes support the theory of MI. The Shurley English curriculum focuses primarily upon the verbal/linguistic, musical/rhythmic, mathematical/logical, bodily/kinesthetic, and visual/spatial intelligences.

Brain-Compatible Instruction

In Brain-Compatible Instruction, learning is enhanced by challenge and inhibited by threat (Caine & Caine 1991,1993 as cited by Fogarty 2002). Shurley English presents appropriate challenge in a fun, exciting way, which positively stimulates the brain. Emotions are critical to patterning, so Shurley English seeks to generate enthusiasm and positive effect during each engaging lesson.

In brain-compatible teaching, there is a balance between direct instruction for skill development and authentic learning that immerses the learners in challenging experiences. In addition, brain-compatible instruction taps into the uniqueness of each learner and shepherds relevant transfer for future application of the learner (Fogarty 2002). Students who have had several years of instruction in Shurley English retain their skills throughout their education and their lives!

Finally, the brain always searches for meaning, and this search for meaning occurs through patterning. By teaching grammar rules and usage with jingles, punctuation, and the classification of sentence patterns, Shurley English engages students in the learning process in a brain-friendly way. Another brain-compatible feature is the use of graphic organizers to help create mental constructs, which students will remember easily.

Phases of Learning and Assessment

Depth of Knowledge for Writing

Norman Webb presents the following levels for the depth of knowledge for writing in his book, *Depth of Knowledge for Four Content Areas*:

• **Level 1**

Level 1 requires the student to write or recite simple facts. This writing or recitation does not include complex synthesis or analysis but basic ideas. The students are engaged in listing ideas or words as in a brainstorming activity prior to written composition, are engaged in a simple spelling or vocabulary assessment, or are asked to write simple sentences. Students are expected to write and speak using Standard English conventions. This includes using appropriate grammar, punctuation, capitalization, and spelling. Some examples that represent but do not constitute all of Level 1 performance are:

- Use punctuation marks correctly.
- Identify Standard English grammatical structures and refer to resources for correction.

• **Level 2**

Level 2 requires some mental processing. At this level students are engaged in first draft writing or brief extemporaneous speaking for a limited number of purposes and audiences. Students are beginning to connect ideas using a simple organizational structure. For example, students may be engaged in note-taking, outlining or simple summaries. Text may be limited to one paragraph. Students demonstrate a basic understanding and appropriate use of such reference materials as a dictionary, thesaurus, or web site. Some examples that represent but do not constitute all of Level 2 performance are:

- Construct compound sentences.
- Use simple organizational strategies to structure written work.
- Write summaries that contain the main idea of the reading selection and pertinent details.

• **Level 3**

Level 3 requires some higher level mental processing. Students are engaged in developing compositions that include multiple paragraphs. These compositions may include complex sentence structure and may demonstrate some synthesis and analysis. Students show awareness of their audience and purpose through focus, organization, and the use of appropriate compositional elements. The use of appropriate compositional elements includes such things as addressing chronological order in a narrative or including supporting facts and details in an informational report. At this stage students are engaged in editing and revising to improve the quality of the composition. Some examples that represent but do not constitute all of Level 3 performance are:

- Support ideas with details and examples.
- Use voice appropriate to the purpose and audience.
- Edit writing to produce a logical progression of ideas.

• **Level 4**

Higher-level thinking is central to Level 4. The standard at this level is a multiparagraph composition that demonstrates synthesis and analysis of complex ideas or themes. There is evidence of a deep awareness of purpose and audience. For example, informational papers include hypotheses and supporting evidence. Students are expected to create compositions that demonstrate a distinct voice and that stimulate the reader or listener to consider new perspectives on the addressed ideas and themes. An example that represents but does not constitute all of Level 4 performance is:

- Write an analysis of two selections, identifying the common theme and generating a purpose that is appropriate for both.

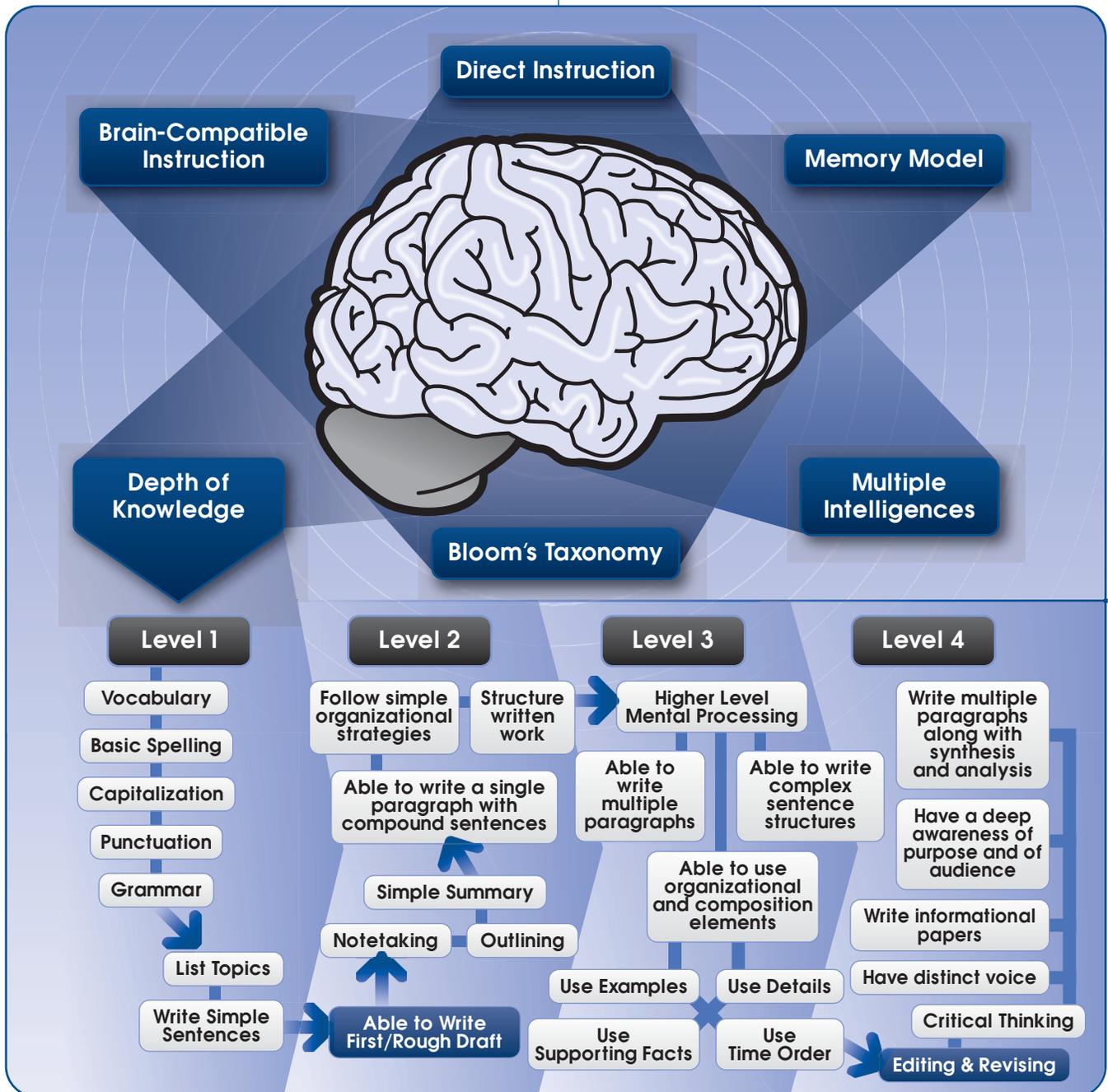
Webb, Norman L. (2002). *Depth of Knowledge for Four Content Areas*. Article retrieved from the Internet, February 24, 2006.

Shurley English adheres to Webb’s Depth of Knowledge for Writing in many areas. First, students learn and use grammar conventions as they write and expand simple, compound, and complex sentences.

Second, students learn to write, revise, and edit rough drafts by following the steps in the writing process. Their writings include expository, persuasive, descriptive, narrative, and comparison/contrast paragraphs and essays.

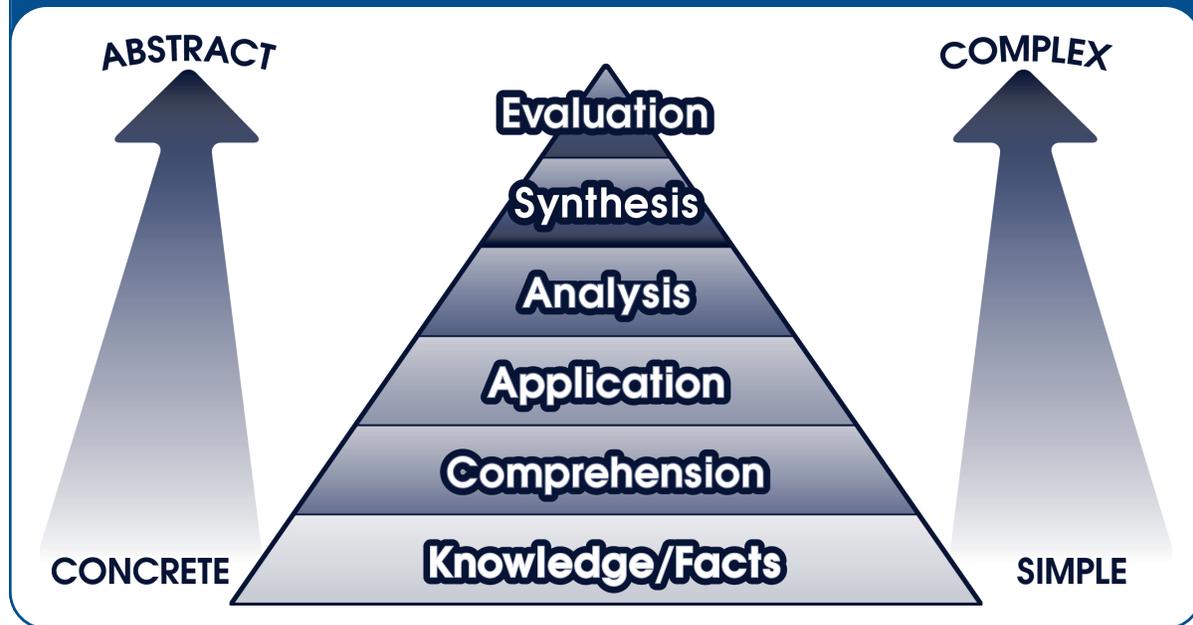
Third, students use their knowledge of different types of writing to organize their paragraphs and essays by using main points, supporting details, and time-order words to give their writing a coherent flow.

Fourth, students develop an original voice as they understand the purpose and audience of their writing. Knowing and using the steps in the writing process allows students to write narratives and informational papers with a high degree of independence, competency, and confidence.



Meeting Areas of Bloom's Taxonomy

- **KNOWLEDGE -**
Remembering previously learned material
Student Action: Responds, absorbs, answers, remembers, memorizes
- **COMPREHENSION -**
Understanding, grasping the meaning
Student Action: Translates, interprets
- **APPLICATION -**
Using pre-learned methods and principles in situations
Student Action: Lists, solves problems, demonstrates, creates
- **ANALYSIS -**
Breaks apart or down into its elements
Student Action: Classify, discusses, uncovers, dissects
- **SYNTHESIS -**
Puts elements together to make a whole or a new item
Student Action: Discusses, generalizes, relates, compares, contrasts
- **EVALUATION -**
Judges the value
Student Action: Judges, debates



Vocabulary and Analogy Time

The Student...

1. Learns new words and analogies
2. Discusses and compares how words and their synonyms and antonyms are related
3. Discusses and compares how analogies are related
4. Solves analogies by analyzing and comparing two sets of words and by deciding how they relate
5. Creates new vocabulary sentences and new analogies

BLOOM'S AREAS MET: knowledge, comprehension, application, analysis, synthesis, evaluation

Jingle Time

The Student...

1. Memorizes new jingles
2. Learns how to sing jingles with music
3. Discusses and compares how jingle definitions relate to grammar concepts
4. Discusses and compares how the Sentence and Transition Jingles relate to writing
5. Applies jingle definitions to help analyze, classify, and write sentences
6. Can create motions for jingles
7. Can create new jingles and new tunes for jingles

BLOOM'S AREAS MET: knowledge, comprehension, application, analysis, synthesis

Grammar Time

The Student...

1. Learns definitions for the parts of speech
2. Memorizes the questions to ask to classify the parts of a sentence
3. Analyzes the order and the sense of the words in a sentence to determine the parts of speech
4. Analyzes the sentence to determine the kind of sentence and the sentence pattern
5. Analyzes the sentence to determine the complete subject and the complete predicate
6. Applies knowledge of sentence structure to help analyze, classify, and write sentences
7. Applies grammar vocabulary to expand sentences, using adjectives, adverbs, prepositional phrases, etc.
8. Evaluates his own writing and the writing of other students based on following correct sentence structure

BLOOM'S AREAS MET: knowledge, comprehension, application, analysis, synthesis, evaluation

Practice and Revised Sentences

The Student...

1. Applies knowledge of sentence structure to write practice sentences, using sentence labels as guides
2. Applies grammar vocabulary to expand sentences, using adjectives, adverbs, prepositional phrases, etc.
3. Applies grammar vocabulary to revise sentences, using synonyms, antonyms, word changes, added words, and deleted words
4. Evaluates the connection between grammar and writing, using this knowledge to write, revise, and edit his writing and the writing of others

BLOOM'S AREAS MET: knowledge, comprehension, application, analysis, synthesis, evaluation

Skill Builders

The Student...

1. Analyzes sentences to determine which words are nouns
2. Analyzes criteria to determine if nouns are common, proper, singular, or plural by making comparisons
3. Analyzes sentences to determine the complete subject and complete predicate

4. Analyzes sentences to determine the simple subject and simple predicate
5. Discusses vocabulary meanings of selected words in sentences

BLOOM'S AREAS MET: knowledge, comprehension, application, analysis, synthesis

Skill Time

The Student...

1. Discusses, learns, and remembers skill concepts, such as capitalization and punctuation rules, subject/verb agreement rules, meanings and spellings of homonyms, how to identify and correct a sentence fragment or run-on sentence, and the spelling rules for the plurals of nouns
2. Applies rules and concepts to skill exercises to demonstrate mastery
3. Applies rules and concepts to editing exercises to demonstrate mastery
4. Applies knowledge of skills to the writing process in writing rough drafts, revising, and editing
5. Evaluates his own writing and the writing of other students based on how well these rules have been followed

BLOOM'S AREAS MET: knowledge, comprehension, application, analysis, synthesis, evaluation

Classroom Practice

The Student...

1. Analyzes sentences to determine parts of speech, kinds of sentences, and sentence patterns
2. Analyzes sentences to determine the complete subject and the complete predicate
3. Applies rules and concepts to skill exercises to demonstrate mastery
4. Applies rules and concepts to editing exercises to demonstrate mastery

BLOOM'S AREAS MET: knowledge, comprehension, application, analysis, synthesis

Chapter Checkup

The Student...

1. Analyzes sentences to determine parts of speech, kinds of sentences, and sentence patterns
2. Analyzes sentences to determine the complete subject and the complete predicate

3. Applies rules and concepts to skill exercises to demonstrate mastery
4. Applies rules and concepts to editing exercises to demonstrate mastery

BLOOM'S AREAS MET: knowledge, comprehension, application, analysis, synthesis

Chapter Test

The Student...

1. Analyzes sentences to determine parts of speech, kinds of sentences, and sentence patterns
2. Analyzes sentences to determine the complete subject and the complete predicate
3. Applies rules and concepts to skill exercises to demonstrate mastery
4. Applies rules and concepts to editing exercises to demonstrate mastery
5. Solves analogies by analyzing, comparing, and relating two sets of words in a standardized testing format
6. Applies vocabulary knowledge by choosing correct definitions, synonyms, and antonyms in a standardized testing format
7. Applies skills and editing knowledge in a standardized testing format

BLOOM'S AREAS MET: knowledge, comprehension, application, analysis, synthesis, evaluation

Writing Time

The Student...

1. Applies knowledge of sentence structure to write sentences, paragraphs, essays, and reports
2. Applies rules and concepts of grammar and skills to writing, revising, and editing
3. Analyzes the purpose for writing and organizes the writing as expository, persuasive, narrative, descriptive, comparison/contrast, a letter, a book review, or a report
4. Discusses his writing with a partner and in large or small groups
5. Evaluates his own writing and the writing of other students based on how well the writing process has been followed

BLOOM'S AREAS MET: knowledge, comprehension, application, analysis, synthesis, evaluation

Literature Time

The Student...

1. Reads and listens to poetry by different poets, including classical and contemporary
2. Discusses, analyzes, and interprets poetic elements of selected classical and contemporary poems
3. Researches, discusses, and analyzes selected poets
4. Creates different types of poems
5. Selects and evaluates poems by well-known poets
6. Selects, reads, and evaluates fiction and nonfiction books for book reviews

BLOOM'S AREAS MET: knowledge, comprehension, application, analysis, synthesis, evaluates

Discovery Time

The Student...

1. Reads, discusses, and researches different thematic topics for his level
2. Answers questions about the topic studied
3. Writes and discusses results of research with others

BLOOM'S AREAS MET: knowledge, comprehension, application, analysis, synthesis

Across the Curriculum Activities

The Student...

1. Relates English skills to other subjects
2. Applies speaking and writing skills to other subjects

BLOOM'S AREAS MET: knowledge, comprehension, application, analysis

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- Test Scores



Roff Public School Roff, Oklahoma

Oklahoma Core Curriculum Test (OCCT)

EXPERIMENTAL DESIGN: A comparison of standardized test scores was made for students in the first through the eighth grade between 1990 and 1993. In the years 1992 and 1993, the students were taught using the Shurley English curriculum. In the years 1990 and 1991, the Shurley English curriculum was not used.

SAMPLE: Students in the first, second, third, fourth, fifth, sixth, seventh, and eighth grades at Roff Elementary School in Roff, Oklahoma, participated in the study. As a control, the students were taught for two years without the Shurley English curriculum. Students were then taught for two years with the Shurley English curriculum.

METHODOLOGY: The Oklahoma Core Curriculum Test (OCCT) was administered to each class from 1990 to 1993. The Total Language Test scores from the OCCT were compared.

	TOTAL LANGUAGE TEST SCORES			
	1990 without Shurley	1991 without Shurley	1992 with Shurley	1993 with Shurley
1st Grade	19	52	67	63
2nd Grade	42	59	88	95
3rd Grade	63	57	74	91
4th Grade	35	54	72	70
5th Grade	35	50	56	67
6th Grade	13	36	49	55
7th Grade	28	45	64	60
8th Grade	16	27	61	61

MEASURES: In 1990, the Total Language Test score for the first grade was 19; for the second grade, 42; for the third grade, 63; for the fourth grade, 35; for the fifth grade, 35; for the sixth grade, 13; for the seventh grade, 28; and for the eighth grade, 16. In 1991, the Total Language Test score for the first grade was 52; for the second grade, 59; for the third grade, 57; for the fourth grade, 54; for the fifth grade, 50; for the sixth grade, 36; for the seventh grade, 45; and for the eighth grade, 27. In 1992, the Total Language Test score for the first grade was 67; for the second grade, 88; for the third grade, 74; for the fourth grade, 72; for the fifth grade, 56; for the sixth grade, 49; for the seventh grade, 64; and for the eighth grade, 61. In 1993, the Total Language Test score for the first grade was 63; for the second grade, 95 for the third grade, 91; for the fourth grade, 70; for the fifth grade, 67; for the sixth grade, 55; for the seventh grade, 60; and for the eighth grade, 61.

STUDIES: In addition to the results indicated, the researcher reports that students' desire to learn English—a measure which cannot be evaluated by standardized testing, but which is quite clear to educators and administrators who deal with students first-hand—increased significantly with the introduction of Shurley English curriculum. Because of Shurley, students “really like English” and “look forward to English class.”

REPORT OF RESULTS: Test scores indicate significant increases from 1990 to 1993. The third grade started in 1990 with much higher scores than the other grades and showed a nearly 50% increase over four years. The other grades showed score increases of nearly 100% over four years, and some showed significantly greater degrees of increase. The scores of the sixth grade alone increased over 400%. For most grades, the greatest single-year increase in scores came in 1992 with the introduction of the Shurley English curriculum.

INVESTIGATORS: Tony Wellington, Principal. Roff Elementary School, Roff, Oklahoma

Sevier County School System Sevierville, Tennessee

Tennessee Comprehensive Assessment Program (TCAP)

EXPERIMENTAL DESIGN: A comparison of standardized test scores was made before and after the introduction of the Shurley English curriculum. Two classes of fifth graders were tested. Shurley English was introduced shortly before the second test.

SAMPLE: Two fifth grade classes in the Sevier County School System, Sevierville, Tennessee, participated in the study. The control scores are the scores from 2002, before the introduction of the Shurley English curriculum. These scores were compared with scores from 2003. In April 2003, Class A had been taught Shurley English for three months, while Class B had been taught Shurley English for two months.

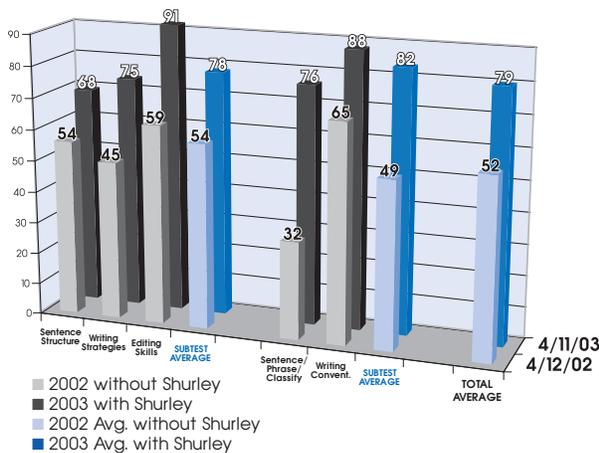
METHODOLOGY: The Tennessee Comprehensive Assessment Program (TCAP) was administered twice—once in April 2002 and once in April 2003. Scores of two different classes of fifth graders were compared over two years. Scores were divided into the sub-headings Sentence Structure, Writing Strategies, Editing Skills, Sentence/Phrase Classification, and Writing Conventions. The scores for Sentence Structure, Writing Strategies, and

Editing skills were averaged together for the Language Introduction to Print Subtest Average. The scores for Sentence/Phrase Classification and Writing Conventions were averaged together for the Language Mechanics Subtest Average.

MEASURES: In April 2002, Class A's total average score was 54. Class A's 2002 score in Sentence Structure was 54; in Writing Strategies, 43; and in Editing Skills, 64, for a Language Introduction to Print Subtest Average of 57. Class A's 2002 score in Sentence/Phrase Classification was 23, and in Writing Conventions, 77, for a Language Mechanics Subtest Average of 50. In April 2003, Class A's total average score was 84. Class A's 2003 score in Sentence Structure was 71; in Writing Strategies, 71; in Editing Skills, 93, for a Language Introduction to Print Subtest Average of 79. Class A's 2003 score in Sentence/Phrase Classification was 86, and in Writing Conventions, 100, for a Language Mechanics Subtest Average of 93.

In April 2002, Class B's total average score was 49. Class B's 2002 score in Sentence Structure was 53; in Writing Strategies, 47; and in Editing Skills, 53, for a Language Introduction to Print Subtest Average of 51. Class B's 2002 score in Sentence/Phrase Classification was 40, and in Writing Conventions, 53, for a Language Mechanics Subtest Average of 47. In April 2003, Class B's total average score was 74. Class B's 2003 score in Sentence Structure was 65; in Writing Strategies, 78; and in Editing Skills, 88, for a Language Introduction to Print Subtest Average of 76. Class B's 2003 score in Sentence/Phrase Classification was 65; and in Writing Conventions, 76, for a Language Mechanics Subtest Average of 71.

Summary of Classes A and B



REPORT OF RESULTS: In all categories, scores increased from 2002 to 2003, with total averages nearly doubling in only one year. The greatest increase occurred in Class A under the Sentence Structure sub-heading: the score increased from 23 to 86, a 370% increase. Most impressive is the fact that these increases come after only two or three months of Shurley English instruction.

INVESTIGATORS: Staff and Faculty of Sevier County School System, Sevierville, Tennessee.

Comparison Summaries

Class A began using Shurley English mid-January 2003. Results are as follows:

SUBTEST/OBJECTIVE	CLASS A SUMMARY	
	4-12-2002 without Shurley	4-11-2003 with Shurley
Language Intro to Print		
Sentence Structure	54	71
Writing Strategies	43	71
Editing Skills	64	93
SUBTEST AVERAGE	57	79
Language Mechanics		
Sent/Phrase/Classify	23	86
Writing Conventions	77	100
SUBTEST AVERAGE	50	93
TOTAL AVERAGE	54	84

Class B started using Shurley English in February 2003. Those results are as follows:

SUBTEST/OBJECTIVE	CLASS B SUMMARY	
	4-12-2002 without Shurley	4-11-2003 with Shurley
Language Intro to Print		
Sentence Structure	53	65
Writing Strategies	47	78
Editing Skills	53	88
SUBTEST AVERAGE	51	76
Language Mechanics		
Sent/Phrase/Classify	40	65
Writing Conventions	53	76
SUBTEST AVERAGE	47	71
TOTAL AVERAGE	49	74

Normandy Elementary School Littleton, Colorado

Terra Nova and CSAP

EXPERIMENTAL DESIGN: Standardized tests were administered and scores were compared for two years, once before and once after the Shurley English curriculum was introduced.

SAMPLE: The first, second, third, fourth, fifth, and sixth grade classes of Normandy Elementary School, Littleton, Colorado, participated in the study. The control scores are from the year 2001–2002, before the introduction of the Shurley English curriculum. These scores were compared with the scores of 2002–2003, after one year of Shurley English instruction.

METHODOLOGY: The Terra Nova standardized test was administered to students in first and second grade twice: once in the 2001–2002 school year, and again in the 2002–2003 school year. The CSAP was administered to students in grades three through six twice: once in the 2001–2002 school year, and again in the 2002–2003 school year. The only difference from one school year to the next was the introduction of the Shurley English curriculum.

MEASURES: The first grade scored 82% in 2001–2002, and 85% in 2002–2003. The second grade scored 76% in 2001–2002, and 82% in 2002–2003. The third grade scored 77% in 2001–2002, and 96% in 2002–2003. The fourth grade scored 77% in 2001–2002, and 89% in 2002–2003. The fifth grade scored 76% in 2001–2002, and 84% in 2002–2003. The sixth grade scored 74% in 2001–2002, and 84% in 2002–2003.

STUDIES: The scores were converted to percentages and compared.

REPORT OF RESULTS: All grades scored higher the second year, after Shurley English was introduced. The highest gain in scores occurred in the third grade, at 19%.

INVESTIGATORS: Cynthia A. Haws, Principal.
Normandy Elementary School, Littleton, Colorado.

After many years of struggling with the lack of good writing in my school, I happened upon your program. I was in the airport talking with a principal who was waiting for a flight to California. By chance we started talking about writing programs. She told me the results she had gotten using Shurley English in her school. I decided to do a little homework and look into the program.

Two years ago, I literally locked myself in the office and wrote a \$25,000 staff development grant to implement Shurley English. I got it! Then I pondered how my staff would react. We visited schools and had your representative Jamie Geneva come for a day of inservice. We brought in teachers from a charter school, which was using the program, to our school to help the staff see the benefits.

Last year was our first year of implementation. Our results are outstanding. Let me share them with you:

	2001-2002	2002-2003	GAIN
1st Grade Terra Nova	82%	85%	3%
2nd Grade Terra Nova	76%	82%	6%
3rd Grade CSAP	77%	96%	19%
4th Grade CSAP	77%	89%	12%
5th Grade CSAP	76%	84%	8%
6th Grade CSAP	74%	84%	10%

We have had many schools contact us to come and see what “magic” we are using. The truth is, it is a well-defined, thorough program that teaches the structure of writing. My staff, children, and community all agree it has made a significant difference in our children’s ability to write well. What truly pleases me is when I pick up individual student writings and see the difference made in just one year.

Your representative in Colorado contacted me for a testimony. He said he might be moving to another state. I told him he could not only use my testimony, but he could refer anyone he wanted to come and see Shurley in action at Normandy.

Thank you for writing and publishing a stellar program!

Cynthia A. Haws, Principal
Normandy Elementary School
September 17, 2003

**Pleasant Grove Elementary School
Greenwood, Indiana**

**Indiana Statewide Testing
for Education Progress (ISTEP)**

EXPERIMENTAL DESIGN: A comparison of standardized test scores was made of the students who had been taught Shurley English for a period of one school year, students who had been taught Shurley English for two successive years, and students who had never been taught using Shurley English.

SAMPLE: The entire fifth grade class of Pleasant Grove Elementary School in Greenwood, Indiana, participated in the study. The control group consisted of all the students who attended fifth grade at Pleasant Grove Elementary with the exception of two classes. These two classes used the Shurley English curriculum (Class 1 and Class 2). A third class was taught Shurley English for two successive years (Class 3).

METHODOLOGY: The Indiana Statewide Testing for Educational Progress (ISTEP) was administered. Scores were compared under the sub-headings National Percentile, Grade Equivalent, Normal Curve Equivalent (NCE), Writing Development, and Language in Use.

ISTEP Scores

NATIONAL PERCENTILE			
Control	..... 5th Grade	No Shurley	..... 59.5
Class 1	..... 5th Grade	Shurley—1 year	..... 77.2
Class 2	..... 5th Grade	Shurley—1 year	..... 76.0
Class 3	..... 4th & 5th Grades	Shurley—2 years	..... 80.0
GRADE EQUIVALENT			
Control	..... 5th Grade	No Shurley	..... 7.5
Class 1	..... 5th Grade	Shurley—1 year	..... 9.3
Class 2	..... 5th Grade	Shurley—1 year	..... 9.4
Class 3	..... 4th & 5th Grades	Shurley—2 years	..... 9.9
NCE (NORMAL CURVE EQUIVALENT)			
Control	..... 5th Grade	No Shurley	..... 57.8
Class 1	..... 5th Grade	Shurley—1 year	..... 66.8
Class 2	..... 5th Grade	Shurley—1 year	..... 69.3
Class 3	..... 4th & 5th Grades	Shurley—2 years	..... 71.4
WRITING DEVELOPMENT			
Control	..... 5th Grade	No Shurley	..... 3.8
Class 1	..... 5th Grade	Shurley—1 year	..... 3.8
Class 2	..... 5th Grade	Shurley—1 year	..... 4.0
Class 3	..... 4th & 5th Grades	Shurley—2 years	..... 4.0
LANGUAGE IN USE			
Control	..... 5th Grade	No Shurley	..... 3.6
Class 1	..... 5th Grade	Shurley—1 year	..... 3.9
Class 2	..... 5th Grade	Shurley—1 year	..... 3.9
Class 3	..... 4th & 5th Grades	Shurley—2 years	..... 3.9

MEASURES: National Percentile scores for the control group were 59.5; for Class 1, 77.2; for Class 2, 76.0; and for Class 3, 80.0. Grade Equivalent scores for the control group were 7.5; for Class 1, 9.3; for Class 2, 9.4; and for Class 3, 9.9. NCE scores for the control group were 57.8, for Class 1, 66.8; for Class 2, 69.3; and for Class 3, 71.4. Writing Development scores for the control group were 3.8; for Class 1, 3.8; for Class 2, 4.0; and for Class 3, 4.0. Language in Use scores for the control group were 3.6; for Class 1, 3.9; for Class 2, 3.9; and for Class 3, 3.9.

STUDIES: Students were listed alphabetically; every third student's score from the control group was chosen, added, and the mean score of this randomly selected group was listed, along with the scores from Class 1, Class 2, and Class 3.

REPORT OF RESULTS: In all sub-headings, the students who had been taught Shurley English scored higher than students who had not. Test results show a definite increase of almost two grade level equivalents in test scores occurring among those students who had Shurley English for one school year, with an added increase in students' scores who had been taught Shurley English for two consecutive years. The lowest scores invariably belonged to students who had not been taught Shurley English, while the highest invariably belonged to those who had been taught Shurley English for two years. Results indicate the superiority of the Shurley English curriculum over the school's standard curriculum. Moreover, students who had been taught using Shurley English for two consecutive years scored in the top 20% of the nation, as indicated by the National Percentile scores, suggesting the superiority of Shurley English on a national scale.

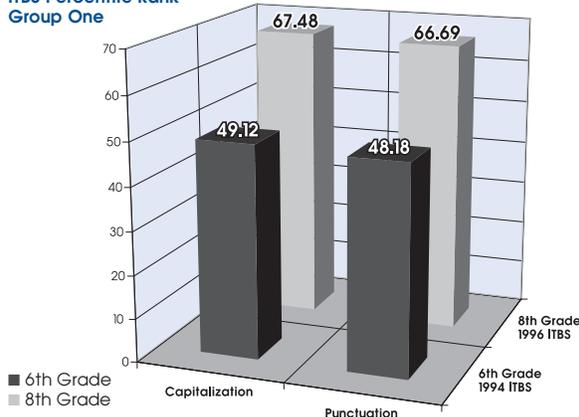
INVESTIGATORS: Staff and Faculty of Pleasant Grove Elementary School, Greenwood, Indiana.

Lindbergh Middle School Peoria, Illinois

Iowa Test of Basic Skills (ITBS)

The Iowa Test of Basic Skills, or ITBS, was given to a group of sixth grade students who had never been taught the Shurley Method. The Shurley Method was introduced to these same students in the seventh grade. The ITBS was then given to these Shurley Method students in the eighth grade after using the Shurley Method curriculum for only one year.

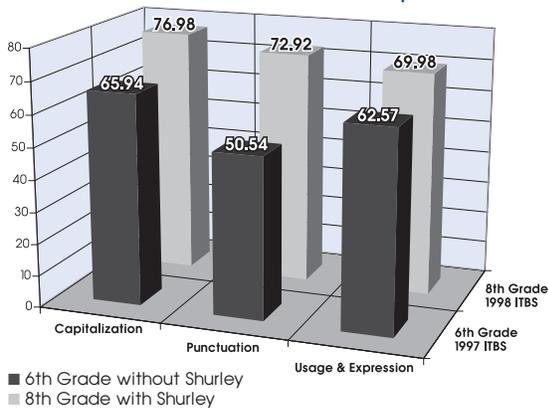
ITBS Percentile Rank Group One



As you can see in the Group One graph, students made positive progress in each aspect of the ITBS given after only one year of The Shurley Method curriculum.

The ITBS was also given to another group of sixth grade students who had never used the Shurley Method. The Shurley Method was introduced to these same students in the seventh grade and continued in the eighth grade. The ITBS was then given to these Shurley Method students in the eighth grade after using the Shurley Method curriculum for two years.

ITBS Percentile Rank Group Two



In this graph of Group Two, students also made positive progress in each aspect of the ITBS given after two years of The Shurley Method curriculum.

6th Grade ITBS Data collected in 1994. 8th Grade ITBS Data collected in 1996.

Moulton Middle School Moulton, Alabama

Scholastic Aptitude Test (SAT)

We have been very impressed with the Shurley Method for teaching English. In January of 1995, a fourth grade teacher piloted the Shurley Method in her classroom. She found some dramatic results in the language portion of the SAT for students.

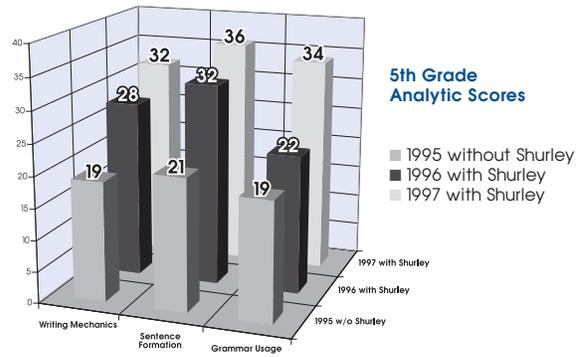
During the 1995–1996 and 1996–1997 school years, the Shurley Method, with some supplements, was a requirement in all grades as the method to teach English.

The results of our SAT scores were as follows:

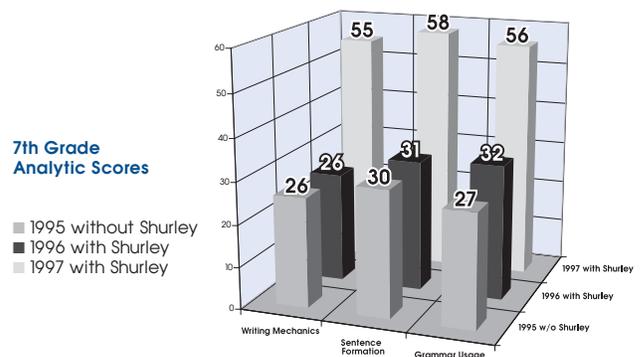
Moulton Middle School SAT Scores

	PERCENTS			STANINE GROUPS		
	May 95 without Shurley	May 96 with Shurley	May 97 with Shurley	May 95 without Shurley	May 96 with Shurley	May 97 with Shurley
4th Grade	48	59	63	5	5	6
5th Grade	49	50	62	5	5	6
6th Grade	39	51	62	4	5	6
7th Grade	44	64	77	5	6	7

As you can see, all grade levels made positive progress in the language portion of the SAT. The only variable in our curriculum was the addition of The Shurley Method as the primary method of teaching English.



7th Grade Analytic Scores



We feel that teaching the Shurley Method has also improved our writing scores at both the fifth and seventh grade levels.

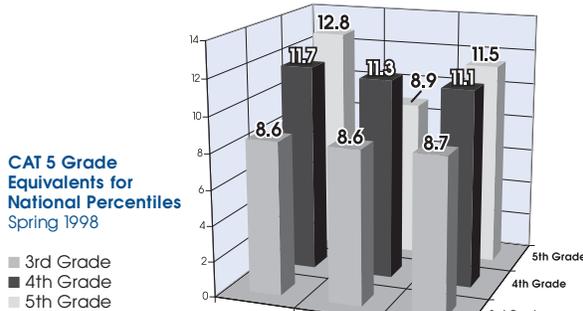
**John D. Floyd Elementary
Spring Hill, Florida**

California Achievement Tests (CAT 5)

I am involved in a Project CHILD intermediate cluster, where I am the Language Arts Specialist. These students stay with me for three years. Thus, I can see great growth in their grammar, reading, and writing skills.

YEAR	GRADES USING THE SHURLEY METHOD
1996	Pilot (one 3rd and one 4th Grade Classroom)
1997	3rd through 5th Grades
1998	1st through 5th Grades

The Hernando County School District uses the CAT 5 standardized test in the spring for student assessment. Following are the spring of 1998 grade equivalents for national percentiles scores for the three levels I teach.



What is even more exciting is the number of my past students, now in sixth grade, who have contacted me this fall telling of their success in Language Arts this year. Their teachers at the middle school are stating that they know so much. This is proof that long-term retention is mastered through the Shurley Method program. Some students have such self-confidence in their skills that they have actually questioned teacher's answers at times. Even parents have contacted me, wishing to pursue the program for their sixth grade children. These testimonials from lives that I have touched are the most priceless rewards a professional can receive.

Teaching my students Language Arts with the Shurley Method has given me enthusiasm to teach this curriculum. When I say to my classes, "It's Shurley Time!" they are excited, too. The intense lessons are fast-moving, yet thorough, in format. As one of my students wrote in his journal, "What I like about school is when it is Shurley Method time."

Thank you so much for creating this program.

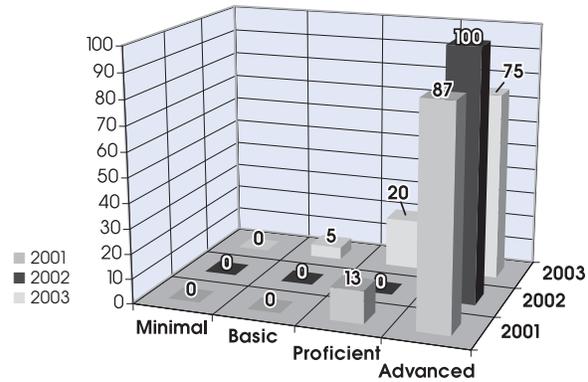
Maria R. Wolf, Language Arts Specialist
December 11, 1998

**Kosciusko School District
Kosciusko, Mississippi**

Mississippi Curriculum Test (MCT)

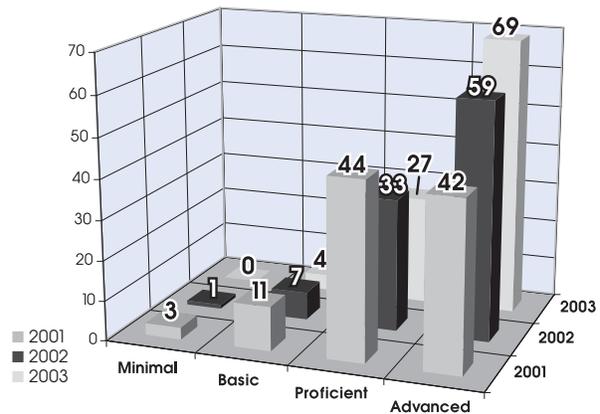
The Kosciusko School District started using Shurley English in the fall of 1999. This curriculum first began with one third grade class. In the 2000–2001 school year, Shurley English was the basal curriculum for all third grade classes. Upon seeing the results of the 2001 MCT scores, Shurley English was implemented in grades K–5. Grade six added Shurley English to their curriculum in the 2002–2003 school year. Test scores were reviewed and Shurley English was mandated K–8 beginning in the 2003–2004 school year.

Mrs. Terry's 3rd Grade Class Language Proficiency Levels



CATAGORY	2001		2002		2003	
	AVERAGE POINTS	POINTS POSSIBLE	AVERAGE POINTS	POINTS POSSIBLE	AVERAGE POINTS	POINTS POSSIBLE
Editing: Caps & Punctuation	14.5	16	15.6	16	14.9	16
Spelling	3.9	4	4.0	4	3.8	4
Sentence Structure	14.7	16	15.5	16	14.5	16
Meaning	15.6	17	16.2	17	15.9	17

Kosciusko 3rd Grade School Language Proficiency Levels



CATAGORY	2001		2002		2003	
	AVERAGE POINTS	POINTS POSSIBLE	AVERAGE POINTS	POINTS POSSIBLE	AVERAGE POINTS	POINTS POSSIBLE
Editing: Caps & Punctuation	13.3	16	14.4	16	14.7	16
Spelling	3.8	4	3.9	4	3.9	4
Sentence Structure	13.5	16	14.0	16	14.4	16
Meaning	14.2	17	14.7	17	15.3	17

- Comments and Testimonials





Fannim Elementary School
Office of the Principal

The Shurley Method Language program accomplishes the following in a bilingual class. It facilitates retention of material and helps the students apply concepts taught because of the large amount of drill and repetition. They are able to maintain skills and apply them appropriately. The Shurley Method has also made them much better readers. They master sentence structure with ease and enthusiasm which builds their self-confidence. Students learn grammar at a level exceeding the grade level curriculum requirements. Consistent repetition and daily practice of all the skills taught make this program successful with bilingual students.

Irma Portillo

Irma Portillo
Second Grade Bilingual

5425 Salem Drive • El Paso, Texas 79



Fannim Elementary School
Office of the Principal

I have really enjoyed using the Shurley Method with my fourth grade bilingual class. This method has helped my class to identify and use the four different kinds of sentences. Punctuation is taught and stressed with the sentences. I notice that teaching parts of speech is difficult, but not for children who use the Shurley Method. They not only learn the four kinds of sentences but how to use adjectives, adverbs, prepositional phrases, etc. They know the parts of speech and how and where to use them in a sentence. This, of course, leads to the writing of a good paragraph which is crucial to a fourth grader due to the TAAS. I really do enjoy using the Shurley Method.

Rachel Salcido

Rachel Salcido
Fourth Grade Bilingual

5425 Salem Drive • El Paso, Texas 79924 • (915) 821-5623



School Success

The Picayune School District is reaping the benefit of a language program developed by a former teacher determined to make the English language easy for eighth graders.

The Shurley Method English Made Easy series of language instruction was developed by Brenda Shurley, a teacher who turned frustration with the lack of language instruction retention into a new curriculum with remarkable results.

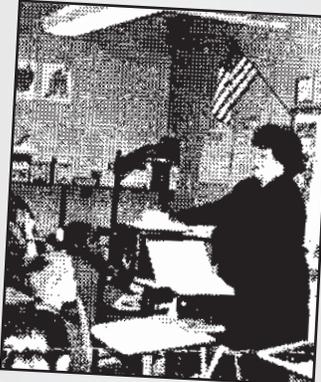
"Most of Shurley's students disliked English mainly because they did not understand it," says Nancy Downing, a Picayune teacher who uses the Shurley Method with her fourth grade students.

Shurley began writing her own English program in 1971, determined to "reach children with different learning abilities to instill a love of learning, and to give students a solid foundation from which to build advanced writing and speaking skills," Downing writes. Shurley joined forces with co-author Ruth Wetsell in 1987 to develop a complete language program for students in grades 1-8.

The program was piloted at South Side Elementary School in Picayune in 1996, with selected students in grades 3-6 participating. The remaining students in the grade levels continued with the traditional Language instruction.

"The results were dramatic," notes Downing. "The children

Language program developed by former teacher benefits Picayune school students



Picayune Fourth Grade Teacher Nancy Downing uses the Shurley Method English Made Easy program to help students master the English language.

using the Shurley Method seemed to grasp grammatical concepts far beyond their expected grade level curriculum requirements." The same students also had developed a love for English.

Following the success in the 1996 school year, all students in grades 1-6 throughout the school district were brought into the Shurley program.

"Although not formally measured, the success rate was undeniable," the district reports. "Standardized test scores in language (ITBS) increased. Children were happy and felt successful in language learning. It was apparent that the program engendered success in students and took the frustration out of language learning as well as instruction.

The district has observed other positive effects of the Shurley Method. "Probably the most evident is the systematic development of writing skills." Students now

view writing as a process of communication and show excitement about meaningful writing topics.

The program provides students opportunities for oral presentation and publication of their work.

"Teaching children to work together collaboratively, to take risks, to practice democracy and to be truly connected and engaged in their learning is truly a goal of all accomplished teachers," says Downing. "The Shurley Method English Made Easy provides multiple opportunities for peer tutoring, editing partnering, student/teacher conferencing and parent/child interaction."

The district is now looking at applying the skills in other curriculum areas. "Children are able to respond to math problems, articulate their thinking and justify their answers with the structure provided in the Shurley process," Downing notes. "In the science and social studies, children are able to make real world connections because they have a base of knowledge from which to draw in learning to communicate these ideas to others."

For more information about the Shurley Method English Made Easy series of language instruction, contact Downing, South Side Upper Elementary School, 1500 Rosa Street, Picayune, MS 39466; (601) 798-1105.

EDITOR'S NOTE: This article was compiled from an article written by Picayune teacher Nancy Downing. The photo of Downing on this page was supplied by Tracy Dash, a member of the staff of the Picayune Item Newspaper.

June 6, 2000

Dear Brenda Shurley:

I have experienced enormous success and true enjoyment using the Shurley Method of teaching English.

The Shurley Method is based on a hierarchy of basic English concepts which are presented in small increments in a systematic manner. Its reasoned approach sets it apart from any other published modern program I am familiar with. Also, its "jingles" serve as permanent mnemonic devices for the parts of speech and sentence construction. It provides a simple, enjoyable way to learn a concept on a continuum, and offers more than sufficient practice and review. In fact, all previously-learned concepts are reviewed constantly.

It is hardly possible for any student, regardless of age or previous knowledge, not to be successful in learning all the basic written language skills.

From the scripted text of the teacher's edition, anybody with a desire to teach could successfully implement the program for any child or adult.

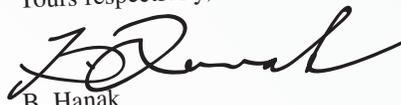
I have witnessed the highly successful learning and the unbridled enthusiasm students display towards the Shurley Method. I have visited classes from kindergarten through grade six and have started to teach my own children using the Shurley Method of teaching English.

My three children, ages 9, 12, and 15, were introduced to the Shurley program, Level 4, in mid-April of this year. My two older children (12 and 15 year-olds) were adopted by us from Russia last November (1999). Of course, they could not speak, read, or write our language. Today, after two months in the program, they have completed Lesson 64, and have written their first friendly letter, independently, to an aunt in Canada. Their successes and enthusiasm for the program leads me to conclude that anybody whose mother tongue is not English would profit enormously from the Shurley Method, given an English-speaking person willing to teach.

In my opinion, the Shurley Method of learning English is so enormously successful because it is a structurally-reasoned, conceptually-based language program, offering students the opportunity to learn concepts within a framework of previously-learned skills. Rather than learning concepts in isolation, the program invites daily success and enjoyment for the learner.

In short, it ensures success, which promotes joy at being successful, which promotes further desire to learn. It promotes a "positive chain reaction."

Yours respectfully,



B. Hanak
Parent and Teacher
Houston, Texas



Coffee County Board of Education

300 Hillsboro Boulevard, Box 5
Manchester, Tennessee 37355-2701
(615) 723-5150 • Fax (615) 723-5153

August 25, 1997

Mr. & Mrs. Shurley:

I had the opportunity this past year to visit some of our classrooms using the Shurley English method of instruction. It was exciting to see students were learning at such an early level. In one second grade class I saw students identifying parts of speech which are usually not learned until a much higher level. As they were using the chants to review the sentences they were all participating and successful in their work. Finding it hard to believe that these students really knew this material, I asked them questions which they easily answered without the chants. Later, when I visited intermediate grades, I saw that these skills were integrated into writing activities and the students were able to apply everything they had learned in chants and other techniques.

I find this method of instruction an effective alternative to the traditional lecture/worksheet approach to learning. It certainly lends itself to the type of students we have in our classes today. Since all students are actively involved, discipline improves and grades improve. This is an excellent program, and I am glad to see my teachers so enthusiastic about teaching it.

I look forward to working with your company.

Sincerely,

Bobby Cummins
Superintendent

Loretto, TN 38481
August 21, 1997

To Whom it May Concern:

I am writing to commend you on the Shurley Method. I can say good things about the program. Last year I piloted the program for nine weeks in my fourth grade class. I was utterly amazed at the results. After the nine week period, there was no doubt in my mind that the program was going to do wonders for my English class.

Before the Shurley Method, I hated the thought of having English class each day. Not only did I hate teaching English, but my students hated it also. This was not true with the Shurley Method. English with the Shurley Method was a total turn around in not only my eyes, but most importantly in the eyes of my students. For the first time in my career as a teacher, the students were actually enthusiastic about having English class. As a matter of fact, on the last day of school, after all books had been taken up, they were still begging to learn more of the Shurley Method. (Now if that's not a plus, I don't know what is.) In the course of a year we far exceeded what I had to teach according to the Tennessee Curriculum Guide. As a matter of fact, by Christmas I had covered everything I had to teach, except letter writing. The reason I finished so early was because the students were learning at such a fast pace and were interested in learning. It doesn't take a genius to realize that a child learns better and faster if they are doing something they enjoy doing. Throughout last year, there was hardly a week that went by that I didn't have someone from other schools in the county observing my English class. The news seemed to spread like wild fire. Everyone who observed my class was very amazed at what my kids knew. Because of the success of my English class, my principal has allowed several other teachers in my school the chance to try out the Shurley Method in their classrooms. Also, several other schools in my county have purchased the program as well.

I truly feel that the Shurley Method is an important part of any English program. The repetitious techniques used in this program are very effective. I think this program should be a part of every school's English curriculum.

Lisa Johns
Lisa Johns
4th grade teacher

Colorado Springs
SCHOOL
DISTRICT



Building Tomorrows Today

Dr. Terry N. Bishop, Superintendent
Judith McCollum, Principal

October 19, 2006

To Whom It May Concern:

As the principal of an elementary school that has used *Shurley English* for the past three years, I am proud to write this testimonial for this year's *Why It Works Booklet*. I am a firm believer in the *Shurley Method* of teaching English and grammar. Having previously been a secondary language arts teacher, I watched teenagers struggle with grammar concepts for years. No matter how I tried to present the material, too many students relied on guessing as their strategy for identifying parts of speech and diagramming sentences. When I was introduced to the *Shurley Method* a few years ago, I was amazed. Finally, a former English teacher had cracked the grammar code for students. Brenda Shurley combined her years of teaching experience with the brain research to design a program that works.

My elementary school had not had a formal grammar curriculum for years; consequently, it was no surprise that our students' reading and writing scores were low. Some people might have pointed to our 48% free/reduced lunch rate as an excuse; however, my teachers knew we could do better, so we began searching for an answer. We piloted *Shurley English* in two classes for a semester and liked what we saw. First grade children easily learned the jingles. Parents were blown away that their six-year-old children not only knew the parts of speech but also knew grammar that they themselves had forgotten, such as object of the preposition and prepositional phrases. We were soon ready as a staff to implement the program in grades K through 5 for the following school year. Our subsequent state test scores speak for themselves in terms of success. The reading scores for grades 3, 4, and 5 have steadily risen from the 50th percentile in 2002 to over 80th percentile in 2006. We are particularly proud of our 3rd grade writing increase from 38% in 2002 to this year's score of 80% and our 5th grade writing, which moved from 59% to 81% over the same time frame. We attribute the growth in these two content areas to the addition of *Shurley English* to our curriculum.

According to Leslie Waldorf, my fourth grade teacher who looped up with her third graders this year, "I believe there is a direct correlation between our 2006 writing scores and all the grammar we did last year. *Shurley* helps the students recognize a complete, meaningful sentence. In addition, they now know how to vary the beginning of paragraphs with prepositional phrases, which shows they are working at a higher level than using a traditional topic sentence. I have even begun using *Shurley English* with my own tenth grade son. He is learning the songs and performing much better in his high school English class. I love *Shurley*!"

Sincerely,

Judith McCollum, Principal

Katharine Lee Bates Elementary • 702 Cragmor Road • Colorado Springs, CO 80907
(719) 328-5400 • FAX (719) 260-8827 • Email: mcollips@d11.org • www.cssd11.k12.co.us/bates/



Creative Classroom magazine
January/February 2003 • Volume 17, Number 4 • page 49

Making a Difference in the Middle

A newsletter for Middle
School Administrators
of Kansas

March 1998

KASSP--Serving The Secondary Building Administrators of Kansas

A Word From The President

KANSAS
ASSOCIATION OF

...to work using Technic and
Lego systems which can be hooked up
to computers and given movement
commands. Technology classes are
another area of strength. These
classes are taken by all students one
hour each day. Expectations are high
as students use IBM computers to go far
beyond keyboarding skills. Here you

...in both
of districts. The size of the setting
doesn't determine the quality of the
education. We who are fewer in
population are motivated to provide
the latest in field research. We want to
enable each student to achieve his
personal best while in our care. The
"voice" of this small school is one to be
heard!

...and issues. Our student body is representative of
the diverse community of Topeka, as we
believe that we are fulfilling our mission to
provide the opportunity for our students to
become lifelong learners and productive
citizens.

The Shurley Method

Mark Buck, Principal - Medicine Lodge Middle School

A few years ago, as an assistant principal, I was taking a group of students to a school function. I can't remember the function we were going to, but I will never forget what I heard on the bus. As you know, when students get on a bus to go somewhere, they usually begin to sing songs. As I listened, the songs I heard coming from the back of the bus were not the songs I had heard in the past. I listened closer and could not believe my ears; they were singing songs about English. No teacher was leading them; they were doing this because they enjoyed it. Wow, what a concept! Kids singing songs on the bus about English, and they were not forced into it. This was my first encounter with the Shurley Method. I had to find out more about this program.

The problem with the typical "English" class is two fold. First, many students dread English, because they are not successful in learning the concepts and rules they are taught. Second, many students don't understand how to use the rules and concepts in their everyday speaking and writing.

The Shurley Method is a great program for grades 1-8 that turns students on to grammar and writing with dramatic results. **WOW!!!** This is the typical response to seeing the Shurley Method for the first time. It is a wonderful, exciting way to teach English and writing. This program, authored by teachers Brenda Shurley and Ruth Wetsell, uses repetition, fun, and student participation to build a strong grammar foundation. The definition jingles and sentence Question-Answer Flow teach students to understand how all parts of a sentence fit together. One of the amazing things about this program is the participation from the class.

I have observed many classes, now, doing the Shurley Method. Here are some of the comments I have heard: "Can I go to the board first to diagram a sentence?", "Can I lead the jingles?", "Can I show you I can do it by myself?" Now, correct me if I am alone on this, but I can't remember saying any of these things in English class.

We observed and studied the Shurley Method last year and decided to wait and put it in the schedule this year. Our teachers are excited about the program, and it has been a great success for us. We teach the Shurley Method from 1st grade to 8th grade. Back in November, we went to the Board of Education and demonstrated our progress, and to say the least, they were very impressed. At the March B.O.E. meeting we will have 1st graders demonstrating the Shurley Method.

I have had administrators and teachers from other districts come to our school to observe this program. Everyone leaves excited about sharing this information with their schools. If you are looking for a program to help your teachers make English an exciting, interactive class, look at the Shurley Method.

**KASSP Theme
1997-1998**

**"Success is a
Journey
Not a Destination"**



Our Focus... Student Success

ATLANTA PUBLIC SCHOOLS

November 13, 2006

To Whom It May Concern:

I am writing this letter in support of the Shurley Method English Program. I have seen first hand, the benefits of this particular program.

We are in the third year of implementation of the Program. It is being used in grades first through fifth. I learned about the Program while attending an instructional retreat several years ago in our district. There was a classroom teacher at the retreat who presented information about how well her students performed in English/Language Arts on the Georgia Criterion Referenced-Competency Test (GCRCT) by having been exposed to the Shurley Method.

Miles Elementary is an America's Choice School. America's Choice has a standards-based literacy program in which students are engaged in writing for one hour daily. After having previewed the Shurley Method, I was convinced that our students needed this program to augment our writing program. I saw the potential benefits from the daily reinforcement of the jingles, vocabulary study, classification of sentences and progress checks that were built into the program. Through the use of the Shurley Method, students have been able to become better writers and readers because they understand the job of each word in a sentence. They understand how to make their writing more interesting through proper use of the parts of speech.

Our test scores have increased in language arts for the past two years as measured on the GCRCT. This has enabled Miles to make Adequate Yearly Progress without difficulty each year. Our scores for grades three through five in Reading/Language Arts for 2004 were 69 percent Meeting or Exceeding Standard; for 2005 - 82 percent Meeting or Exceeding Standard; for 2006 they held at 82 percent Meeting or Exceeding Standard, even though the test was changed to a more rigorous format using the new Georgia Performance Standards.

In closing, I think the Shurley Program has been of great benefit to the students at Miles Elementary School. The teachers have embraced it and see the value the program has added as they instruct their reading and writing classes.

Sincerely,

Wayne S. Jack

The Atlanta Public School System does not discriminate on the basis of race, color, sex, religion, or national origin in any of its employment practices, official policies, or other school activities.

From: Joe Sershen
Sent: Monday, October 02, 2006 12:26 PM
To: FLREP@Shurley.com
Subject: Shurley Success

I am a fourth grade teacher at Chocachatti Elementary School in Hernando County Florida. I have been using the Shurley Method for approximately ten years in conjunction with "Power-writing" and a strong Daily Oral Language (DOL) component. It has been a welcomed addition to our Language Arts curriculum. Shurley-taught students have a complete understanding of all the parts of speech, and consequently they know how to apply that knowledge in their writing. Using adjectives, adverbs, and prepositional phrases has become commonplace in their every day writing. Writing scores at this school have been at the top of the county for many years. The Shurley Method plays a big part in the success of our student's Florida Writes scores.

Shurley — There's a Better Way

In October of 1989, I visited Ms. Jennifer Bradshaw, a third grade classroom teacher in the Jenks East Elementary School, Tulsa, Oklahoma, as part of my Oklahoma entry-year assignment. To say I was impressed would be an understatement. The method of English instruction being used was not only dynamic and effective, but also seemed to meet more of the Oklahoma minimum criteria of effective teaching than any method I had previously seen in seven years as a Higher Education Representative on entry-year committees.

My notes relative to this observation state that the teacher demonstrated clear organization, lots of student participation, time on task, excellent questioning techniques, good use of support systems, terrific verbal flow, and great eye contact and movement patterns. She also provided a classroom climate conducive to learning, superior anticipatory set and closure, modeling, clear directions, positive feedback, and enthusiasm.

During the post observation conference, Ms. Bradshaw modestly told me that what made learning English enjoyable for the students was The Shurley Method, English Made Easy. She went on to say that all 18 of the third grade teachers were using this system. I decided to learn more about this program. Mrs. Karen Vance, the principal, and Mrs. Luanna Urton, Ms. Bradshaw's teacher consultant, were happy to educate me.

The Shurley English program was developed by Brenda Shurley, a classroom teacher in Cabot, Arkansas. Ms. Shurley was frustrated because her students were not able to remember or apply information and concepts introduced to them as part of their English program. She began to realize that a student could not be expected to maintain a skill unless there were daily opportunities to practice and apply the information.

The Shurley Method maintains that effective instruction in English must be founded upon an understanding of how the eight parts of speech work together in a sentence. When you learn how to put a sentence together, part by part, then you are capable of tearing it apart or repairing it because you know how every part fits together to make a good sentence. Each sentence contains only what has been previously taught. Once a concept has been taught, it always appears in every set of sentences. Students are kept on task continually through each lesson using verbal, auditory, and visual activities. It is the consistent repetition and daily practice of all skills taught that make this program successful.

For each of the eight parts of speech, the children are taught jingles to help them remember how to identify the function of each word in the sentence. If at any time during the group lesson the children cannot label a part of a sentence with confidence, the class reverts back to the jingle to help them identify the part of speech.

Ms. Shurley provided one all-day session of inservice education for the teachers so they would know how to use the materials. The manual is very extensive, well organized, and provides detailed explanations. I asked Ms. Bradshaw, "As a first year teacher, how did you feel when asked to adopt a rather complex and programmed method of teaching?" "Confused," she replied. But she hastened to add that she is "...amazed at the students' level of retention and understanding." Her feelings now that she has five

months behind her? "...privileged to be a part of the pilot program." Ms. Bradshaw added that the students are extremely pleased with their posttest scores compared to their pretest scores.

The Shurley Method is highly motivational for teachers as well. They view it as an interesting alternative to the textbook. "Shurley English has built up my confidence as a teacher. My students feel successful, and I find great pride in what I'm teaching them. Shurley English has changed my life," stated Jamie Hudson, third grade teacher. Four months after the third grade teachers began the program, they were joined by 13 fourth grade teachers.

One of the most important parts of Shurley English is the Question & Answer Flow. This is when the sentences are classified. The Question & Answer Flow is done in a rhythmic, enthusiastic manner. The students are very active participants, which increases retention of information in their short-term memory. The repetition is essential for transferring the information into their long-term memory.

The Shurley English program was introduced at Jenks East Elementary School in September of 1989. The program has many advantages over the traditional textbook technique of teaching English. Students demonstrate a much more positive attitude about English, and many students claim English as their favorite subject. This enthusiasm carries over into their everyday work habits because they feel so much success with their learning. The program has been effective with students of different learning capacities and styles. Children who have demonstrated difficulty in learning have gained new attitudes about themselves because they are so successful with Shurley English. Students retain their understanding of language skills because skills are presented in a logical order and enough repetition is used to master each concept. This program uses many of the most important principles of learning: motivation, retention, transfer, and reinforcement. Vocabulary and reading skills improve because of the large amount of oral reading. The students' writing skills also improve because they are able to expand their writing by increasing their use of adverbs and adjectives.

Third and fourth grade teachers at Jenks East Elementary School indicated that the Shurley Method has changed their approach to teaching English grammar and changed the attitudes of the children they teach. Students gain self-confidence along with a working knowledge of grammar and writing skills. Dr. Kirby Lehman, Jenks Superintendent of Schools, had this to say: "In my estimation, the Shurley Method is dynamic. Personally and professionally I want my own son and daughter immersed in the program."

This entry year committee member is excited about the program and is pleased to salute Ms. Bradshaw, Mrs. Urton, Mrs. Vance, and all the other pioneers at Jenks East Elementary School.

Dr. Wesley W. Beck
Associate Professor of Education
Northeastern State University
Tahlequah, Oklahoma





Shurley English
366 SIM Dr.
Cabot, AR 72023
1-800-566-2966
www.shurley.com



Announcement GSD #	All Job Openings
Job Title:	Recruiting Coordinator
Post Date:	
Apply by:	Until Filled
Job ID:	
Location:	Georgia School for the Deaf, 232 Perry Farm Road, SW, Cave Spring, GA 30124
Program/Unit:	State Schools/Office of Policy and External Affairs
Description of Duties:	<p>In collaboration with the School Director and the Personnel Representative, the recruiting coordinator will facilitate efforts to recruit qualified candidates for staff vacancies by:</p> <ul style="list-style-type: none"> • Conducting proactive recruitment activities such as participating in job fairs and campus visits, and coordinating the participation of staff members in job fairs by coordinating travel plans for the job fairs and training staff attending job fairs. • Developing, securing and maintaining materials and supplies needed for job fairs, campus visits and other recruiting events. • Establishing and maintaining a relationship with teacher education programs, other teacher recruitment agencies such as TeachGeorgia, and other schools for the deaf. • Developing a working knowledge of the Georgia Professional Standards Commission certification process, including reciprocity with other states and alternate certification processes such as GATAPP. • Developing and maintaining a recruitment resource database. • Coordinating student teacher/intern placement and monitoring the progress of student teachers/interns along with field supervisors and cooperating teachers. • Developing and maintaining administrative records and reports related to the recruitment process. • Understanding Federal and State budget allocations for recruiting and working to utilize these funds appropriately.
Minimum Qualifications:	<ul style="list-style-type: none"> • Bachelor's degree • Minimum of three years classroom/teaching experience or an equivalent combination of education and experience. • Excellent communication skills. • Sign language proficiency rating of "Intermediate Plus" or higher as measured by the Sign Language Proficiency Instrument. • Basic computer skills • Excellent organizational skills • Excellent interpersonal skills
Preferred Qualifications:	
Salary/Benefits:	This is a 12 month position paid according to qualifications and experience. Benefit options include life, disability, dental, vision, and health insurance; annual/sick leave; and Employees' Retirement or Teachers Retirement.

To Apply: Submit a [State of Georgia Application for Employment](#) to:

Personnel Office
 Attn: Denise Clark
 Georgia School for the Deaf
 232 Perry Farm Rd SW
 Cave Spring, GA 30124-3018
 Tel: (706) 777-2200
 E-mail: dclark@doe.k12.ga.us

*Resume/application should include daytime telephone number and prior employment history with addresses and telephone numbers. If a resume is submitted, it **must** be accompanied by a cover letter.

Consideration/interviews will begin as soon as a list of applicants is established. Applications/resumes will be evaluated and only those meeting the qualifications will be considered. Top candidates will be contacted for interviews. No notification will be sent to applicants except those who are selected for interviews. Due to the large volume of applications received by this office, we are unable to provide information on your application status.

It is the policy of the Georgia School for the Deaf not to discriminate on the basis of race, color, sex, national origin, disability, or age in its employment practices.

In accordance with Public Law 99-603, also known as the Immigration Reform and Control Act of 1986, the Department of Education employs only U.S. citizens and lawfully authorized alien workers. All persons hired by the Georgia School for the Deaf are required to verify identity and employment eligibility and must agree to undergo drug screening and a criminal background investigation.

An Equal Opportunity Employer

GSD Parent/Guardian Survey Family Learning Weekend April 4 – 5, 2009

Total of 40 surveys turned in and counted. Not every question was answered by everyone.

Communication	Strongly Agree		Agree		Undecided / Unknown		Disagree		Strongly Disagree	
1. The school keeps me informed of my child's academic progress.	28	74%	10	26%						
2. I am able to contact appropriate school staff when needed.	28	74%	10	26%						
3. If I leave a message for a school staff member to contact me, he/she responds within a reasonable amount of time.	24	63%	14	37%						
4. School staff are friendly, courteous, cooperative and helpful.	31	82%	7	18%						
5. The school keeps me informed of news, events, schedules, happenings, celebrations, and programs.	22	56%	17	44%						
6. Parents/Guardians are kept informed of student misbehaviors other than minor rule violations.	26	70%	11	30%						
7. The schools website is informative and is up to date.	14	42%	18	55%	1	3%				
8. Our school wants me to be involved.	27	71%	9	24%	2	5%				
9. I am aware of our school's greatest needs.	21	54%	17	44%			1	2%		

School Climate	Strongly Agree		Agree		Undecided / Unknown		Disagree		Strongly Disagree	
10. My child enjoys going to school.	28	72%	11	28%						
11. My child is making good progress.	22	56%	16	41%	1	3%				
12. My child is getting the help he/she needs to grow, improve and thrive.	27	69%	11	28%			1	3%		
13. The school provides ample extracurricular opportunities for students to experience outside regular instructional times.	27	71%	11	29%						
14. I am proud of our school.	33	85%	6	15%						
15. Our school is improving.	34	87%	5	13%						
16. Our school helps me help my child succeed.	30	78%	7	18%	1	2%	1	2%		
17. The School Council is effective and is focused on school improvement.	24	60%	11	28%	5	12%				
18. The School Council meets regularly and includes active parents, staff and community representation.	21	54%	12	31%	6	15%				

School Leadership	Strongly Agree		Agree		Undecided / Unknown		Disagree		Strongly Disagree	
19. The school director is providing quality leadership and is committed to improving our school.	34	85%	6	15%						
20. The school has a strong and effective Leadership Team.	30	77%	8	21%	1	2%				
21. School administrators are accessible and responsive to parent concerns.	33	85%	6	15%						
22. My child knows and recognizes the school director.	32	84%	4	11%	2	5%				
23. The school's Leadership Team is diversified and well qualified.	27	69%	9	23%	3	8%				
24. The Georgia Department of Education's support for our school is strong and consistent.	27	69%	9	23%	3	8%				
25. The school maintains a good relationship with my child's local										

school system.	18	45%	14	35%	7	19%	1	1%	
26. The school's budget appears to be well managed.	28	70%	9	23%	3	7%			
Safety and Security	Strongly Agree		Agree		Undecided / Unknown		Disagree		Strongly Disagree
27. I believe my child's school is safe and secure.	22	59%	15	41%					
28. Evacuation, fire, and safety drills are conducted regularly.	20	53%	10	26%	8	21%			
29. The safety and security of students and staff are an obvious school priority.	22	58%	15	40%	1	2%			
30. The school maintains good student discipline.	23	62%	10	27%	4	11%			
31. School staff care about their students and are qualified to do their jobs.	29	76%	9	24%					
32. The administration is careful and conscientious about who is hired to work at our school.	27	69%	9	23%	3	8%			

Physical Plant	Strongly Agree		Agree		Undecided Unknown		Disagree		Strongly Disagree	
33. The school grounds, buildings, and facilities are clean and well maintained.	25	64%	14	36%						
34. Classrooms are well equipped.	26	68%	10	26%			2	5%		
35. Our school's facilities are adequate and appropriate for meeting student needs.	25	66%	12	32%			1	2%		
36. Technology at our school is plentiful, appropriate, and up to date.	25	66%	10	26%	2	5%	1	3%		
37. The cafeteria serves healthy food that my child enjoys.	15	39%	12	32%	3	8%	7	18%	1	3%

Family Learning Weekend	Strongly Agree		Agree		Undecided or Unknown		Disagree		Strongly Disagree
38. I enjoyed Family Learning Weekend (FLW) and I feel it was beneficial.	36	97%	1	3%					
39. FLW was well organized.	29	78%	8	22%					
40. The FLW sessions/workshops were informative.	31	84%	6	16%					
41. I plan to come back to FLW next year.	35	92%	3	8%					
42. FLW helped my family improve our understanding of what it means to be deaf or hard of hearing.	33	89%	4	11%					

What I admire the most about the GSD: _____

My biggest concern(s): _____

What the GSD could do to help me help my child at home: _____

Comments: _____

What I admire the most about the GSD:

1. My child has come a long way. This makes the third year and she is doing wonderful.
2. The teachers and paras really do a great job with my child. The administration is on top of everything and seem to put the children FIRST!
3. All staff members are very concerned and involved in the students learning.
4. All of the staff really is concerned and care about all the children.
5. Everyone who work at the school is very friendly and helpful and always have a smile on their face.
6. Compassionate, warm staff. Security
7. The hard work they put in to help our children.
8. The teacher and staffing of the school.
9. They seem to really care about their students.
10. Spend a lot of quality time with my child and helping her learn so much.
11. The caring professionals.
12. The commitment of the staff to improve the quality of life for students.
13. A sincere sorce of family with a legitimate desire to educate the children.
14. The staff and learned environment is very helpful.
15. I admire "all" the hard work the folks have put into the school on all aspects.
16. I admire the staff and how they care for our school.
17. That its helping our kids.
18. It is a good school for my grandson to learn in.
19. Relation student and staff.
20. The dedication of the staff to help our children grow and learn
21. The staff and faculty communicate and care about the kids over all.
22. Help the kids.
23. Everything.
24. They are able to communicate with and teach my granddaughter.
25. It's a very nice and homie school. Everybody is nice.
26. The new program that is being planned for the next school term.
27. The continual striving for excellence.
28. They take good care of my son.
29. That the staff of GSD really do care about the well fair of the children that attend. That feels my heart with much joy and easr!!
Thank you so much!!
30. The staff love their job and the kids here. They are committed to see them learn and achieve.
31. The love and compassion that is shown and given to the students and their families.
32. The school itself and facilities.
33. Concern for students education.
34. The teachers and the learning curriculum.

My biggest concern(s):

1. None
2. Helping my child during the summer to catch up to be on grade level.
3. All concerns are met.
4. Getting a speech pathologist.
5. I didn't have any.
6. Is whether or not the budget will be cut as other state agencies have been.
7. That my child will not graduate.
8. Is my child education and behavior.
9. None
10. Making sure my children receiving every benefit available to them.
11. Communication among staff.
12. Speech therapy.
13. I have no major concerns.
14. How to get my child on her reading level.
15. None.
16. I want him to learn sign and speech both.
17. None
18. All classrooms and students have the same advantages with technology and sports.
19. None
20. Nothing. Keep up the good work.
21. Director leaves.
22. Nothing
23. The food the school serves. They give the kids too much food and most kids are overweight. Also I think there should be a weight program to help the overweight kids out.
24. Will this help my children after school?
25. Looking forward to summer parent/student programs.
26. That he may not learn.
27. I have no concerns!!
28. My child hasn't made good choices in friends and is upset a lot by his friends.
29. The student knowing their place and how to follow instructions. And be aware of all rules.
30. Education
31. Is for my son to learn sign language and to speak also.

What the GSD could do to help me help my child at home:

1. I going to like the learning over the summer with the laptop. She will learn on it and keep her on track.
2. Continue to provide online or summer resources for the children.
3. N/A
4. They have already inform me on what need to be done to help my child improve.
5. Keep me informed and continue to notify me of any changes in my child education decision.
6. Have FLW more often.
7. None
8. I know of nothing at this time.
9. Include me on list for workshops.
10. NA
11. The program for the summer was very educational and will be very beneficial to my child.
12. Send the word building sign language home this summer so we both can learn.
13. Continue to send information
14. Just to learn them more about the outside world.
15. Le me know what he needs help with.
16. Just keep sending info home with child.
17. The Burton Vision is excellent and I cant wait to get my child started.
18. Give advice and knowledge about things to do at home to continue studying.
19. Online resources.
20. Keep up with what they are doing.
21. I would love for her to be in the Burton vision laptop Literacy Program this summer.
22. Nothing. You're doing a great Job.
23. let me know.
24. Extremely adequate cooperation.
25. I would love the school to teach me how to do the sign language at home. To be able to communicate with my son.
26. Just keep telling me what to do when it is time to do it!!
27. Sending a lap top home with him for home study.
28. Sending the lap top computer home during the summer so he can keep up his education. Learning during the summer will keep his from falling further behind.
29. Send me the parent homework or a guideline on what I can do help my child.
30. Get local (hometown) bus drivers signs to communicate basics.
31. The website/and as parents to learn sign language.

Comments:

1. GSD has been the best for our child. All the kids are a blessing and I am very please with all the staff. You all work very hard to keep GSD going and the kids. Thanks for everything!!
2. I love GSD just as much as my child does!
3. I enjoyed and learned a lot of helpful information at FLW.
4. Speech therapy is imperative.
5. I really do appreciate everything that this school has done for my child and I am very thankful for all the staff.
6. Thanks for a great weekend!
7. Great Weekend
8. NA
9. Thank you all for working so hard for our children. THANK YOU!
10. Keep up the good work.
11. For FLW, there needs to be more family time – maybe softball, volleyball games – something for the family to enjoy together – bring back the nature hikes.
12. Would like to see security of police officer to ride or be campased here.
13. I learned a lot seam my kids come here.
14. Helps to have oral interpreters use microphones.
15. Thank you so much for all of your dedication, hard work and love for my son!! I pray for all of you, the school and the leadership!! May God continue to Bless all of you!!
16. Overall GSD is a great school.
17. Keep up the good work.
18. Thanks GSD for your help with my two boys. May God Bless.



Announcement GSD #	All Job Openings
Job Title:	Parent Involvement Coordinator
Post Date:	
Apply by:	Until Filled
Job ID:	
Location:	Georgia School for the Deaf, 232 Perry Farm Road, SW, Cave Spring, GA 30124
Program/Unit:	State Schools/Office of Policy and External Affairs
Description of Duties:	<ul style="list-style-type: none"> Assumes responsibility for ensuring involvement and participation of all students' families in their education Collaborates with school director, assistant directors, and teachers to develop written plans for increasing parental involvement Establishes and maintains comprehensive parent contact log Facilitates parent communication Communicates weekly with all families via email, newsletters, phone, videophone, face-to-face meetings, and/or the school's website Informs parents/guardians of school activities, calendars, special events, assemblies, field trips, ceremonies, sporting events, and school improvement progress Develops and shares knowledge of federal and state laws, rules and policies related to school operations of interest to parents Prepares and provides written reports describing parent involvement initiatives and participation data to School Council and Leadership Team Schedules and facilitates at least six regional area parent/school meetings across the state Participates in deaf social events, activities, forums, workshops and conferences Serves as a member of the School Leadership Team Coordinates the Technology in Homes to Elevate Student Achievement (THESA) and summer family outreach programs Collaborates with principal to meet federal Title 1 program requirements for parental involvement Assists Assistant Director of Residential Services with planning and facilitation of Family Learning Weekend
Minimum Qualifications:	<ul style="list-style-type: none"> Sign language proficiency rating of "Intermediate" or higher as measured by the Sign Language Proficiency Instrument Basic computer skills Excellent writing and communication skills Two-year or Associate's Degree Demonstrated exemplary interpersonal skills in an organization Excellent organizational skills
Preferred Qualifications:	<ul style="list-style-type: none"> Parent/guardian of deaf or hard of hearing child Proficient in ASL, English, and Spanish Bachelor's or graduate degree
Salary/Benefits:	This is a 12-month position with salary based on qualifications and experience. Benefit options include life, disability, dental, vision, and health insurance; annual/sick leave; and Employees' Retirement or Teachers Retirement.

To Apply: Submit a [State of Georgia Application for Employment](#) to:

Personnel Office
 Attn: Denise Clark
 Georgia School for the Deaf
 232 Perry Farm Rd SW
 Cave Spring, GA 30124-3018
 Tel: (706) 777-2200
 E-mail: dclark@doe.k12.ga.us

*Resume/application should include daytime telephone number and prior employment history with addresses and telephone numbers. If a resume is submitted, it **must** be accompanied by a cover letter.

Consideration/interviews will begin as soon as a list of applicants is established. Applications/resumes will be evaluated and only those meeting the qualifications will be considered. Top candidates will be contacted for interviews. No notification will be sent to applicants except those who are selected for interviews. Due to the large volume of applications received by this office, we are unable to provide information on your application status.

It is the policy of the Georgia School for the Deaf not to discriminate on the basis of race, color, sex, national origin, disability, or age in its employment practices.

In accordance with Public Law 99-603, also known as the Immigration Reform and Control Act of 1986, the Department of Education employs only U.S. citizens and lawfully authorized alien workers. All persons hired by the Georgia School for the Deaf are required to verify identity and employment eligibility and must agree to undergo drug screening and a criminal background investigation.

An Equal Opportunity Employer

Technology Ideas for School Improvement

Replace teacher laptops

Our teachers increasingly depend on their laptops for instruction and planning. The nature of instruction at GSD results in computer use that requires a powerful machine. Their current laptops are four years old, are no longer in production and are not covered by a warranty. We have to take parts off dead laptops to keep the others working and this obviously can't continue long.

27 Dell laptop computers @ 1900.00 each 51300.00

Laptops for paraprofessionals

Parapro's are being asked to do more direct, small group instruction. They need laptops for many for the same reasons teachers do.

12 Dell laptop computer @ 1900.00 each 22800.00

Add software for visual learning

Deaf learners are by definition visual learners. We have found the following software meets this need:

Kidspiration – visual organization software K-5	Site license	995.00
Inspiration – visual organization software grades 6-12	Site license	995.00
Adobe Premiere Elements – video editing software	Site license	1995.00

Replace classroom desktop computers

Students who do not have access to laptops must use desktop computers in the classroom if the teacher has a lesson that requires computer use. We have many classrooms with very old desktop computers (9 years old).

36 Dell desktop computers w/monitors @ 1175.00 each 42300.00

Replace computer labs and library computers

This is for the elementary lab and the library

18 Dell desktop computers w/ monitors @ 1175.00 21150.00

Replace oldest Smart Boards

Our oldest Smart Boards are beginning to develop problems. These devices are key to our visual instruction.

3 Smart Board 660 @ 1200.00 each 3600.00

Replace oldest projectors

3 NEC projectors @ 700.00 each 2100.00

Video production studio

Use of full motion video has become a requirement for instruction using ASL. Although teachers and students can produce video on their own computers, it is a resource and time intensive process and the results are not high quality. Establishing a video production studio would give us the ability to create instructional materials in ASL that can be used either on-line or through the use of DVD's. We would also be able to produce up to date, relevant programming for use on a daily basis that will support English language instruction at GSD.

2 HDR-FX7 video cameras @ 2000.00	4000.00
2 Studio tripods @ 120.00	240.00
1 Tricaster Broadcast production system	12000.00
Miscellaneous equipment (lights, cables)	1500.00
Video edit and render station (Mac)	3900.00
Video edit and production software (Final cut pro)	900.00

GSD School Council Agenda

March 11, 2010

10:30 a.m.

1. Approval of minutes and agenda
2. 2010-11 School Calendar (DRAFT)
3. School Improvement Grant application
 - Transformational model
 - “Super Saturdays” proposal
4. List of deaf students in Georgia
5. Director’s reports
 - Facilities (roofs, heating and air, windows)
 - Personnel
 - Budget
 - Discipline
 - Enrollment: 121
8. School Improvement Plan and Instructional Program update
 - Short Term Action Plan progress check Mar. 22
 - Preparations for state tests (i.e. CRCT, HSGT)
 - Focus walks continue to monitor the implementation of CLASS Keys
9. School Council training (Feb. 11) goal statements
10. Family Learning Weekend April 17-18
11. GSD Road Race June 12
12. \$1 million prize update
13. Sex ed curriculum
14. Student Merit Program (via PTDA)
15. Disability Day at the Capitol recap
16. Questions and concerns

17. Next meeting:

18. Adjourn

School Council Members:

Present	Gola Burton - Teacher
	Julie Burton - Community business
Present	David Campbell- Parent
	Susan Campbell – Parent
Present	Dondra Casey, Secretary – Community Business Representative
Present	Wesley Johnson – Parent
Present	Reeda Johnson – Parent
Present	Sherry Key - Parent
	Mike Maynor - Parent
	Valerie Maynor- Parent
	Brian McGuiness- Parent
Present	Kimberly McGuiness – Chair – Parent
Present	Sylvia Diamond Pasley – Residential Advisor
Present	Lee Shiver - Director
Present (D. Stevenson)	David Stevenson – Community Business Representative Russell Fleming – Community Business Representative
	Erik Whitworth – Residential Advisor
Present	Cherie Wren - Teacher

Before the meeting Dr. Shiver showed the new website and explained it to the School Council. Cherie Wren showed her classroom page and talked about the syllabus and standards and examples of student work. The council agreed that this new website was much needed.

1. Approval of minutes and agenda

Kimberly welcomed Sherry Key’s mother to the meeting as a guest. Next, Kimberly McGuiness opened the meeting and asked for a motion to approve the minutes from February and the agenda for today’s meeting. The minutes and the agenda were unanimously approved.

2. 2010-2011 School Calendar

The 2010-2011 School Calendar draft was passed out to the council members. Dr. Shiver welcomed any comments and or suggestions about the calendar. Dr. Shiver wants to hold off on a vote for the School Calendar until the next agenda item is discussed. Dr. Shiver found out recently that if we have additional days built into our calendar over 180 days then it can potentially count against us on AYP because there are more opportunities for students to be absence. The law currently states that if your school year ends on a Friday you can lose up to 5 school days for inclement weather without having to make them up.

3. School Improvement Grant Application:

GSD has been identified as one of the lowest performing schools in the state of Georgia based on standardized test scores. Because of this we have been labeled as a “Tier 1

School.” The federal government is providing all of the states with a large pot of money to help these schools improve. We are currently writing a grant and we will be funded regardless of how many times we have to write the grant. The grant amount is a minimum of \$50,000 and the maximum and 2 million per year for the next 3 years. We have been given 4 models to choose from. We have selected the “Transformational Model.” The Transformational Model paperwork and the Super Saturday proposals were passed out for the School Council members to review. Dr. Shiver said that the two things that our students need to succeed is instruction by highly qualified instructors and more time. The teachers were given a proposal yesterday and were asked for their input and suggestions. There are several options. We could extend our school day, extend the school calendar, or we reduce some of the time off, i.e., long weekends and holidays like Thanksgiving in the calendar, or the “Super Saturdays” could be another option. “More time means more learning means more work means more money.” Dr. Shiver said that there may be other ways to measure their improvement other than standardized testing. This money can only be used to add and do more for the school not to replace the cuts we have undergone already. Kimberly McGuinness attended the meeting at the GADOE and stated that her concern is gaining the understanding if this money can be used for parental involvement. Dr. Shiver discussed the Super Saturday proposal and how it would work. Saturday afternoon and Sundays would be used for extracurricular activities like field trips and recreational activities. This grant application is due April 15, 2010.

4. List of Deaf Students in Georgia

Kimberly McGuinness and Angela Pluto gave a report on their conversation with Michelle Tarbutton on Wednesday, March 10 about the list of Deaf Students in Georgia. A conversation among the council members took place about locating these students so they are aware of GSD. People need to know who we are and what we are all about. Wesley Johnson talked about the negative image GSD had several years ago and how we need to get the message out that GSD has changed and that we are continuing to grow and change. He talked about the interpreters and the relationships with the interpreters and the students from these counties and promoting and the recruitment of future students. Kimberly McGuinness said that parents need to educate other parents about GSD and their rights regarding their child’s education. The council agreed that the GACHI website and the GAD website need to be used to promote events here at the school. Kimberly McGuinness suggested Wesley Johnson and Sherry Key work on the flyers and promotion of the school. Reeda Johnson said that she wants to get some flyers out for the Mall of Georgia monthly silent dinner. Dr. Shiver said that he would like to send someone there on the 1st Saturday of every month.

5. Director’s Reports

Facilities:

The heating and cooling system is being replaced in the Kennard Building. This upgrade will help reduce energy costs and will allow for more individual control of the climate in rooms.

The Kennard Building, the Dorm, and the Cafeteria roofs are being replaced. This money is coming out of State Bond money not out of our state funds budget.

The windows in the Prickett building are also being replaced. The old dorm building is going to have new heating and cooling put in as well for the 22 rooms upstairs. We can use this building to help with recruitment of new staff as we permit them to stay there for up to 1 year. In addition, as we continue to grow we will need the additional space to accommodate students. This dorm will also be used when we host the 2011 Girls Mason Dixon Basketball Tournament.

Personnel Report: Dr. Shiver informed the council that Martin Keller, the Assistant Director for instruction, no longer works here. One of the major problems with this kind of change is Dr. Shiver is not at liberty to discuss the particulars of the situation. Dr. Shiver said that it was very hard to go through this because of what it took for him to get Marty and his wife Donna Keller to work here. There may be litigation associated with his release and at that point it is public record and if litigation happens then he believes the school council has the right to know once it is public record.

Next, the personnel report was distributed to the council members. David Stevenson asked about staff layoffs and Dr. Shiver said that right now we are not looking at any potential layoffs but we still have to take furlough days. Dr. Shiver announced that Leslie Jackson is the interim Assistant Director of Instruction and this is only temporary as we are actively recruiting an ADI.

Budget report: The budget report was passed out for the council to review. Kimberly McGuinness inquired if we will have a separate budget report for the grant money when we receive it. Dr. Shiver responded that we will track the grant money separately. Reeda Johnson questioned about the food service budget reporting a negative number and Dr. Shiver explained the 60500 and the 60600 columns to the council and answered the questions that people had.

Discipline Report: The discipline report was passed out for the council to review. Dr. Shiver has asked for the teachers to review the discipline plans in their classrooms on the Monday after Spring Break. Dr. Shiver said that we need to improve on the discipline incentives to reward students for their good discipline. Dr. Shiver said he doesn't see a problem with rewarding students for their good behavior.

Enrollment: Enrollment is still at 121. We have 1 student in the hopper that may be joining us before the end of the school year.

6. School Improvement Plan and Instructional Program update:

The short term action plan will be checked on March 22, 2010 by the State Director, Mary Baldwin and her supervisor Melba Fugitt. Recruitment of a math coach and attendance are a few of concerns. The flu season took a toll on our AYP numbers for attendance. If we don't make AYP due to attendance then we can appeal this. We have had some counties that came and picked up their students due to inclement weather. These special circumstances can be appealed if attendance is the reason we do not make AYP. Dr. Shiver reported that Grades 3 through 8 are the default criteria for meeting

AYP regarding attendance. We can't have more than 15% of the students missing more than 15 days. For GSD that is only 6 students.

We are continuing to do focus walks to see how well the implementation of the Class Keys is happening in their classroom. We are preparing for the CRCT and HSGT test.

The Class Keys analysis team will be here in May to go into all of our classrooms to observe teachers and go into our classroom. Kimberly McGuiness asked if the people that are coming have any deaf education knowledge. Dr. Shiver said he is not sure if they do or not but they are coming to make sure the standards are posted etc. in the classroom.

7. School Council training (Feb. 11) Goal statements

The goals were passed out and Kimberly asked the council to take them home and review their goals so they can be discussed at the meeting in April.

8. Family Learning Weekend April 17-18. We are looking for donations for the Silent Auction and Kimberly McGuiness requested the council help get donations from their area. Please let Angela Pluto know of any donations.

9. GSD Road Race is on June 12, 2010 and we are looking for volunteers. Angela Pluto is the contact for the Road Race.

10. \$1 million prize update: Kathy Cox and her husband have requested the trial to go in front of a jury. Fox has submitted the funds and the money is now drawing interest.

11. Sex Ed curriculum

Dr. Shiver reviewed the book that Kimberly McGuiness gave him to review and said the book is a good starting point. This is the book that Floyd County uses and it is called "Taking Care of Myself." It addresses a lot of "stuff." One of his concerns is that our students don't need all of the information at one time. He thinks this book could be used as a resource book. A discussion took place about what sex ed curriculum we already have in place and Sylvia mentioned that this needs to be carried over into the dorm. Cherie Wren suggested that we have educational classes in the school and also an adjunct curriculum in the dorm. Reeda Johnson expressed her concern and disbelief that parents aren't educating their own children. David Stevenson talked about appropriate and inappropriate behaviors that he experienced at the VR center. A discussion took place about the age levels and examples of what our students know and don't know regarding sex. Dondra Casey feels that across the board that sex education is not working and Dr. Shiver feels that we have to approach and do this correctly or it will not work and he feels that we have an obligation to our students to educate them.

12. Student Merit Program (via PTDA)

Wesley Johnson gave an update on the merit program and discussed the ground rules that need to be put into place. The Student Merit program is used to reward good behavior and academic achievement. Wesley Johnson said they aren't going to focus totally on the honor roll recognition but also on behavior. Gola Burton suggested that they look at this

by the department and give suggestions as to what students to target and what their rewards/positive reinforcements could work for these students. Wesley mentioned that he will also start working on the next Bike-A-Thon for this year.

13. Disability Day at the Capitol recap

Kimberly McGuinness said that the students had a great time at the Disability Day at the Capitol. Rick Crawford spent the whole time with the students and ate lunch with our students. He talked to Kimberly that he is working on the Foreign Language credit for colleges and university and he is working on getting that in front of the legislatures.

14. Questions and Concerns: there was one concern and question about power washing the sidewalks before Family Learning Weekend. Dr. Shiver said this request will be handled before Family Learning Weekend.

Wesley Johnson said the county bus drivers are treating our kids like 3rd class citizens. He thinks the county should have bus drivers to pick them up when they are supposed to be picked up. Dr. Shiver said that he will talk with Anita Cauthen and Tim Albert about the few drivers that maybe this is a concern about.

Gola Burton said that teachers need some positive reinforcement as well as the students. Gola and Cherie both said that teachers sometimes feel that they are being told they are doing things wrong or not the correct way. Speaking on behalf of the teachers they would like more recognition from their peers, parents, etc. Dr. Shiver went into more of a discussion about the tier 1 status and AYP. Teachers feel that it isn't fair they are being held at the same standards as other schools and if they don't meet these standards then they are told they aren't performing or "doing a good job." Dr. Shiver mentioned that all of the teachers are going to a Thinking Maps training in the Summer. Kimberly McGuinness is concerned about how frustrating this is to teachers and their willingness to return to teach next year.

Sherry Key is coming on April 8, 2010 and is going to take suggestions from teachers as to what they need and want, etc. Reeda Johnson asked about getting all of the staff birthday's and the council sending birthday cards to the staff here to show their appreciation. Dr. Shiver said the PTDA could pay for this and someone just needs to take the lead on it. Reeda Johnson said she would take the lead on sending birthday cards. Kimberly McGuinness suggested we send out forms to all of the staff to find out what their favorite things are like we do with the Tiger Pal program. Sherry Key suggested that we have a table at Family Learning Weekend so parents can meet and greet other parents.

15. The next meeting will be on Friday, April 16, 2010 at LaCabana Restaurant in Cave Spring from 6:00 p.m. to 8:00 p.m.

The meeting was adjourned.

Faculty Meeting Working Lunch

March 10, 2010

Agenda

- **Classroom Discipline Plans** Please plan to review your classroom discipline plans with all of your students when you return from spring break.
- **Lesson Plans** Email your lesson plans to Lee and Dr. Baldwin. Remember to print your daily plans and make them easily accessible for Lee, instructional coaches, Dr. Baldwin, Dr. Banks and any other official visitors to your classroom.
- **Furlough Days** Tuesday, April 6, and Tuesday, June 1, for teachers and paraprofessionals. Furlough days will be deducted from your April 15 and June 15 paychecks.
- **Jeans Genie** Cheryl Beard has volunteered to help restore this fundraiser for the PTDA.
- **Family Learning Weekend** April 17-18 Saturday, April 17, is a workday. Please contact parents and guardians and encourage them to come. Registration deadline: March 22 Free lodging (one hotel room per family) for Friday and Saturday nights.
- **School Improvement Grant** We are writing a grant application for new federal money that will result in our school receiving between \$50K and \$2 million each year for the next three years to dramatically improve student achievement rates. We will be using the transformation model. Our school has been identified as one of the state's persistently lowest performing schools. Lee and Connie will be handling most of the writing, but your input is needed and earnestly solicited. We welcome you to drop by any day next week between 9:00 a.m. and 12:00 noon in the conference room. Emails (*gulp*) are welcome.
 - Handout: Description of transformation model
 - Handout: "Super Saturdays" proposal
- **2010-11 School Calendar** (DRAFT on hold)
- **GSD Website** Once I get my picture and bio posted, I will be meeting with other stragglers to ensure 100% participation.

Welcome!

The GSD's

Family Learning Weekend

We're really glad you're here!

- School Improvement Grant application
- 120 students enrolled = 42% increase since 2006
- 37% decrease in disciplinary referrals compared with last year
- Please excuse our dust!
- Be sure to see your student's teacher(s) today!

Good People

- Tim Albert, Assistant Director for Residential Services
- Gina Freeman, Assistant Director for Administrative Operations

Title 1

- A federally funded program intended to improve the academic achievement of disadvantaged students
- Parental Involvement Policy (handout)

Title 1 (con't.)

- Annual Parent Meeting
- Parent Survey tomorrow
- Budget
- Supplemental Educational Services (SES) and transportation
- Family Learning Weekend sponsorship

Title 1 (con't.)

- Improvement strategies include the assignment of a State Director, Dr. Mary Baldwin, who is responsible for helping us achieve the AYP (Adequate Yearly Progress) designation through the judicious use of school improvement funds, development of an effective School Improvement Plan, and membership on our Instructional Design Team.

More Good People

- Kimberly McGuiness, School Council Chair and PTDA President
 - School Council update
 - Proposed changes to PTDA by-laws
 - Meeting today at 4:00 p.m.
 - Door prizes tomorrow morning
 - Officer nominations for 2010-12

PTDA Officer Nominees for 2010-12

- President: Wesley Johnson, parent
- Vice-President: Jamie Anderson, teacher
- Secretary: Sylvia Diamond Pasley, residential staff paraprofessional

Angela Pluto, Office Manager and
Fundraiser Extraordinaire

Job Detail

Announcement GSD 10-03		All Job Openings
Job Title:	Principal	
Post Date:	3/10/10	
Apply by:	7/1/10	
Job ID:	00055478	
Location:	Georgia School for the Deaf, 232 Perry Farm Road, SW, Cave Spring, GA 30124	
Program/Unit:	State Schools/Office of Policy and External Affairs	
Description of Duties:	Under the supervision of the School Director, the Principal provides administrative leadership by supervising and managing the school's instructional program for deaf and hard of hearing students in grades preK-12 who may also have additional disabilities. In collaboration with the Director, the Principal is primarily responsible for increasing the effectiveness of teachers and paraprofessionals, managing all related federal program requirements, improving student academic achievement and literacy, communicating with residential and other school-based support staff to achieve the school's mission, and performing other duties as assigned.	
Minimum Qualifications:	<ul style="list-style-type: none"> • Eligibility for or possession of Georgia Professional Standards Commission certification at the fifth year (minimum Master's Degree level) • Successful experience teaching students who are deaf or hard of hearing • Demonstrated knowledge of effective school leadership principles and practices • Ability to effectively use American Sign Language (ASL) 	
Preferred Qualifications:	Preference will be given to applicants who, in addition to meeting the minimum qualifications, possess one or more of the following: <ul style="list-style-type: none"> • Eligibility for or possession of Georgia certification in Education Leadership • Experience as an educational administrator 	
Salary/Benefits:	Salary is competitive and negotiable. Benefit options include life, disability, dental and health insurance, annual/sick leave, and Teachers' Retirement or Employees' Retirement.	

To Apply:

Submit a Georgia School for the Deaf Application* or [State of Georgia Application for Employment](#) to:

Personnel Office
 Attn: Denise Clark
 Georgia School for the Deaf
 232 Perry Farm Rd SW
 Cave Spring, GA 30124-3018
 Tel: (706) 777-2200
 E-mail: dclark@doe.k12.ga.us

*Resume/application should include daytime telephone number and prior employment history with addresses and telephone numbers. If a resume is submitted, it **must** be accompanied by a cover letter.

Consideration/interviews will begin as soon as a list of applicants is established. Applications/resumes will be evaluated and only those meeting the qualifications will be considered. Top candidates will be contacted for interviews. No notification will be sent to applicants except those who are selected for interviews. Due to the large volume of applications received by this office, we are unable to provide information on your application status.

It is the policy of the Georgia School for the Deaf not to discriminate on the basis of race, color, sex, national origin, disability, or age in its employment practices.

In accordance with Public Law 99-603, also known as the Immigration Reform and Control Act of 1986, the Department of Education employs only U.S. citizens and lawfully authorized alien workers. All persons hired by the Georgia School for the Deaf are required to verify identity and employment eligibility and must agree to undergo drug screening and a criminal background investigation.

An Equal Opportunity Employer

Crosswalk of Rewards and Incentives

	New Teacher Signing Bonus	Advanced SLPI Rating	Grades 1-5 CRCT Math/Reading (\$1,250 \$2,500 \$5,000)	Grades 6-8 CRCT (\$1,500 \$2500)	EOCT (\$1,500 \$2,500)	GHSGT (\$1,500 \$3,000)	Graduation Rate (\$500)	IEP (\$1,500)	GAA (\$1,000)		Year 1 Individual Max	Year 2 Individual Max	Year 3 Individual Max	
Elementary Teachers	X	X	X								\$7,000	-	-	
Middle School Teachers		X		X							\$8,500	-	-	
High School Teachers	X	X			X	X	X				\$8,000	-	-	
PreK, K and Special Needs Teachers		X						X	X		\$3,500	-	-	
Parapros		X	Parapros are eligible for only one bonus (i.e. \$250/\$500) depending on teacher assignment.									\$1,500	-	-
Certified Support Staff and School Leaders		X	Additional certificated support staff and school leaders eligible for one bonus (i.e. \$250/\$5000) depending on teacher vote.									\$6,000	-	-
Year 1 Max	\$3K	\$100K	\$15K	\$30K	\$22.5K	\$27K	\$5.5K	\$9K	\$6K					

Year 2 Max	-	-	-	-	-	-	-	-	-
Year 3 Max	-	-	-	-	-	-	-	-	-

SY2011 GSD Testing Schedule

AUGUST	August 9-13	STAR Baseline
	August 8-27	BRI for new students
SEPTEMBER	September	GAA Window Opens
	September 6-10	CBM & Writing Assessments
	September 13-16	Fall Ga. High School Graduation Test
	September 29 (30)	Fall Ga. High School Writing Test (Make up)
OCTOBER	October 4-8	STAR and Performance Based Assessment Updates Due
	October 11-15	CBM & Writing Assessments
NOVEMBER	November 1-4	Winter Ga. High School Graduation Test
	November 8-12	CBM & Writing Assessments
DECEMBER	December 6-10	CBM & Writing Assessments
	December 9	Econ EOCT
	December 13-17	STAR and Performance Based Assessment Updates Due
JANUARY	January 10-14	CBM & Writing Assessments
	January 19 (20)	Grade 8 Writing Assessment (Make up)
FEBRUARY	February 14-18	CBM & Writing Assessments
	February 23 (24)	Spring Ga. High School Writing Test (Make up)
MARCH	March 2 (3)	Grade 5 Writing Assessment (Make up)
	March 7-11	STAR and Performance Based Assessment Updates
	March 14-17	CBM and Writing Assessments
	March 14-17	Spring Ga. High School Graduation Test
	March 28	Grade 3 Writing Assessment Evaluations Due
	March 31	GAA Window Closes
APRIL	April 4-14	Criterion Referenced Competency Tests (CRCT)
	April 25-29	CBM and Writing Assessments
MAY	May 13	GKIDS Window Closes
	May 16-20	CBM and Writing Assessments
	May 23-27	STAR and Performance Based Assessment Updates
SUMMER Assessments	June 6-10	CRCT Retest
	July 11-15	Summer GHS/GHSWT

Reporting Periods

First Quarter ending 10/8/2010
 Second Quarter ending 12/17/2010

Third Quarter ending 3/11/2011
 Fourth Quarter ending 5/27/2011

Local Assessments

STAR Assessments	Reading	Grades 1-12, Special Needs
	Math	Grades 1-12, Special Needs
Curriculum Based Measurement (CBM)	Reading Maze	Grades 5-8
	Math Calculation	Grades 1-8
	Written Expression	Grades 2-12
	Early Lit/Early Num	PK-K
	Vocabulary Keyword	Grades 6-12 (Math, Science, SS)
Benchmark Assessments	CRCT	Grades 1-8
	GHS GT	Grade 11 (First time test takers)
Framework Assessments	EOCT	9 th Grade Lit, American Lit, Math I, Math II, Algebra I, Geometry, US History, Economics, Biology, Physical Science
Writing Assessments	Rubrics	Grades 3-12
Performance Based Assessments	Brigance Inventory of Early Development	PK-K, 1
	Brigance Comprehensive Inventory of Basic Skills	Special Needs Grades 1-8
	Brigance Lifeskills	Special Needs Grades 9-12

*The Basic Reading Inventory (BRI) is administered to every student yearly, prior to his or her IEP.

Daily Class Schedule 2009-2010

Monday, Tuesday, Thursday

7:30 a.m.

7:55 a.m.

8:00 – 9:20 a.m.

9:23 – 10:43 a.m.

10:46 – 12:06 p.m.

12:10 – 12:40 p.m.

12:44 – 2:04 p.m.

2:07 - 3:27 p.m.

3:30 - 3:42 p.m.

3:45 – 4:45 p.m.

Event

Breakfast

All students to class

1st Period2nd Period3rd Period

Lunch

4th Period5th Period

M, T, TH – Community Time

6th Period (p.e. only)

Wednesday

7:30 a.m.

7:55 a.m.

8:00 – 9:15 a.m.

9:18 – 10:33 a.m.

10:36 – 11:51 a.m.

11:55 a.m. - 12:50 p.m.
(Assembly)

12:54 - 2:09 p.m.

2:12 – 3:27 p.m.

3:30 – 4:45 p.m.

Friday

7:30 a.m.

7:55 a.m.

8:00 – 8:40 a.m.

8:43 – 9:23 a.m.

9:26 – 10:06 a.m.

10:09 – 10:49 a.m.

10:52 – 11:32 a.m.

11:35 a.m.

Breakfast

All students to class

1st Period2nd Period3rd Period4th Period5th Period

Lunch/Homegoing

Daily Class Schedule 2010-2011

Monday – Thursday

	<u>Event</u>
7:30 a.m.	Breakfast
7:55 a.m.	All students to class
8:00 – 9:00 a.m.	Reading
9:03 – 10:18 a.m.	1 st Period
10:21 – 11:36 a.m.	2 nd period
11:39 – 12:09 p.m.	Lunch
12:13 – 1:28 p.m.	3 rd Period
1:31 - 2:46 p.m.	4 th Period
2:49 – 4:04 p.m.	5 th Period

Friday

	<u>Event</u>
7:30 a.m.	Breakfast
7:55 a.m.	All students to class
8:00 – 8:40 a.m.	1 st Period
8:43 – 9:23 a.m.	2 nd Period
9:26 – 10:06 a.m.	3 rd Period
10:09 – 10:49 a.m.	4 th Period
10:52 – 11:32 a.m.	5 th Period
11:35 a.m.	Lunch/Homegoing

ELW Friday Afternoon

11:35 – 12:55 p.m.
(Lunch/Assembly)

1:00 p.m. – 4:00 p.m.
(SES)



Extended Learning Weekend Proposal

Proposal

It is proposed that GSD adopt an experiential based alternative learning environment, *Extended Learning Weekend*, to enhance it's regular educational program in order to build the linguistic and conceptual base necessary for deaf students to improve academic performance in the classroom.

Key Components:

- Total ASL environment with a combination of stimulating thematic discussions and dramas using the socratic method followed by computer controlled reading and writing assignments facilitated by educational assistants fluent in ASL.
- Total ASL environment with hands on activities like cooking and woodworking rich in vocabulary and conceptual development facilitated by educational assistants fluent in ASL.
- Each student will receive a CD-ROM with new vocabulary in English and ASL each Saturday and be quizzed on the material the next Super Saturday.
- Students will receive DVDs of their creative video work and multi-media projects.
- Students will be actively engaged in Write to Read projects and will produce a portfolio of their writings activities.
- Sunday activities provided by highly qualified individuals involving field trips and/or fun recreational activities facilitated by educational assistants fluent in ASL.
- There will be daily evaluation time for the students to evaluate their progress and attitude and to discuss the merits of the program and evaluate the staff.
- Student recognition program will provide students with opportunities for special reward trips to restaurants and/or theme parks as well as other incentives.
- Student portfolios will provide a guide to the student's maturation process.

Program Overview

Location

The Middle School and High School students will meet in the Auditorium for topic introductions and for small group work on laptops.

The Lower School students will meet in the Library for topic introductions and for work on the computers.

The Dillard building will provide the workshop areas: Lego Robotics; Wood Working; Arts and Crafts; Composite Video Productions; Claymation Studio and others to be determined.

Schedule Overview

Saturday Mornings: An intense four hour educational experience for 18 Saturdays.

This will be from 8:00 AM until 12:30 PM every other Saturday during the School Year.

Saturday Afternoons: Workshop activities from 1:00 PM until 5:00 PM. Alternate Saturday afternoons may have special events, or reward trips.

Sundays: Field trips for various religious experiences; educational experiences; reward trips and/or other activities. Trips will be scheduled from 8:00 AM until 5:00 PM.

Staffing

The teaching assistants will be drawn primarily from a pool of GSD alumni experienced in the "world", fluent in ASL and with a good conceptual base. The rationale is explained in addendum titled "Supplemental Education for the Deaf".

Visiting speakers experienced in deaf education and/or familiar with the special needs of this population and possessing unique expertise will be invited to participate.

Afternoons: Four hours of experiential education (hands on activities) that will be educational without being pedantic and will motivate students to learn peripherally.

Students Who are unable to participate in the general Program

Students who cannot satisfactorily participate for any reason whether it is disciplinary reasons or physical reasons would be assigned to experiential intervention where they would work on more individualized developmental projects selected from the above list. Special awards for adequately striving for a reasonable level of mastery will be given.

Family Weekends

Two family oriented weekend workshops for day students and their parents will be provided to prep parents in supplemental educational materials to improve educational retention.

Interactive technical activities:

(Write to read activities)

Write and shoot movie with costumes and green screen.

Edit movie with special effects, titles etc. and caption.

Create photo comic books with captions.

Create claymation movies including titles, special effects, editing and captions.

Weekly CD-Roms

Staff will prepare ASL/ English CD-ROMs for students to study in the dormitories and to be used as homework.

Hands On Workshop Structure

Class ratios will vary. Some classes will have 5 - 10 students while other classes will have 3 - 5 students. There will be 12 Middle/High School classes each hour and four lower school classes. Each class will be for one hour. Students will rotate classes. Classes will be adjusted to meet students needs and may vary from weekend to weekend.

Other possible class activities:

Design and create comic books

Make and fly model airplanes

Publish a newsletter

Make a class scrapbook

Develop and give presentations (Keynote)

Orienteering Contest

Skit competition

BB gun competition

Archery competition

Knots Competition

Possible class trips and activities:

Visit Armuchee Art Center; Create outdoor center.(Terrell Shaw)
Geology Field Trip to find fossils. (Billy Morris)
Dissection. (Andy Dawson)
Overnight Camp. (Eric Whitworth)
Canoe/Kayak trip (Andy Dawson)
Sidney Dew hiking trip (Russell Cummings)skeet shooting
Earth Science activities (CRBI - Joe Cook

Field Days:

Staff versus students in softball, volleyball or orienteering.
Day hike.
Frisbee Contest, Volley ball, badminton, horseshoes.
Science Fair
Social Studies Fair
Bar-b-que

Sunday Learning Adventures

Activities will start at 8:00 AM and end at 5:00 PM

Field trips will be preceded by group meetings to develop expectations and appreciation goals. Post field trip meetings will be schedule to discuss how the expectations and appreciation goals were realized (or not).

Potential Field Trips:

Discovery MuseumChattanooga
Tellus MuseumCartersville
Natural History MuseumAnniston
Chickamauga Battle FieldChickamauga
Zoo Atlanta.....Atlanta
Cyclorama.....Atlanta
Westville VillageWestville
Sequoyah CavernFort Payne
Desoto FallsDesota
Booth MuseumCartersville
High Museum Atlanta
Stone MountainDecatur
Rome History MuseumRomeRome
Berry College Museum.....Rome
Clock Tower.....Rome

Chieftain Museum	Rome
New Echota.....	Calhoun
Etowah Indian Mounds.....	Cartersville
Lock and Dam.....	Coosa
Civil War Battlefields	Kennesaw
Putt putt golf.....	Coosa
Aquarium.....	Atlanta
Fernbank Museum.....	Decatur,
Huntsville Space and Rocket Center.....	Huntsville
Rome Little Theater	Rome
Circus.....	Atlanta
Rodeo	Cedartown
Fox theater performances	Atlanta

Religious Exploration

Cruselle Freeman Church	Atlanta
Harvest Baptist Church	Ringold
Mormon.....	Atlanta
Seventh Day Adventist.....	Atlanta

Last Session

Big celebration with special guest, awards, product demonstrations (especially media). Representatives from the news media. Student teams will do multi media presentations of their experiences with copies for the library, parents and staff.

Student Performance (Behavior)

Staff will role play situations in which there is poor performance. This will be analyzed and used as a Write to Read activity and to aid students in improving behavior and performance.

Extended Learning Weekend guide book will be presented to each student and parent listing expectations.

Mottos

“Attitude is everything”

“Carpe Diem”

“You Must do the thing you think you cannot do” Eleanor Roosevelt

There will be regular self and group evaluations based on standard questions and will include evaluating staff.

All students will receive a special embroidered cap on opening day. Students will be recognized as having satisfactory performance with special award pins for attaching to their cap. Students who attend for three straight weekends will receive a treat at a restaurant. Students who attend for six straight weekends will go to a special recreation center like White Water or Six Flags. Students who attend for nine straight weekends will will receive a treat at a restaurant. Students who attend for 12 straight weekends will go to a special recreation center like White Water or Six Flags. Students who attend for fifteen straight weekends will will receive a treat at a restaurant. Students who attend for 17 straight weekends will go to a special recreation center like White Water or Six Flags. restaurant. Students with an exceptional performance will get the above plus special pins.

Students will be recognized in all movie credits on which they participate. They will receive DVDs of all their video work.

Middle and High Students - Typical Day Academics

Time	Topic	Activity	Staff	Other
8:00 - 8:30	Introduce Topic	Debate, Lecture, Role Play, etc.	TBD	
8:30 - 9:00	Students Write	All Staff Assist. Maybe group work	All	
9:30 - 10:00	Pretest Story: Comprehension and Vocabulary	"Story Title" Laptop work.	All	
10:00 - 10:10	Recess	Water and restroom break		
10:10 - 10:45	Show story as captioned ASL movie; Discuss moral, vocabulary, meaning, structure concepts	All Staff Assist. Maybe group work. Laptops	All	
10:45 - 11:00	Pretest Story: Comprehension and Vocabulary; Review	All Staff Assist. Maybe group work. Laptops	All	
11:00 - 11:30	Vocabulary Review; Spelling Contest	All Staff Assist. Maybe group work. Laptops	All	
11:30 - 12:00	Read Stories. Write Stories	All Staff Assist. Maybe group work. Laptops	All	
12:00 - 12:30	Sign Stories. Create Alphabet Poems	All Staff Assist. Maybe group work. Laptops	All	
12:30 - 1:30	Lunch			

This a schedule framework. Specific content will depends on actual student registration.

Hands On Workshops "Real Life Learning"

Session 1						
5 - 10 Students						
Activity	1:00 - 2:00	2:00 - 3:00	3:00 - 4:00	4:00 - 5:00	Staff	Other
Lego Robotics	Group A	Group B	Group C	Group D	Willis	
Wood Working	Group B	Group C	Group D	Group A	Self	
Art & Crafts	Group C	Group D	Group A	Group B	Alred	
Claymation	Group D	Group A	Group B	Group C	Johnston	
Session 2						
5 - 10 students						
Photography	Group E	Group F	Group G	Group H	SAutry	comic book
Drama	Group F	Group G	Group H	Group E	M McCall	
Cooking	Group G	Group H	Group E	Group F	Collins	
Evaluation	Group H	Group E	Group F	Group G	McCall	
Session 3						
3- 5 Students						
Photoshop	Group I	Group J	Group K	Group L	M.Burton	
Final Cut Pro	Group J	Group K	Group L	Group I	Ingram	
Hyperstudio	Group K	Group L	Group I	Group J	G. Burton	
Keynote	Group L	Group I	Group J	Group K	Beam	

This a schedule framework.
Specific content will depend on
actual student registration.

Lower School - Typical Day Academics

Time	Topic	Activity	Staff	Other
8:00 - 8:30	Introduce Topic	Debate, Lecture, Role Play, etc.	TBD	
8:30 - 9:00	Students Write	All Staff Assist. Maybe group work	All	
9:30 - 10:00	Pretest Story: Comprehension and Vocabulary	"Story Title" Laptop work.	All	
10:00 - 10:10	Recess	Water and restroom break		
10:10 - 10:45	Show story as captioned ASL movie; Discuss moral, vocabulary, meaning, structure concepts	All Staff Assist. Maybe group work. Laptops	All	
10:45 - 11:00	Pretest Story: Comprehension and Vocabulary; Review	All Staff Assist. Maybe group work. Laptops	All	
11:00 - 11:30	Vocabulary Review; Spelling Contest	All Staff Assist. Maybe group work. Laptops	All	
11:30 - 12:00	Read Stories. Write Stories	All Staff Assist. Maybe group work. Laptops	All	
12:00 - 12:30	Sign Stories. Create Alphabet Poems	All Staff Assist. Maybe group work. Laptops	All	
12:30 - 1:30	Lunch			

Georgia School for the Deaf 2010-2011 School Calendar (5-19-10)

2-6 Pre Planning (teachers)
8 Registration Day
Parents/Guardians bring students to school
Teacher Workday
14-15 Extended Weekend #1
20 Home Going @ Noon
22 Dorm Students Return
28-29 Extended Weekend #2

AUGUST 2010						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

FEBRUARY 2011						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28					

5-6 Extended Weekend #11
11 Home Going @ Noon
13 Dorm Students Return
19-20 Extended Weekend #12
25 Home Going @ Noon
27 Dorm Students Return

3 Home Going @ Noon
6 Labor Day (GSD closed)
7 Dorm Students Return, No Classes, Teacher Workday
11-12 Extended Weekend #3
17 Home Going @ Noon
19 Dorm Students Return
25-26 Extended Weekend #4

SEPTEMBER 2010						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

MARCH 2011						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

5-6 Extended Weekend #13
11 Home Going @ Noon
13 Dorm Students Return
19-20 Extended Weekend #14
24 Home Going @ Noon
25 No Classes
27 Dorm Students Return

1 Home Going @ Noon
3 Dorm Students Return
9-10 Extended Weekend #5
15 Home Going @ Noon
18 No Classes, Dorm Students Return
23 Homecoming
23-24 Extended Weekend #6
29 Home Going @ Noon
31 Dorm Students Return

OCTOBER 2010						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

APRIL 2011						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

2 Teacher Workday
2-3 Extended Weekend #15 and Family Learning Weekend
8 Home Going @ Noon
10 Dorm Students Return
15 Home Going @ Noon
18-22 Spring Break
25 No Classes/Dorm Students Return
30 Extended Weekend #16

5 Home Going @ Noon
7 Dorm Students Return
13-14 Extended Weekend #7
19 Home Going @ Noon
22-26 Thanksgiving Holiday
28 Dorm Students Return

NOVEMBER 2010						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

MAY 2011						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

1 Extended Weekend #16
9 Dorm Students Return
No Classes
Teacher Workday
14-15 Extended Weekend #17
20 Home Going @ Noon
22 Dorm Students Return
27 Last Day of School
Home Going @ Noon
Graduation

3 Home Going @ Noon
5 Dorm Students Return
11-12 Extended Weekend #10
20-31 Winter Break

DECEMBER 2010						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

JUNE 2011						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

2-3 Post Planning (teachers)
6-10 Camp Talalah
Teacher Workdays

2 Dorm Students Return
8-9 Extended Weekend #9
14 Home Going @ Noon
17 GSD Closed Martin Luther King Day
18 No Classes/Dorm students return, Teacher Workday
22-23 Extended Weekend #11
26 Home Going @ Noon
27-29 Mason Dixon Tournament/Teacher Workdays/No Classes
30 Dorm Students Return

JANUARY 2011						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

Transportation Day Home Going/Students Return

Extended Learning Weekend

No Classes

Special Event on Campus

Teacher Pre and Post Planning Days

180 School Days
200 Teacher Workdays


THE GSD

Why Do We Need an Experiential Based Alternative Learning Environment

To be deaf causes a severe sensory deprivation. One does not gather linguistic information from radios, ipods, peers, neighbors, family, TV or computers. Yes television is captioned, but unless one has a native language, ASL, then one cannot transfer to an artificial language like written English without extensive amounts of time and arduous work. One does not acquire a native language unless one has family that is deaf in which case one often reads and writes on level and most pre lingual deaf PhDs have deaf parents. Unfortunately, at least 90% of deaf children do not have deaf parents. They miss the critical imprint years for language development. Whereas, average hearing children at age six can properly respond to 40,000 terms and the deaf child with deaf parents can respond to a like number of signs, the deaf child without deaf parents may know 40 gestures. Even with dedicated hearing parents learning sign language they may only know 500 signs and they are without a proper grammatical structure. These children will be playing catch up for the rest of their lives. Those children fortunate enough to attend a residential school will acquire ASL as a first language. They are the only children in the world who learn their native language from their peers and not through adult modeling. This factor plus the fact that they have missed the imprint stage hinders this development. Unfortunately, many deaf children do not have an opportunity to interact with deaf peers or with deaf adult role models until they are enrolled in a Residential School for the Deaf. At this point they may be ten, twelve, fifteen years behind in their language and social development. Many do become proficient in ASL if they have good role models (ie. deaf children of deaf parents and/or deaf adult role models) but their ability to transfer to English has been compromised by the time lag. In the past much of the language acquisition happened during the unstructured weekends where students had a variety of role models. This model is no longer the norm in deaf education.

Severe, sensory deprivation and isolation does not allow the student to acquire what we call "walking around information." Non deaf children hear their parents talk about utility bills, problems at work, politics and religion, problems getting the car fixed - they even argue. They use idiomatic expressions. Radio and TV present the news and which entertainers are popular, play by play analysis of football games and what is going on in popular culture (music, dance, art, movies etc.) Cartoons provide a wealth of scientific terminology and concepts. Mores and ethical conundrums are parsed on "Mayberry" and "Leave it to Beaver". This and much, much more incidental learning (social interaction with dolls and playing cowboys and indians, etc) builds what we denote as a *Conceptual Information Base* upon which all other language development and learning takes place. This base has many huge gaps for deaf children. What little base knowledge they have comes from peers who have the same deficits. Unfortunately, schools do not provide an effective system for filling these gaps. Instead, they attempt to force children to learn new materials in a formal classroom manner on an almost

nonexistent base. The result is that language acquisition slows to a crawl. The national reading level for deaf adults has been stated to be a fourth grade level which means many students leave high school with second and third grade reading levels. New concepts may be put into short term memory but soon disappear because there is not a base of information in the brain to "hook" the new concepts for long term memory.

Teachers who are attempting to meet the mandated curriculum which is predicated on the idea that students already have a full language and a baseline of knowledge are struggling. Many teachers attempt to build the necessary knowledge base in the classroom in order to teach the new knowledge, but there is just not enough time allotted. We will attempt to ameliorate this by providing 18 weekends of instruction that provide baseline information and ASL/English linguistic training in a stimulating, experiential based alternative learning environment involving American Sign Language fluent deaf adult role models in a one to five student ratio.

GSD Parent/Guardian Survey

DATE

Communication	Strongly Agree	Agree	Undecided or Unknown	Disagree	Strongly Disagree
1. The school keeps me informed of my child's academic progress.					
2. I am able to contact appropriate school staff when needed.					
3. If I leave a message for a school staff member to contact me, he/she responds within a reasonable amount of time.					
4. School staff are friendly, courteous, cooperative and helpful.					
5. The school keeps me informed of news, events, schedules, happenings, celebrations, and programs.					
6. Parents/Guardians are kept informed of student misbehaviors other than minor rule violations.					
7. The schools website is informative and is up to date.					
8. Our school wants me to be involved.					
9. I am aware of our school's greatest needs.					

School Climate	Strongly Agree	Agree	Undecided or Unknown	Disagree	Strongly Disagree
10. My child enjoys going to school.					
11. My child is making good progress.					
12. My child is getting the help he/she needs to grow, improve and thrive.					
13. The school provides ample extracurricular opportunities for students to experience outside regular instructional times.					
14. I am proud of our school.					
15. Our school is improving.					
16. Our school helps me help my child succeed.					
17. The School Council is effective and is focused on school improvement.					
18. The School Council meets regularly and includes active parents, staff and community representation.					

School Leadership	Strongly Agree	Agree	Undecided or Unknown	Disagree	Strongly Disagree
19. The school director is providing quality leadership and is committed to improving our school.					
20. The school has a strong and effective Leadership Team.					
21. School administrators are accessible and responsive to parent concerns.					
22. My child knows and recognizes the school director.					
23. The school's Leadership Team is diversified and well qualified.					
24. The Georgia Department of Education's support for our school is strong and consistent.					
25. The school maintains a good relationship with my child's local school system.					
26. The school's budget appears to be well managed.					
Safety and Security	Strongly Agree	Agree	Undecided or Unknown	Disagree	Strongly Disagree

27. I believe my child's school is safe and secure.					
28. Evacuation, fire, and safety drills are conducted regularly.					
29. The safety and security of students and staff are an obvious school priority.					
30. The school maintains good student discipline.					
31. School staff care about their students and are qualified to do their jobs.					
32. The administration is careful and conscientious about who is hired to work at our school.					

Physical Plant	Strongly Agree	Agree	Undecided or Unknown	Disagree	Strongly Disagree
33. The school grounds, buildings, and facilities are clean and well maintained.					
34. Classrooms are well equipped.					
35. Our school's facilities are adequate and appropriate for meeting student needs.					
36. Technology at our school is plentiful, appropriate, and up to date.					
37. The cafeteria serves healthy food that my child enjoys.					

Family Learning Weekend	Strongly Agree	Agree	Undecided or Unknown	Disagree	Strongly Disagree
38. I enjoyed Family Learning Weekend (FLW) and I feel it was beneficial.					
39. FLW was well organized.					
40. The FLW sessions/workshops were informative.					
41. I plan to come back to FLW next year.					
42. FLW helped my family improve our understanding of what it means to be deaf or hard of hearing.					

What I admire the most about the GSD: _____

My biggest concern(s): _____

What the GSD could do to help me help my child at home: _____

Comments: _____

Georgia School for the Deaf 2010-2011 Mentor Program



232 Perry Farm Road, SW Cave Spring, GA 30124

706-777-2200 Voice 706-777-2204 Fax
www.gadoe.org



GEORGIA SCHOOL FOR THE DEAF

Dear Mentee,

Welcome to the Georgia School for the Deaf! We are so pleased that you have decided to become a part of our loving family and rich culture, and we believe that you will find our school a special place to teach because we value our children and our teachers. We are always striving for high student achievement, for a positive school climate and for relationships which will motivate student learning. We look forward to involving you in the life of our school and in supporting you as you move through your first year.

To ensure that we are offering the best possible support, we will be assigning you to a mentor who will guide you through curriculum, best practices and school expectations. Your mentor will also model lessons for you, and attend new teacher orientation meetings with you, but, most importantly, your mentor will be that special teacher who answers questions and offers sound advice about teaching and learning. Your mentor will be contacting you and setting up a convenient meeting time. Then, throughout the year, you will have a schedule which will allow the two of you to meet weekly.

Congratulations to you as a new teacher or staff member.. All of the veteran teachers and I are committed to assisting you in your professional growth at the Georgia School for the Deaf.

Sincerely,

Mentor Program Coordinator



THE GSD

Dear Mentor Teacher,

Congratulations! You are a Mentor Teacher! Being a Mentor is one of the most rewarding positions you can choose. It means you will be making a difference in the lives of novice teachers and their students. As you assist a novice teacher, you will be growing professionally too. Why is mentoring so important?

New teachers are expected to perform the same duties as veteran teachers from the moment they step into the classroom. They are expected to perform a variety of roles such as educator, motivator, guide, counselor, coach and manager, to name a few. New teachers are often expected to sponsor extra-curricular activities and serve on school committees. The enormity of it all can be overwhelming.

Teacher education programs often emphasize mastery of subject matter and instructional theory. It is not until they reach the classroom that new educators move from theory to practice. The Georgia School for the Deaf Induction and Mentoring Program serves to bridge the gap between initial preparation and the realities of teaching.

The success of the new GSD Mentor Teacher Program would not be possible without teachers like you. Thank you for your participation.

Sincerely,

Tiffany L. Pauling

Tiffany L. Pauling
The Georgia School for the Deaf
Mentor Program Committee Member



Kathy Cox
State Superintendent of Schools
Georgia Department of Education



Leading the nation in improving student achievement.

POINTS TO CONSIDER WHEN DECIDING TO IMPLEMENT A MENTOR PROGRAM

Considerations for Mentors

- Provide for a comprehensive orientation for new mentor teachers prior to their contact with new teachers.
- Provide ongoing professional development – this may mean workshops, support groups for concerns, as well as providing research and articles related to mentor teachers and the support of new teachers.
- Obtain support of key school administrators – resources necessary to ensure that the new teacher is successful.
- Encourage support of colleagues who are also mentoring to discuss issues and concerns. Organize monthly meetings.
- Provide an escape clause for personal reasons or for personality mismatch issues between mentor/mentee.

Consideration for New Teachers

Assign mentors early so pairs can meet prior to school to begin establishing rapport.

- Have mentor and new teacher spend time together in the building, at the teacher store, etc.
- Have mentor and new teacher attend orientation meetings together prior to the start of school

Provide new teachers with opportunities to **observe** and apply best practices:

- Classroom management
- Assessing students & Data Collection
- Organizing classroom instruction
- Teaching as a member of a team
- Individualized Education Plan (IEP)
- Developing and using student portfolios
- Working with other school staff

- Involving parents

Provide new teachers with relevant information:

- Professional development requirements
- Student achievement standards
- Grading System
- Meetings, Drills, Lockdowns
- Report Cards, Progress Reports, & IEP Progress Reports
- Requirements for certification/ HQ
- Behavior Procedures

CHARACTERISTICS OF A GOOD MENTOR

The success of mentoring is contingent upon the relationship between the mentor and the mentee, and the skill of the mentor.

Mentors rated the following as the most helpful characteristics for mentoring:

- Approachability
- Integrity
- Ability to listen
- Sincerity
- Willingness to spend time with mentee
- Enthusiasm and passion about teaching
- Teaching competence
- Trustworthiness
- Collaborates well with others
- Receptivity
- Willingness to work hard
- Positive outlook
- Confidence
- Commitment to the profession
- Openness
- Experience in teaching
- Tactfulness
- Cooperativeness
- Flexibility
- Classroom management skills
- Understands district and school policies and procedures
- Asks questions that prompt reflection and understanding
- Believes in lifelong learning

The dream begins, most of the time, with a teacher who believes in you, who tugs and pushes, and leads you onto the next plateau, sometimes poking you with a sharp stick called truth."

--Dan Rather

SELF-SURVEY: SHOULD I BECOME A MENTOR?

This checklist is designed to help teachers who are thinking about becoming mentors. Please place an X in the column that represents the degree to which the statement characterizes the way you see yourself. You'll find space provided at the end of the checklist to add those qualities that represent unique or special assets you might bring to mentoring.

Question	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
I see myself as being people-oriented.					
I enjoy working with other professionals.					
I am a good listener and respect my colleagues.					
I am sensitive to the needs and feelings of others.					
I recognize when others need support or independence.					
I feel I should contribute to the professional development of others and share what I have learned.					
I am willing to find reward in service to someone who needs my assistance.					
I am able to support and help without smothering or taking charge.					
I see myself as willing to adjust my schedule to meet the needs of others.					
I usually am patient and tolerant when teaching someone.					
I am confident and secure in my knowledge and try to remain up-to-date.					
I enjoy teaching.					
I set high standards for my students and myself.					
I use a variety of teaching methods and my students achieve well.					
Others look at me for information about subject matter or methods of teaching.					
Overall I see myself as a competent professional.					
I am able to explain things at various levels of complexity and detail.					

Others are interested in my professional ideas.					
Special asset					
Special asset					

NEW TEACHER INFORMATION FORM

Welcome to Georgia School for the Deaf Mentoring Program. To help your mentor understand your needs as a new teacher, please fill out this information sheet and hand it to your mentor. Thank you.

1. List your previous teaching experience, including student teaching:
2. List your three strongest assets as a teacher:
3. List three areas of concerns that you have as a new teacher in this district:
4. In what ways do you think a mentor teacher would be helpful to you?

How would you rate your skills in the following areas?
(1=developing, 2=competent 3=accomplished)

- _____ Lesson planning
- _____ Planning for a substitute
- _____ Large group instruction
- _____ Small group instruction
- _____ One to one instruction
- _____ Behavior management
- _____ Developing and administering informal classroom assessments
- _____ Planning instructional units
- _____ Planning and producing instructional materials
- _____ Planning for students with special needs, including "at risk" and "gifted" students
- _____ Parent conferencing and communication
- _____ Dealing with crisis in the classroom

SAMPLE GET ACQUAINTED ACTIVITIES

Name Poems

Teachers write their names on a card, and for each letter of the first name, write a word which describes them as individuals. Have participants go around the room introducing themselves stating their names and the words which describe them.

For Example: Jeff

Jovial – Energetic – Faithful -- Friendly

Bio-Poem

Use this form to make a poem. You may use more or less details than suggested. The detail may be one word or phrases. Try to be as accurate as possible and try several words before you decide which ones to use.

Line 1	First name
Line 2	Four words that tell about the person
Line 3	Teacher of (grade level/subject)
Line 4	Lover or (3 people or ideas)
Line 5	Who needs (3 items)
Line 6	Who gives (3 items)
Line 7	Who would like to see (3 people or events)
Line 8	Residing in (city or school)
Line 9	Last Name

Personal Billboard

For this activity provide post-it paper and markers. Each teacher is given a large sheet of post-it paper and markers and then asked to draw representations of the following five questions without using words. After working on the billboard for about ten minutes, attach it to the front of your clothing and go around the room and begin to try to interpret the drawings that others are wearing as they try to interpret yours.

What do you like to do in your leisure time?

What will you be teaching at the school?

What was a memorable experience which you had in school?

What is one dream which you hope to see come true while you teach at this school?

Who do you leave at home?

Extended Name Tag Activity

People fill out and wear the form on the next page and then circulate throughout the room to read each others' tags.

The diagram consists of a central oval connected to five rectangular boxes. The central oval contains the text: "Name? Where do you live? What grade do you teach?". The boxes are arranged as follows: two at the top, two at the bottom, and one at the very bottom. Each box is connected to the central oval by a line.

What do you hope to learn....

Name three elements of a successful coaching/mentoring program....

Name? Where do you live? What grade do you teach?

Describe the feelings of a beginning teacher . . .

Describe the needs of a beginning teacher . . .

Describe an embarrassing/funny moment so far in your teaching experience...

NEW TEACHER INDUCTION PROGRAM

Start of School Checklist (For Mentor/Mentee)

-
- Classroom routines and procedures have been developed.
 - Routine and procedures have been *taught and reinforced* consistently. (Remember, "If you ignore it, you accept it!")
 - Routines and procedures are posted neatly and are *large enough* to be read by students from anywhere in the room.
-
- Rules and consequences are posted – see above (Generally, have no more than three to five rules. Don't nitpick).
 - Heading sample for work submitted is displayed.
 - In-class and homework assignments are placed in the agenda every day.
 - Student schedule is posted (large enough to be seen from all seats).
 - A signal to quiet class has been taught and is used as needed.
 - Warm-ups (and bell work) are used to start instruction – *then*, you take attendance, etc.
 - Relevant "sponge activities" are used to maximize instructional time.
 - Classroom is arranged to promote/facilitate educational activities.
 - Classroom environment conveys the message that learning is important (It should be clearly evident that you have invested time and energy to create a positive learning environment).

RESOURCE CHECKLIST

Your Mentor will help you gather the following materials:

- Grade book & grading system
- Attendance system
- Lesson plan format & due dates
- Textbooks
- School, staff/faculty, student handbook
- Class roster(s)/ class schedules
- Tornado, fire drill directions and assembly directions
- Student texts per subject
- Room & desk keys
- principal/counselor referral forms
- Hall pass (as) or agenda books
- Attendance form(s)
- Substitute folder
- Repair Forms
- Leave Forms

Other:

- | | |
|--|---|
| <input type="checkbox"/> pens | <input type="checkbox"/> paper clips |
| <input type="checkbox"/> pencils (regular & colored) | <input type="checkbox"/> thumb tacks |
| <input type="checkbox"/> Markers | <input type="checkbox"/> chalk |
| <input type="checkbox"/> scissors | <input type="checkbox"/> chalk eraser |
| <input type="checkbox"/> Stapler | <input type="checkbox"/> plastic gloves |
| <input type="checkbox"/> Masking tape | <input type="checkbox"/> ruler |
| <input type="checkbox"/> Band-aid | |
| <input type="checkbox"/> Grader | |

Student Supplies (if applicable):

- | | |
|-----------------------------------|--|
| <input type="checkbox"/> Glue | <input type="checkbox"/> rulers |
| <input type="checkbox"/> crayons | <input type="checkbox"/> yard & meter sticks |
| <input type="checkbox"/> Scissors | |

Optional supplies (as needed and/or available):

- | | |
|---|-------------------------------------|
| <input type="checkbox"/> Construction paper | <input type="checkbox"/> tool kit |
| <input type="checkbox"/> Extension cord | <input type="checkbox"/> calculator |
| <input type="checkbox"/> Timer and/or bell | <input type="checkbox"/> computer |
| <input type="checkbox"/> Overhead projector | |

BUILDING INFORMATION CHECKLIST

Things to think about before the school year to help you organize your first days:

Questions	Check	Notes
-----------	-------	-------

1. Do you have keys to your Classroom or other rooms to which You may need access?	<input type="checkbox"/> 	
--	--	--

2. Do you have the necessary Furniture for your room?	<input type="checkbox"/> 	
---	--	--

3. What are the "school rules" and policies that you will need to present to students?	<input type="checkbox"/>	
--	--------------------------	--

4. Are aides available and, if so, on what schedule?	<input type="checkbox"/>	
--	--------------------------	--

5. What are the procedures for obtaining classroom books and for checking them out to the students?	<input type="checkbox"/>	
---	--------------------------	--

6. What expendable supplies (paper, pens, etc.) are available, and what are the procedures for obtaining them?	<input type="checkbox"/>	
--	--------------------------	--

7. Where are safety gloves and band aids located?	<input type="checkbox"/>	
---	--------------------------	--

8. What is the required paperwork for the first day of school, everyday attendance, and the lunch program?	<input type="checkbox"/>	
--	--------------------------	--

Questions	Check	Notes
-----------	-------	-------

9. What is the procedure for the arrival of students on the first day	<input type="checkbox"/>	
---	--------------------------	--

of school and for every day after that?
(See #13 and #18)

10. Where is your class roster? Do you have any special education or resource students? Do they, or any other students, leave your room during the day? If so, what are their schedules?
11. What time will your class have music, recess, P.E., lunch or library?
12. Are there any special events or assemblies you need to be aware of the first week of school?
13. How do students leave at the end of the day? Do you have any bus riders and do they leave early?
14. What are your school's policies about rules and consequences, suspension, and keeping students after school for either make-up work or detention? Do parents need to be notified? If so, how?
15. How do you get assistance from the office for emergencies, illness or discipline problems?

Questions	Check	Notes
16. Do you have a "buddy" teacher whom you could call in case of an emergency?	<input type="checkbox"/>	
17. What are the procedures for early dismissal and for late arrivals?	<input type="checkbox"/>	
18. When is the principal available,	<input type="checkbox"/>	

and about what should he/she be consulted?

19. When is the school nurse available, and what are the appropriate reasons for making a referral?

20. Is a counselor available, and what a type of referrals does he/she want?

21. What resources are available for help in diagnosing or working with students with severe learning or behavior problems?

22. What janitorial services are available for your room, and what should you do if they are inadequate?

23. Are you familiar with the parts of the building to which you may send students (library, restroom, etc.), and do you know the procedures to follow?

Questions

Check

Notes

24. Do you know the bell schedule?

25. Are your lesson plans for the first few days of school ready for each class?

26. Have you prepared time fillers to use if needed?

27. Do you know if any of your students have a disability that should be accommodated in your room arrangement or instruction?

28. Do you have a school calendar?

29. Where are student files kept and what are the procedures to access them?

30. ~~What hours is the school building open?~~

END OF THE YEAR QUESTIONNAIRE #1

In what ways has your mentor been helpful to you this year?

What have you learned which has been most valuable to you in your teaching practice?

Which sessions of the new teacher orientation have been implemented into your classroom practices?

What have been the strengths of the mentoring program?

What changes would you make in the program and why?

Do you plan to remain in the teaching profession? If so, why? If not, why?

Do you plan to remain at this school? If so, why? If not, why?

END OF THE YEAR QUESTIONNAIRE #2

1. What did you like best about the mentoring program?

2. What did you like least about the mentoring program?

3. What suggestions would you make to improve our mentoring program for the upcoming school year?

ACTIVE MENTOR RUBRIC

	Actively Involved Mentor	Involved Mentor	Buddy System Mentor	Non-involved Mentor
Availability	The mentor was always available to the new teacher. The mentor frequently initiated contact with the new teacher. Regular mentor sessions were planned.	The mentor was usually available whenever the new teacher had concerns. The mentor initiated several contacts with the new teacher.	The mentor was often available whenever the new teacher had concerns. The mentor initiated some contact with the new teacher.	The mentor was rarely available to meet with the new teacher. The mentor initiated no contact with the new teacher.
Problem Solving	The mentor frequently led the new teacher into discovering possible solutions to problems on his or her own through asking questions and making suggestions. Occasionally, the mentor included reference to how he or she would handle the situation.	The mentor suggested several ideas or possible solutions to the new teacher. The mentor occasionally led the new teacher into discovering solutions and answers on his or her own by asking questions of the new teacher.	The mentor suggested several ideas or possible solutions to the new teacher. When asked for advice, the mentor often explained how he or she would handle the situation.	When asked for advice, the mentor exclusively tried to solve problems by telling the new teacher how he or she would have handled the situation.
Reflective Questions	Then mentor frequently took the opportunity to ask reflective questions of the new teacher. The mentor utilized reflective questioning skills to invite the new teacher to look at his or her teaching practices with an eye for improvement.	The mentor asked questions to clarify the actions of the new teacher and occasionally took the opportunity to ask reflective questions of the new teacher.	The mentor asked questions to clarify the actions of the teacher but infrequently extended the questioning to include reflection on teaching practices.	The mentor did not invite the new teacher to reflect on his or her teaching. No attempt was made to have the new teacher think about his or her teaching practices. The mentor imparted his or her knowledge rather than asking questions.

	Actively Involved Mentor	Involved Mentor	Buddy System Mentor	Non-involved Mentor
Confidentiality	The mentor closely adhered to the "Firewall" between mentoring and evaluation. Topics and discussion from mentoring sessions were not shared with other staff or administration. Classroom observation notes became the sole property of the new teacher following reflective conference.	The mentor closely adhered to the "Firewall" between mentoring and evaluation. Topics and discussion sessions were not shared with other staff or administration. Classroom observation notes became the sole property of the new teacher following reflective conferences.	The mentor adhered to the "Firewall" between mentoring and evaluation. Topics and discussion from mentoring sessions were not shared with other staff or administration.	The mentor was unfamiliar with the "Firewall" between mentoring and evaluation. Topics and discussion from mentoring sessions were shared with other staff or administration inappropriately.
Feedback	The mentor engaged in observing the new teacher's classroom on several occasions. The mentor provided positive peer coaching feedback that was specific and evidence based in a timely manner. The feedback was designed to increase the new teacher's teaching skills by reinforcing "Best Practices" that were observed. Feedback also included reflective questions centered on areas for improvement.	The mentor engaged in observing the new teacher's classroom at least once each semester. The mentor provided positive peer coaching feedback that was specific and evidence based in a timely manner. The feedback was designed to increase the new teacher's teaching skills by reinforcing "Best Practices" that were observed. Feedback also included reflective questions centered on areas for improvement.	Feedback for the new teacher was based on information gathered without classroom observation. The mentor provided positive feedback, reinforcing "Best Practices".	Feedback to the new teacher was not based on classroom observations or contact with the new teacher. Feedback consisted mostly of the mentor telling how he or she would handle the situation.
Encouragement	The Mentor encouraged the new teacher to try new things, expand his or her teaching skills and become actively involved with students, parents and staff. The mentor modeled a positive attitude toward the school, the district and the community at large. The encouragement to succeed was genuine.	The Mentor encouraged the new teacher to try new things, expand his or her teaching skills and become actively involved with students, parents and staff. The mentor modeled a positive attitude toward the school, the district & community at large. The encouragement to succeed was genuine.	The mentor encouraged the new teacher to keep up his or her hard work and efforts. The encouragement was genuine.	The mentor provided little or no encouragement to the new teacher.



Georgia School for the Deaf
Induction Program Plan
2009-2010

The Induction program will have three major aspects.

A. ***Meetings***

We will meet as a whole group at different times throughout the year to review information about a particular topic, share your highs (joys) and lows (frustrations), and to provide support to each other. The final meeting of the year will be to reflect and evaluate how the induction program can be improved.

B. ***Mentoring/Coaching***

The majority of your induction into GSD will be individually tailored to meet your needs.

1. ***Mentoring***

- a) A mentor is assigned.
- b) Share your concerns/worries with your mentor—don't let things "pile up"
- c) Schedule weekly mentor meetings.

2. ***Coaching Process***

Some staff members who are new to GSD or to the teaching profession, could benefit from classroom observations performed by an experienced educator. This can be discussed with your supervisor or mentor, who can help set this up. This process would include:

- a) Identifying your own specific target areas or needs of improvement. This will allow the mentor to know what you want feedback on when being observed.
- b) Specify how you want the feedback (on the spot coaching, afterward, written, etc)
- c) Schedule time(s) for the observation.
- d) Schedule a time for the Post-conference following the observation. During the meeting you will receive feedback on your observations, make sure to address the strengths, weakness, and suggestions for improvement that were displayed.

C. ***Peer Observation***

You are encouraged to visit other teachers' classes throughout the year. If the teachers you wish to observe have either the same planning period as you or are free during the time you are teaching, talk to your supervisor to see if you could have a paraprofessional cover your class during your peer observation in another class.

Follow the guidelines below:

- a) Meet first
- b) Observe
- c) Meet again to share your observations and ask questions, to deepen your understanding of the teacher's intentions and her perspective.



Topics for Weekly Mentor-Mentee Meetings

September:

- Daily Management (Lesson plans in line with GPS/classroom discipline)
- Prepare for what to expect (meetings, progress reports, assessment tests, etc)
- Furlough Days
- Fall GHS GT retest
- Fall GHS WT retest and GHS WT for first time juniors
- Football games
- Swine Flu/Common Flu

October:

- Discuss upcoming calendar of events, book fair, Mason-Dixon tournament, etc
- Talk about it's okay to say "No" and "I don't know"
- Time management
- Stress management
- Report Cards

November:

- Winter GHS GT retake
- Basketball season in effect
- Thanksgiving Break
- Progress reports

December:

- Health precautions during flu season
- Recognize and discuss strengths, successes and challenges
- Mentee group meeting; share experiences
- Holiday parties
- Hackney Classic
- Holiday Break
- Report cards

January:

- 8th Grade Writing Assessment Test
- Mason-Dixon tournaments
- Kentucky Classics
- Progress reports



Topics for Weekly Mentor-Mentee Meetings (con't)

February:

- Spring GHSWT
- Southwestern Regional Academic Bowl
- Black History Month
- Progress reports

March:

- Deaf Awareness Month
- 5th Grade Writing Assessment
- 3rd Grade Writing Assessment Evaluation
- Spring GHSWT
- Spring Break
- Report cards

April:

- CRCT
- Book Fair
- Progress reports

May:

- Celebrate achievements
- CRCT
- Prom
- EOCT
- Graduation
- Homegoing for the summer
- Summer School ESY
- Progress reports
- Report cards
- Fill out mentoring program evaluation



Mentee Section

Three Main Questions

1. Why do I need a mentor?

There are different reasons and benefits to having a mentor, a mentor helps by:

- sharing knowledge gained from experience
- “showing the ropes” of the school to a new professional
- discussing, but not evaluating, the mentee’s performance
- serving as a sounding board for professional and personal concerns that evolve in the day-to-day operations of the school
- contributing to their own professional obligation by enhancing the protégé’s skills, so that someday the protégé can take on the role of the mentor

2. How do I ask for help from my mentor?

Based on the relationship developed between the mentor and mentee, asking for help or assistance should be at a comfort level, where the direct request can occur without a difficulty or any hesitation.

3. What if I feel the relationship with my mentor is not working out?

First, discuss this matter with your mentor, to see if the two of you can work out your difficulties or concerns together. If this is not successful, contact the mentoring committee to discuss your concerns. The mentoring committee will determine if a solution is possible. If not, a new mentor may need to be assigned.



Mentor Section

Four Main Questions

1. What is a Mentor?

An experienced person who provides guidance and support in a variety of ways to the developing novice—by being a role model, guide, tutor, coach or confidante. (Bolton, 1980).

- A *confidante*—someone to trust, give comfort
- A *support person*, give feedback, check if things are okay.
- A *role model*—help, not “fuss”
- A *buddy*—help with communication
- An *example*—mentee can watch you and look up to you
- A *guide*—to share expectations for the mentee
- *Help* the mentee to grow professionally and become independent
- A *problem solver*

1. What is my role as a mentor?

To support and guide, **not evaluate**, the new employee throughout the present school year by being the mentee’s “411” source-- help the mentee become comfortable and familiar with GSD’s expectations, rules, policies, curriculum, resources, personnel and all other programming areas.

2. What are the expectations?

- Support, guide and coach your mentee; not evaluate your mentee
- Schedule weekly meetings with your mentee, be on time and consistent
- Keep an open, flexible, honest and trusting relationship with your mentee
- Be a positive role model
- Be a team player
- Keep a log of your meetings
- Keep an update mentee’s information/resource binder

3. Who do I mentor?

The mentoring committee will chose your mentee. If for some reason, there is a personal conflict or problem with your mentee, contact the mentoring committee mentoring program coordinator immediately.

4. How often do I mentor?

It is recommended that the mentor and mentee meet once a week until April 2010. You do have the discretion of meeting more than once a week if you and your mentee feel there is a need.



Cheat Sheet for Mentoring Conferences

1. *Fundamentals for a mentoring conference:*

- Open/honest
- Give strategies
- Promote self analysis
- Specific
- Reassuring
- Humor
- Help to redirect ('let go')
- Empathetic
- Promote feeling of safety
- Responsive
- Reinforcing

2. *Observations:*

- Schedule observations of the mentee by the mentor.
- Agree upon how you will give feedback before your observations.
- Prior to the first observation, discuss and review goals/reasons for the observation.
- Allow for occasional observations of the mentor by the mentee, related to a topic of interest to the mentee.

3. *Meeting time:*

- Take the initiative to schedule regular, on-going conferences. Do not leave this as an open option. Agree on this together and make it part of the experience.
- Be available for "emergency" needs, face-to-face, by phone, or note.
- Do not go to a supervisor or the mentoring committee about issues without notifying mentee, except if student(s) physical/psychological safety is in question.

4. *Helpful phrases:*

- "What did you think?"
- "How much time do you need?"
- "When would you like me to observe?"
- "What would you like me to look for during my observation?"
- "I counted the number of times you said ..."
- "You've asked me to come in for...one thing that I noticed is..."
- "What did you like?"
- "What would you like to improve?"

5. *Additional Information:*

- Simply telling the mentee information is not sufficient...it is best to let them repeatedly practice the application of information/feedback in a variety of situations. (Huling-Austin, 1994).
- Encourage the mentee to be patient and not put too much pressure on his/herself to be **Super** teacher or employee too soon. (Huling-Austin, 1994).



What Are Mentor Responsibilities?

Guiding Questions

- | | | |
|---|-----|----|
| 1. Are you supposed to evaluate your mentee? | YES | NO |
| 2. Are you supposed to meet every week with your mentee? | YES | NO |
| 3. Are you supposed to show your mentee how to do their job? | YES | NO |
| 4. Are you supposed to help your mentee with personal problems? | YES | NO |
| 5. Are you supposed to advise your mentee about their problems at work? | YES | NO |
| 6. Can you help your mentee learn how to get along with others? | YES | NO |
| 7. Should you meet with your mentee when they have class time or busy working? | YES | NO |
| 8. Can you go in and observe your mentee during their class time or while they are working? | YES | NO |
| 9. Can you help your mentee improve their work habits? | YES | NO |
| 10. Should you tell others (your supervisor, your friends) about your mentee's problems? | YES | NO |



What Are Mentor Responsibilities?

Guiding Questions (Answers)

- | | | |
|---|------------|-----------|
| 1. Are you supposed to evaluate your mentee?
<i>No, your goal is to support your mentee.</i> | YES | NO |
| 2. Are you supposed to meet every week with your mentee?
<i>Yes, meeting weekly allows you can touch base, see how your mentee is doing.</i> | YES | NO |
| 3. Are you supposed to show your mentee how to do their job?
<i>No, unless your mentee asked for your help or you happened to be in the same area as your mentee and want to explain something important to them about a particular resource/person/function in the area.</i> | YES | NO |
| 4. Are you supposed to help your mentee with personal problems?
<i>No, explain that you are uncomfortable, or unable to help.</i> | YES | NO |
| 5. Are you supposed to advise your mentee about their problems at work?
<i>Yes, you can help by sharing your experiences with similar problems without using names and/or offer your support to accompany your mentee to talk with their supervisor.</i> | YES | NO |
| 6. Can you help your mentee learn how to get along with others?
<i>Yes, you can help by sharing your experiences with similar problems without using names and/or offer your support to accompany your mentee to talk with their supervisor.</i> | YES | NO |
| 7. Should you meet with your mentee when they have class time or busy working?
<i>No, try to set your meetings during common break times, lunch time and before/after school.</i> | YES | NO |
| 8. Can you go in and observe your mentee during their class time or while they are working?
<i>Yes, if both of you planned the observation ahead of time and inform your supervisor.</i> | YES | NO |
| 9. Can you help your mentee improve their work habits?
<i>Yes, you can advise your mentee on how to arrive to work on time, dress appropriately, etc.</i> | YES | NO |
| 10. Should you tell others (your supervisor, your friends) about your mentee's problems?
<i>No, gossiping is not an option. Suggest to your mentee to talk to their supervisor about their problem and you are willing to accompany them (if they are uncomfortable going alone). Always support your mentee as best as you can.</i> | YES | NO |

The 24 Most Frequently Perceived Problems of Beginning Teachers

Rank Order

Problems

1. Classroom discipline
2. Motivating students
3. Dealing with individual differences
4. Assessing students' work
5. Relations with parents
6. Organization of classwork
7. Insufficient materials and supplies
8. Dealing with problems of individual students
9. Heavy teaching load/insufficient prep time
10. Relations with colleagues - *working in a team*
11. Planning of lessons and school days
12. Effective use of different teaching methods
13. Awareness of school policies and rules
14. Determining learning level of students
15. Knowledge of subject matter
16. Burden of clerical work
17. Relations with principals/administrators
18. Inadequate school equipment
19. Dealing with slow learners
20. Dealing with students of different cultures and deprived backgrounds
21. Effective use of textbooks and curricular
22. Lack of spare time
23. Inadequate guidance and support
24. Large class size

*- Co-Teachers
- Working with an aide
- Diverse levels
- Special needs
- Time management
- Communication*

Source: Veenman, Simon, "Perceived Problems of Beginning Teachers," Review of Educational Research, Summer, 1984

What Do We Know About Beginning Teachers?

- 8/98

30% after 1st year - higher in Sp ED

1. Nationwide 25% of new teachers leave the profession during the first three years.
of Beginning Teachers
2. The conditions under which new teachers complete the first year of teaching are fairly predictive of success in their teaching career and of their retention in the profession.
3. New teachers are more influenced by their new school setting than by their recent educational training.
4. Administrators and teaching colleagues have control over many of the issues that contribute to the working conditions of new teachers.
5. Attrition rate among the most academically qualified teachers is attributed to working conditions within the school:
 - larger classes
 - more difficult students
 - floating room assignments
 - too many preparations
 - preparations not in area of training
 - additional non-teaching duties
6. Conditions contributing to attrition in addition to the demands of teaching include unrealistic/unmet expectations, isolation and organizational "sink or swim" philosophy. Specific teaching concerns are:
 - Classroom management and discipline
 - Student motivation
 - Managing instructional tasks (organizing work, individualizing assessments and assignments, planning, instruction, and locating materials and resources)
 - Managing non-instructional demands of the position (establishing relationships with students, parents, and colleagues; managing extracurricular assignments; enlisting assistance of other staff members.)
 - Adjustment to the physical demands of teaching
 - Sacrificing leisure time
7. Lack of supervision can contribute to the problems of the beginning teacher. Unaided new teachers make an repeat costly errors.
8. New teachers do not want to appear incompetent or meddlesome by asking questions.

Veenman, 1984

AS

SIGN COMMUNICATION PROFICIENCY INTERVIEW (SCPI) RATING SCALE*

RATINGS

FUNCTIONAL DESCRIPTORS^b

- Superior Plus** **Able to have a fully shared and natural conversation, with in-depth elaboration for both social and work topics. All aspects of signing are native-like.**
- Superior** **Able to have a fully shared conversation, with in-depth elaboration for both social and work topics. Very broad sign language vocabulary, near native-like production and fluency, excellent use of sign language grammatical features, and excellent comprehension for normal signing rate.**
- Advanced Plus** **Exhibits some superior level skills, but not all and not consistently.**
- Advanced** **Able to have a shared conversation with good, spontaneous elaboration for both social and work topics. Broad sign language vocabulary knowledge and clear, accurate production of signs and fingerspelling at a normal/near-normal rate; occasional misproductions do not detract from conversational flow. Good use of many sign language grammatical features and comprehension good for normal signing rate.**
- Intermediate Plus** **Exhibits some advanced level skills, but not all and not consistently.**
- Intermediate** **Able to discuss with some confidence routine social and work topics within a conversational format with some (adequate) elaboration. Good control of everyday/basic sign language vocabulary (may have several sign misproductions), with fluency generally characterized by moderate signing pace and some inappropriate pauses/hesitations. Demonstrates use of some sign language grammatical features in connected discourse, but not controlled. Fairly good comprehension for a moderate-to-normal signing rate; a few repetitions and rephrasing of questions may be needed.**
- Survival Plus** **Exhibits some intermediate level skills, but not all and not consistently.**
- Survival** **Able to discuss basic social and work topics with responses generally 1-to-3 sentences in length. Some knowledge of basic sign language vocabulary with many sign vocabulary errors. Slow-to-moderate signing rate with (some) inappropriate pausing. Basic use of a few sign language grammatical features. Fair comprehension for signing produced at a slow-to-moderate rate with some repetition and rephrasing.**
- Novice Plus** **Exhibits some survival level skills, but not all and not consistently.**
- Novice** **Able to provide single sign and some short phrase/sentence responses to basic questions signed at a slow-to-moderate rate with frequent repetition and rephrasing. Vocabulary primarily related to everyday work and/or social areas such as basic work-related signs, family members, basic objects, colors, numbers, names of weekdays, and time. Production and fluency characterized by many sign production errors and by a slow rate with frequent inappropriate pauses/hesitations.**
- 0** **No functional skills in signing.**

*Adapted from US Foreign Service Institute & ACTFL LPI Rating Scales by William Newell & Frank Caccamise
^bFor all SCPI rating descriptors, first statement (in bold type) always a statement of communicative functioning, with all remaining statements (regular type) descriptors of form (vocabulary, production, fluency, grammar, and comprehension).