

# SCHOOLWIDE IMPROVEMENT PLAN (SIP)

## TITLE I SCHOOLWIDE PROGRAM (SWP) PLAN

### TITLE I TARGETED ASSISTANCE (TA) PLAN

<p><b>NAME OF SCHOOL/PRINCIPAL:</b></p> <p>Collins Elementary School/ Starla Barker, Ed. D.</p>
<p><b>NAME OF DISTRICT/SUPERINTENDENT:</b></p> <p>Tattnall County/ Gina Williams, Ed. D.</p>
<p><input type="checkbox"/> Comprehensive Support School    <input type="checkbox"/> Targeted Support School    <input checked="" type="checkbox"/> Schoolwide Title I School    <input type="checkbox"/> Targeted Assistance Title I School</p> <p><input type="checkbox"/> Non-Title I School    <input type="checkbox"/> Opportunity School</p>

## DIVISION OF SCHOOL AND DISTRICT EFFECTIVENESS

### Advancing Leadership | Transforming Schools

All required components of the Title I Schoolwide and Targeted Assistance are included in this template.

**SIGNATURES:**

Superintendent *Erin Sullivan* Date 8/15/2019

Principal Supervisor *Shirley* Date 7/30/2019

Principal \_\_\_\_\_ Date \_\_\_\_\_

Title I Director *J. B. ...* Date 8/14/19

(Title I Schools only)

**Planning Committee Members**

Name	Position/Role	Signature
Starla Barker, Ed. D.	Principal	<i>Starla Barker</i>
G. Glenn Stewart	Assistant Principal	<i>G. Glenn Stewart</i>
Lisa M. Tyler	Academic Coach	<i>Lisa M. Tyler</i>
Holly Thigpen	Counselor	<i>Holly Thigpen</i>
Nitonia Purdiman	RTI Coordinator	<i>Nitonia Purdiman</i>
Shelley Daniel, Ed. D	5th Grade Teacher	<i>Shelley Daniel</i>
Stacey Oliver	3rd Grade Teacher	<i>Stacey Oliver</i>
Caroline Shuman	1st Grade Teacher	<i>Caroline Shuman</i>
Brandy Flanders	Paraprofessional	<i>Brandy Flanders</i>
Veronica Contreras	Migrant Paraprofessional	<i>Veronica Contreras</i>
Casey Cowart	Parent	<i>Casey Cowart</i>
Kasey Jarriel	Parent	<i>Kasey Jarriel</i>
Tarsha Brown	Title I Family Engagement Coordinator	<i>Tarsha Brown</i>

Title I only

The Letter of Intent for Title I Schoolwide was submitted on \_\_\_\_\_

Please indicate the programs that are consolidated in this plan: IA, IA, IIA, IVA, IC, VB

**Needs Assessment/ Data Review Results (SWP 1, 11, 12, 13, 14, 17, 18)**

Prioritized Needs	Data Source	Participants Involved	Communication to Parents and Stakeholders
Class Size Reduction And Academic Coach	Georgia Milestones EOGT GKIDS IDI iReady Data USATestPrep RII Data Stakeholder Survey	Administrators Academic Coach Teacher- grade K Support Staff- Paraprofessionals in grade 1 and Migrant paraprofessional	Individual Student Reports Parent Pamphlets Website Newsletters School Council Social Media Leadership Team Academic Coach
Student Achievement	Georgia Milestone EOGT iReady USATestPrep STEAM PBL (Problem Based Learning) Eureka Math K-5 Rosetta Stone AR/STAR (3-5)	Administration Academic Coach Teachers Support Staff Parents Students	Individual Student Reports Parent Pamphlets Website Newsletters School Council Social Media Leadership Team
Literacy	Georgia Milestone EOGT Star Reading iReady USATestPrep Bookworms STEAM PBL (Problem Based Learning) Growth Mindset Word Gen (SERP) 4-5 Rosetta Stone AR/STAR N2Y Differentiated Instruction K-2 band and 3-5 band	Administrators Academic Coaches Teachers Support Staff RESA Parents Students	Individual Student Reports State Report Card Newsletters Open Forum Meetings (Grade Night/PTO/Open House) Leadership Team RTI Team

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<p><b>PBIS-Discipline</b></p>	<p>Ed Handbook Referrals Power School Choose Love Why Try Growth Mindset Check and Connect Unique Learning-DI for Positive Learning of Social-Emotional Intelligence</p>	<p>PBIS Team RTI Team Administrators Academic Coach Teachers Support Staff Parents Students</p>	<p>Individual Behavior Reports Newsletter Parent Notifications/Contacts/Conferences BIP's Behavior Contracts-check in/check out FBA</p>
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**SMART GOAL #1 (Specific, Measurable, Attainable, Results-Based, and Time-Bound)**

**Goal Area:** Literacy

(SWP 2.7.9.10)

**Strategic Plan Performance Objective:** Improve lexiles and literacy skills for all students

**Specific School Objective:** Student achievement in ELA/Math/Science and Social studies will indicate growth and improvement by all students as reflected in scores on the 2020 Georgia Milestone/EOG

- As measured by the Spring 2020 Georgia Milestones End of Grade Assessment (GMA EOG), the CES student population will decrease by 3% the DNM (Level 1) achievement level in ELA.

Grade	2016 CES Baseline Data	2017	2018	2019
5 <sup>th</sup> Grade	19%	36%	23%	32%
4 <sup>th</sup> Grade	25%	26%	42%	28%
3 <sup>rd</sup> Grade	15%	35%	23%	45%

GKIDS Data:

-By decreasing the class size utilizing the class reduction model of adding an additional teacher, student achievement will increase in the writing and numbers and operation standards according to the 2020 GKIDS. Using the class size reduction model of adding a teacher to kindergarten will allow for a block schedule for reading and ELA so content can be integrated.

GRADE	2016 CES Baseline Writing Standards	2017	2018	2019	2019 CES Baseline Numbers and Operations Base 10	2017	2018	2019
Kindergarten	67%	53%	37%	41%	67%	71%	62%	69%



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Georgia School Performance Standard	Student group (All or subgroup)	Action /Strategies	Evaluation of Implementation and Impact on Student Learning		Monitoring Actions of Implementation	Estimated Cost, Funding Source, and/or Resources
			Artifacts	Evidence		

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Curriculum Standard #1 and #3	All Students	Progress Monitor the reading program (CRS) in the ELA content area to expose students to more appropriate "stretch band" texts and strategies.	Student reports on EOQT and IDI	School Leaders Demonstrate:	Faculty Contracted
Assessment Standard #1		<ul style="list-style-type: none"> <li>Provide differentiated texts by Lexile score in ELA classrooms in order to help students of various reading ranges have opportunities for growth</li> <li>Improve the students' exposure to content related texts that meet "stretch band" requirements</li> <li>Perform more frequent diagnostic investigation of a student's Lexile level so that teachers can systematically measure growth over time</li> </ul>	<ul style="list-style-type: none"> <li>Lesson plans</li> <li>PLC agendas;</li> <li>PLC Impact Checks</li> </ul>	<ul style="list-style-type: none"> <li>Facilitating and guiding meetings and discussions concerning the execution of the smart goal</li> </ul>	<ul style="list-style-type: none"> <li>CRS supplies- Lexiled books</li> <li>Cardstock and supplies for student work</li> </ul>
Instruction Standard #3, #4, and #7		<ul style="list-style-type: none"> <li>Perform more frequent diagnostic investigation of a student's Lexile level so that teachers can systematically measure growth over time</li> </ul>	<ul style="list-style-type: none"> <li>PLC Impact Checks</li> </ul>	<ul style="list-style-type: none"> <li>Vetting all programs and software as research based and appropriate for use with targeted students for acceleration and remediation according to What Works Clearinghouse</li> </ul>	<ul style="list-style-type: none"> <li>iReady/IXLEureka/Professional Development in CRS/Eureka</li> </ul>
Professional Learning Standard #1, #2 and #3		<ul style="list-style-type: none"> <li>Provide additional school wide support to all students in order to promote literacy across all subjects.</li> <li>Paraprofessionals in migrant, grade 1 and additional teacher in grade K will provide support to students on a more one to one basis through smaller class size</li> <li>Teachers and paraprofessionals will provide additional support to students who require additional services</li> </ul>	<ul style="list-style-type: none"> <li>GLM Impact Checks</li> <li>AR/STAR Report</li> </ul>	<ul style="list-style-type: none"> <li>What Works Clearinghouse</li> </ul>	<ul style="list-style-type: none"> <li>AR/STAR Program</li> </ul>
Leadership Standard # 1 and #7		<ul style="list-style-type: none"> <li>All classroom teachers will promote the literacy initiative in order to increase student awareness of improved literacy for at-risk students who require more individual instruction, more opportunities for DI (differentiation), flexible grouping, remediation and acceleration.</li> <li>ESOL teachers will provide additional support to students who require services</li> </ul>	<ul style="list-style-type: none"> <li>iReady Report</li> </ul>	<ul style="list-style-type: none"> <li>Teachers Demonstrate:</li> </ul>	<ul style="list-style-type: none"> <li>Rosetta Stone English in a Flash</li> </ul>
Planning and Organizing Standard #3 and #6		<ul style="list-style-type: none"> <li>Additional K teacher will provide students with segments that will allow the teachers to plan hands-on, project based, and small group opportunities for students</li> <li>Teachers will be able to plan and differentiate lessons based on formative assessment data. teachers will be afforded common time to have student conferences to discuss student learning</li> </ul>	<ul style="list-style-type: none"> <li>Rosetta Stone Reports</li> <li>English in a Flash Reports</li> <li>ACCESS Reports</li> </ul>	<ul style="list-style-type: none"> <li>Use of cross-curricular strategies to increase the students' exposure to content specific literature.</li> <li>Implementation of CRS strategies to increase literacy throughout all content areas.</li> </ul>	<ul style="list-style-type: none"> <li>Migrant Paraprofessional</li> <li>1<sup>st</sup> grade paraprofessionals (2)</li> <li>Grade K self-contained teacher (1)</li> </ul>
Family and Community Engagement Standard #4		<ul style="list-style-type: none"> <li>Provide Academic Coach for additional support to students and personnel in order to support literacy across all subjects.</li> <li>Provide resources/training modeling for increased knowledge of literacy standards and how to effectively implement them.</li> </ul>	<ul style="list-style-type: none"> <li>USA TestPrep reports</li> <li>Professional Development Logs</li> </ul>	<ul style="list-style-type: none"> <li>Students Demonstrate:</li> </ul>	<ul style="list-style-type: none"> <li>Academic Coach Salary</li> <li>Day Tutors/Mentor</li> </ul>
School Culture Standard #3 and #5		<ul style="list-style-type: none"> <li>Provide differentiated instruction based on research based programs and software to meet remediate and accelerate student needs. All materials are research based and approved as prescribed in the vetting website: What Works Clearinghouse</li> </ul>	<ul style="list-style-type: none"> <li>USA TestPrep reports</li> <li>Professional Development Logs</li> <li>Sign In Sheets Curriculum approval summaries</li> </ul>	<ul style="list-style-type: none"> <li>Improved reading, writing, speaking and listening (literacy) habits with a focus on understanding more rigorous content.</li> </ul>	<ul style="list-style-type: none"> <li>USA TestPrep</li> <li>RESA/GRLS</li> <li>GOSA</li> </ul>



**SMART GOAL #2 (Specific, Measurable, Attainable, Results-Based, and Time-Bound)**

**Goal Area:** School Climate and Culture (PBIS)

(SWP 2, 7, 9, 10)

**Strategic Plan Performance Objective:** Improve student support system for all students

**Specific School Objective:** Through the use of the Positive Behavioral Intervention and Supports (PBIS) for 2019-2020, CES will see a reduction in referrals, ISS days and OSS days for students by 3%.

Edhandbook Discipline Data and Goals for CES:

	15/16	16/17	17/18	18/19
<b>Referrals</b>	276	166	148	171
<b>ISS Days</b>	73	27	28	46
<b>OSS Days</b>	5	24	9	15

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Georgia School Performance Standard	Student group (All or subgroup)	Action /Strategies	Evaluation of Implementation and Impact on Student Learning		Monitoring Actions of Implementation	Estimated Cost, Funding Source, and/or Resources
			Artifacts	Evidence		

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Instruction Standard #1 and #4	All Students	Promote consistency between teachers by meeting together once per week.	PLC impact checks	School Leaders Demonstrate:	Periodic Impact checks	Faculty Contracted
Professional Learning Standard #1, #2 and #6		<ul style="list-style-type: none"> <li>Provide consistent expectations about behavior and expectations across all settings</li> <li>Collaborate across disciplines in order to link skills to multiple areas in order to add more familiarity to concepts</li> </ul> <p>Provide additional school wide support to all students in order to promote a positive learning environment.</p>	<p>PLC Agendas</p> <p>GLM agendas</p>	<p>Facilitating and guiding meetings and discussions concerning the execution of the smart goal</p>	<p>EdHandbook Data</p> <p>Adjust strategies as needed</p>	<p>Ed Handbook</p> <p>Academic Coach Salary</p>
Leadership Standard # 1 and #8		<ul style="list-style-type: none"> <li>PBIS team will develop strategies based on behavioral data to help limit behavior problems as a whole</li> <li>Special education teachers will participate in SSIP training in an effort to implement a more effective co-teaching model aimed at helping special education students of all grades</li> <li>Paraprofessionals will also provide support to students as required</li> <li>Additional teacher to reduce class size</li> </ul>	<p>Parent communication logs</p> <p>PBIS data</p>	<p><b>Teachers Demonstrate:</b></p> <p>A collaborative support system in which all teachers assist students in maintaining appropriate behaviors</p>	<p>Lesson Plans</p> <p>Behavior Plans</p> <p>Meeting Minutes</p>	
Planning and Organizing Standard #3 and #6		<ul style="list-style-type: none"> <li>Provide consistent additional support to teachers and students in need to maximize positive behavior intervention system.</li> <li>Policy and procedures for attendance</li> <li>Track student interventions with a check in check out system</li> <li>Communicate with home to establish an inviting learning environment that welcomes and encourages families at school</li> </ul>	<p>Student accountability documents</p> <p>Collaborative lesson plans</p>	<p><b>Students Demonstrate:</b></p> <p>An understanding of the overall school PBIS plan and the individual actions required for them to be successful</p>		
Family and Community Engagement Standard #2		<ul style="list-style-type: none"> <li>Regular communication to families about school expectations in various settings.</li> <li>Recognize students for achievements</li> <li>Academic Coach and counselor will provide model lessons/behavior plans as needed.</li> </ul>	<p>Model Lesson Plans</p> <p>Model Behavior Plans</p>	<p>An understanding of post-secondary options available in our area.</p>		
School Culture Standard #1, #3 and #5		<ul style="list-style-type: none"> <li>Provide Academic Coach as a resource to students and teachers as a facilitator for exemplar PBIS.</li> <li>Provide support and professional development opportunities</li> <li>Facilitate PBIS lessons with a team- protocols, expectations, rewards and consequences</li> <li>Teach Choose Love curriculum</li> <li>Facilitate the roll out of the NY positive learning curriculum for students identified with disabilities</li> <li>Provide transitional support to 5<sup>th</sup> grade students preparing to enter postsecondary schools via interest surveys and projects</li> </ul>	<p>Set up local post-secondary experiences for our students</p> <p>Check and Connect sign in sheets</p> <p>Choose Love schedule</p>			

**Professional Learning Plan to Support School Improvement Plan**

Professional Learning Strategy to support achievement of SMART Goals	Professional Learning Timeline	Estimated Cost, Funding Source, and/or Resources	Person(s) Responsible	Monitoring Teacher Implementation of Professional Learning	Artifacts/Evidence of Impact on Student Learning
New teacher mentors that assist throughout the year in an effort to promote teacher retention	2019-2020	Stipend to each mentor – TCBOE	TCBOE and mentoring teachers	TCBOE, Administration, Academic Coach	Mentor documentation of service, TKES documentation for new teacher
New teacher orientation program assists new personnel in an effort to help them transition into their new position/ field	2019-2020	Stipend to each teacher – TCBOE	TCBOE	TCBOE, Administration, Academic Coach	New teacher orientation agendas, TKES documentation for new teacher
ESOL Review/Update to all faculty members in an effort to provide current instructional strategies with differentiation tips for ESOL students	2019-2020	Faculty Contracted	ESOL Staff	Administrative observations, Lesson plans	Student testing data, Student classroom grades, Student ACCESS scores
Student software aimed at improving assessment strategies as well as assisting with remediation and acceleration techniques	2019-2020	iReady and USA TestPrep subscriptions	TCBOE and TCHS Guidance	Administrative observations, Lesson plans, Academic Coach visits	Lesson plans, Student usage reports, Student diagnostic reports

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Purchase of instructional supplies for student projects	2019-2020	TCBOE	TCBOE and Media Specialist	Administrative observations, Lesson plans, Academic Coach visits	Lesson plans, Student products
Gifted and ESOL endorsement for regular education teachers	2019-2020	TCBOE	TCBOE and Administration	TCBOE, Administration	Endorsement credentialing, master schedule class offering, teacher placement, student placement
Educational conferences in DI and content areas including substitutes, conference registration, and travel	2019-2020	TCBOE	TCBOE and Administration	Administrative observations, Lesson plans, Academic Coach visits	TKES teacher documentation, Student score reports on EOC
GACE registration to assist teachers in remaining highly qualified	2019-2020	TCBOE	TCBOE, Administration, Attending Teacher	Administrative approval and placement	Teacher GACE score report and certification documentation
Increased use of technology in the classroom to enhance student engagement	2019-2020	TCBOE	TCBOE and Media Specialist	Administrative observations, Lesson plans, Academic coach visits	Teacher lesson plans, PLC agendas, TKES teacher documentation, Student products
Special education and regular classroom teachers will participate in SSIP Co-teaching training in an effort to more effectively address the needs of special education students in the inclusion model	2019-2020	TCBOE	TCBOE, Administration, and Academic Coach	Baseline review of co-teaching model, administrative observations, Lesson plans, Academic coach visits	Teacher lesson plans, PLC agendas, TKES teacher documents, Student products and grades
A PBIS team that meets periodically has been selected and trained in order for the team to assist administration with the	2019-2020	TCBOE	TCBOE, Administration, and PBIS Team Members	PBIS Team members, Administration	PBIS meeting agendas, PLC agendas, Student behavioral data

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determination of strategies to positively affect student behavior across grade levels						
<u>Literacy</u> Purchase of iReady software to assist K-5 grade students with additional practice in Literacy skills as well as expand DI strategies for these students	2019-2020	Software subscription; TCBOE	All Teachers; Media Specialist; TCBOE	Administrative observations, Lesson plans, Academic coach visits	Teacher lesson plans, Diagnostic student learning reports,	
<u>Math</u> Provide professional learning to all math department concerning the implementation of Six Elements Training/Eureka	2019-2020	TCBOE	TCBOE	Administrative observations, Lesson plans, Academic Coach visits	Teacher lesson plans indicating incorporation of six elements	
<u>ELA</u> ELA Department representative(s) attend workshop/training on Teaching Narrative writing with plans to redeliver to department	2019-2020	TCBOE	ELA Department, Academic Coach, RESA	Administrative observations, Lesson plans, Academic Coach visits	Teacher lesson plans, Student product, professional development documentations	
<u>ELA</u> Increased use of technology for writing in K-5 grades in an effort to increase student familiarity of testing format	2019-2020	TCBOE	Media Specialist; ELA Teachers	Administrative observations, Lesson plans, Academic coach visits	Teacher lesson plans, Student products	
<u>Social Studies/Science</u> Increased incorporation of reading and writing from primary documents in an effort to improve literacy	2019-2020	NA	All Social Studies/ Science Faculty	Administrative observations, Lesson plans, Academic Coach visits	Teacher lesson plans	

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RTI Teir II and III class is used to target select students who have deficiencies in reading/writing	2019-2020	TCBOE	Nitonia Purdiman - RTI Teacher	Administrative observations, Lesson plans, Academic Coach visits	Teacher lesson plans, EOGT score report, iReady
GMAS training to focus on power standards.	2019-2020	TCBOE Contracted Outside RESA	GMAS Team	Administrative observations, Lesson plans, Team minutes, Academic Coach visits	Teacher lesson plans, Meeting minutes, Observation forms, Lesson plans
Academic Coach	2019-2020	Faculty Contracted	Academic Coach	Administration, Academic Coach, Team minutes, Professional Logs	Lesson Plans, Professional Logs, Unit meeting Agenda, Curriculum alignment (mapping), Formative Assessments, Student testing data, Student classroom grades

**Parent Engagement and Communication**

Parent Engagement Activities	Timeline	Estimated Cost, Funding Source, and/or Resources	Person(s) Responsible	Evaluation Results	Artifacts/Evidence of Impact on Student Learning
Open House – K-5 grade student and parent attend event in an effort to help student and parent become familiar with expectations.	Aug. 2019	Faculty Contracted Day	Administration, All Faculty	Stakeholder Surveys	Agenda; Sign-in sheets; Teacher syllabus per classroom
Parental Engagement Coordinator - The Tattnall County School System has hired this position to aid in all parental involvement activities	2019-2020	Salary - TCBOE	Tarsha Brown	Stakeholder Surveys	Job description, time sheets, list of activities
Grade Night – Parent information meeting concerning grade events	Aug. 2019	Faculty Contracted	Administration, All Faculty	% of parent/student participation	Agenda, Sign-in sheets
5 <sup>th</sup> Grade Orientation – Informational parent meeting for 6 <sup>th</sup> graders before they enter the 6 <sup>th</sup> grade	February 2020	Faculty Contracted	Administration; Academic Coach, 6 <sup>th</sup> Grade Teachers	% of parent/student participation	Agenda, Sign-in sheets, student registration sheets
Parent Portal	2019-2020	TCBOE	Lynna Hilliard – TCBOE; Paula Caraway – Registrar CES	Interactive hits on website	Interactive hits on website; Parent registration



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Parent Portal Message Board – Provides informational updates to parents once they log in to the parent portal	2019-2020	TCBOE	Paula Caraway – Registrar CES	Interactive hits on website	Interactive hits on website; Parent registration
CES Website/Newsletters – Provides general information as well as class pages for all teachers	2019-2020	TCBOE	Angie Edwards – Media Specialist CES; All Faculty	Interactive hits on website	Class pages on website; Teacher event calendars
Individual Parent Meetings and 504 Meetings	2019-2020	Faculty Contracted	Holly Thigpen – Counselor	Student Progress Reports	Agenda, Signed documentation, teacher notes, etc.
Migrant PAC meeting - to promote a better relationship between the child's home and school, thus improving his/her opportunity to take full advantage of an education and to provide interested parties to make suggestions, recommendations, comments and/or complaints	Aug. 2019, Jan 2020, Apr. 2020	Faculty Contracted	Migrant Paraprofessional	Spring survey evaluation instrument	Agenda, Sign-in sheets, Minutes, Parent handouts
ESOL parent meetings – Information meeting in an effort to connect the parent to the school and school processes	Oct 2019	Faculty Contracted	ESOL Teachers	Spring survey evaluation instrument	Agenda, Sign-in sheets, Minutes, Parent handouts

**Resources:**

**Highly Qualified Staff**  
(SWP 3, 5)

All courses are taught by highly qualified staff. Yes (Yes or no)  
If no, explain.

List efforts to recruit highly qualified teachers to your school.

New Teacher Academy and beginning teacher stipend for new teacher orientation  
Job Listings on Teach Georgia  
Job Listings in local newspapers  
Mentor Teacher Program and stipends for assistance during the year to new teachers  
GACE Tests and Study Guides, Title IIA

**Resources:**

**Georgia School Performance Standards** – <http://www.gadoe.org/School-Improvement/School-Improvement-Services/Pages/default.aspx>

**Professional Learning Plan Template Guidelines** - <http://www.gadoe.org/School-Improvement/School-Improvement-Services/Documents/Professional%20Learning%20Forward%20Professional%20Plan%20Template.pdf>

**System for Effective School Instruction:** <http://www.gadoe.org/School-Improvement/School-Improvement-Services/Documents/System%20for%20Effective%20School%20Instruction.pdf>

**Title I** - <http://www.gadoe.org/School-Improvement/Federal-Programs/Pages/default.aspx>

**QCIS (Indistar)** - <http://www.indistar.org/>

**Statewide Longitudinal Data System (SLDS)** - <http://www.gadoe.org/Technology-Services/SLDS/Pages/SLDS.aspx>