



School Improvement Plan 2020 - 2021



**State Schools
Georgia Academy for the Blind**

SCHOOL IMPROVEMENT PLAN

1 General Improvement Plan Information

General Improvement Plan Information

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| District | State Schools |
| School Name | Georgia Academy for the Blind |
| Team Lead | Dr. Gibson (Superintendent) and Neel Bennett (Facilitator of BST) |

| Federal Funding Options to Be Employed (SWP Schools) in this Plan (Select all that apply) | |
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| <input checked="" type="checkbox"/> | Traditional funding (all Federal funds budgeted separately) |
| <input type="checkbox"/> | Consolidated funds (state/local and federal funds consolidated) - Cohort systems ONLY |
| <input type="checkbox"/> | 'FUND 400' - Consolidation of Federal funds only |

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

2. SCHOOL IMPROVEMENT GOALS

2.1 Overarching Need # 1

Overarching Need

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| Overarching Need as identified in CNA Section 3.2 | Adequate support services and accommodations for ECC and academic achievement including enhanced technology for Distance Learning. |
| Root Cause # 1 | Few opportunities for ECC in ASP |
| Root Cause # 2 | Students are referred for services when they have already experienced academic delays and challenges, often 2-3 years behind grade level expectations. |
| Goal | Students will demonstrate growth by 3% in ELA and Math proficiency as measured by benchmarks in support of the District Goal: Increase the percent of students identified as proficient in ELA and Math on Georgia Milestones by 10% as evidenced by scores of 5th grade, 8th grade and all Math/ELA EOC high school students. |

Action Step # 1

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| Action Step | <ol style="list-style-type: none"> 1. An after -school program (ASP) is offered to support academic achievement in content areas and ECC skills. <ol style="list-style-type: none"> a. Expand to the Living and Learning center wrap around ECC and academic by using extended learning time. b. Identify ECC skills needed for students deemed at risk through the IEP process on the continuum. |
| Funding Sources | Title I, Part A Title II, Part A IDEA |
| Subgroups | Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities |
| Systems | Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment |
| Method for Monitoring Implementation and Effectiveness | Pre-assessment, post-assessment, sign in sheet, attendance log |
| Position/Role Responsible | Administrators and teachers |
| Timeline for Implementation | Others : August to May |

Action Step # 1

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| What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)? | Mercer University Tattnal Square Academy The Methodist Home for Children and Youth Yarn Love Midstate Bank Goodwill Industries |
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Action Step # 2

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| Action Step | Students will utilize appropriate assistive devices per assistive device assessments and teacher checklists. |
| Funding Sources | IDEA |
| Subgroups | Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities |
| Systems | Coherent Instruction Professional Capacity Supportive Learning Environment |
| Method for Monitoring Implementation and Effectiveness | Progress reports, teacher observational data, needs surveys, inventory reports |
| Position/Role Responsible | IEP teams, Smokey Powell Center, Instructional Coordinator, Federal Programs Coordinator |
| Timeline for Implementation | Monthly |

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| What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)? | American Printing House for the Blind (APH) |
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Action Step # 3

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| Action Step | Leadership will provide for professional learning on blindness and additional disabilities for all daytime instructional staff, residential staff, and related services and TVIs from other districts in Georgia. |
| Funding Sources | Title I, Part A Title II, Part A IDEA |
| Subgroups | Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities |
| Systems | Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment |
| Method for Monitoring Implementation and Effectiveness | Agendas, minutes, surveys, observation, student performance, student perception, external review, course completion certificates |
| Position/Role Responsible | All day time instructional, evening residential, and support staff |
| Timeline for Implementation | Others : August to May |

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| What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)? | Middle Georgia State College, Middle Georgia Regional Education Service Agency (RESA), Georgia Vision Educators Statewide Training (GVEST), Georgia Sensory Assistance Program (GSAP), Georgia Parent Infant Network for Educational Services (GAPINES), Dr. Karen Blankenship and other national VI consultants, role-based professional learning, MindSet training, and other specific needs training |
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Action Step # 4

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| Action Step | Recruit and retain qualified support services, academic teachers and support staff driven by the IEP needs of GAB students. |
| Funding Sources | IDEA |
| Subgroups | Student with Disabilities |
| Systems | Professional Capacity Supportive Learning Environment |

Action Step # 4

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| Method for Monitoring Implementation and Effectiveness | Student achievement, TKES, PMFs, parent and student surveys. |
| Position/Role Responsible | Administrators and IEP team |
| Timeline for Implementation | Yearly |

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| What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)? | |
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Action Step # 5

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| Action Step | GAB will provide and participate in a state-wide CVI endorsement program in addition to TVI endorsement for all teachers at GAB. |
| Funding Sources | Title I, Part A Title II, Part A IDEA |
| Subgroups | Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities |
| Systems | Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment |
| Method for Monitoring Implementation and Effectiveness | Course completion certificates |
| Position/Role Responsible | Administrators, teachers, and paraprofessionals |
| Timeline for Implementation | Others : August to May |

Action Step # 5

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| <p>What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?</p> | <p>Middle GA RESA, Perkins, and other universities</p> |
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Action Step # 6

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| <p>Action Step</p> | <p>Common planning teams will continue to meet to analyze data to inform instruction, share strategies, practice and review assessments, and monitor and review student progress.</p> |
| <p>Funding Sources</p> | <p>Title I, Part A IDEA</p> |
| <p>Subgroups</p> | <p>Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities</p> |
| <p>Systems</p> | <p>Coherent Instruction Professional Capacity Supportive Learning Environment</p> |
| <p>Method for Monitoring Implementation and Effectiveness</p> | <p>Common planning meeting minutes, agendas, data analysis</p> |
| <p>Position/Role Responsible</p> | <p>Teachers, paraprofessionals and leadership</p> |
| <p>Timeline for Implementation</p> | <p>Weekly</p> |

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| <p>What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?</p> | |
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2. SCHOOL IMPROVEMENT GOALS

2.2 Overarching Need # 2

Overarching Need

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| Overarching Need as identified in CNA Section 3.2 | Increase intentional transition training and opportunities through Expanded Core Curriculum (ECC), Career Technical Agriculture Education (CTAE), Work Based Learning (WBL), and Project SEARCH internships programming; all leading to targeted post secondary opportunities, and college and career readiness. |
| Root Cause # 1 | Students with visual impairment require additional time to process sensory input and because they lack incidental learning they require additional time to practice activities, work based soft skills, and to acquire adequate career awareness and preparations. |
| Goal | Graduates will be employment and post-secondary ready as tracked by checklists, job attainment, vocational rehabilitation programs, and enrollment in college |

Action Step # 1

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| Action Step | Provide dual enrollment opportunities for eligible students. |
| Funding Sources | N/A |
| Subgroups | Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities |
| Systems | Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment |
| Method for Monitoring Implementation and Effectiveness | IEP team meetings, report cards, progress reports, and student and family input |
| Position/Role Responsible | IEP team, family, guidance counselor, student, parent mentor |
| Timeline for Implementation | Quarterly |

Action Step # 1

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| What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)? | Central Georgia Technical College (CGTC), Hutchings Career Academy, GVRA, Mercer University, Wesleyan College, and other post-secondary options |
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2. SCHOOL IMPROVEMENT GOALS

2.3 Overarching Need # 3

Overarching Need

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| Overarching Need as identified in CNA Section 3.2 | Developing GAB Living and Learning Centers through the implementation of additional Expanded Core Curriculum opportunities and family engagement. |
| Root Cause # 1 | Developmental gaps are consistent with the disabilities and lack of incidental learning. |
| Goal | Students will achieve independent living skills as measured by the ECC checklist. |

Action Step # 1

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| Action Step | ECC activities, as identified by the ECC Needs Assessment, will be implemented in the living and learning centers. |
| Funding Sources | Title I, Part A IDEA |
| Subgroups | Student with Disabilities |
| Systems | Coherent Instruction Supportive Learning Environment |
| Method for Monitoring Implementation and Effectiveness | ECC checklist, sign in sheets |
| Position/Role Responsible | Administration, teachers and staff |
| Timeline for Implementation | Others : August to May |

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| What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)? | Quality Programs for the Visual Impaired (Consultants) and Work Based Learning partnerships. |
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Action Step # 2

Action Step # 2

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| Action Step | Paraprofessionals and residential advisors will participate in vision specific professional learning. |
| Funding Sources | IDEA |
| Subgroups | Student with Disabilities |
| Systems | Coherent Instruction Family and Community Engagement Supportive Learning Environment |
| Method for Monitoring Implementation and Effectiveness | Observations, student achievement, TKES, surveys and PMFs. |
| Position/Role Responsible | Administration and Leadership Team |
| Timeline for Implementation | Yearly |

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

3.1 Stakeholders, Serving Children, PQ

Required Questions

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| <p>1 In developing this plan, briefly describe how the school sought advice from individuals (teachers, staff, other school leaders, paraprofessionals, specialized instructional support personnel, parents, community partners, and other stakeholders) was accomplished.</p> | <p>The student council, BST, and school council meets regularly to give input on needs of the school. Surveys are sent out to the parents, staff and students to seek advice on improving the school. This year GAB was assigned a School Effectiveness Specialist for comprehensive improvement based on CCRPI data.</p> |
| <p>2 Describe how the school will ensure that low-income and minority children enrolled in the Title I school are not served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers.</p> | <p>Teachers hired must have or obtain certification in visual impairment and academic areas. Mentors are provided to newly hired teachers and teachers are evaluated by TKES. Student IEPs define eligibility and requirements for special education support services and academic teaching.</p> |
| <p>3 Provide a general description of the Title I instructional program being implemented at this Title I School. Specifically define the subject areas to be addressed and the instructional strategies/methodologies to be employed to address the identified needs of the most academically at-risk students in the school. Please include services to be provided for students living in local institutions for neglected or delinquent children (if applicable).</p> | <p>Cross curriculum literacy in ELA, Math, Science, Social studies and the Expanded Core Curriculum are being taught by using differentiated instruction. After school program addresses weaknesses in the areas of ELA, Math, Science, Social Studies and the Expanded Core Curriculum. Intentional goals and strategies are in place for the Living and Learning center to supplement ECC for residential students so that they may have the incidental learning of students that are in their home environment.</p> |
| <p>4 If applicable, provide a description of how teachers, in consultation with parents, administrators, and pupil services personnel, will identify eligible children most in need of services in Title I targeted assistance schools/programs. Please include a description of how the school will develop and implement multiple (a minimum of 2) objective, academic-based performance criteria to rank students for service. Also include a description of the measurable scale (point system) that uses the objective criteria to rank all students.</p> | <p>The Georgia Academy for the Blind school population includes 100% of students with disabilities. All students are enrolled through the IEP process which includes eligibility reports and on going assessments.</p> |

3. REQUIRED QUESTIONS

3.2 PQ, Federally Identified Schools, CTAE, Discipline

Required Questions

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| <p>5 If applicable, describe how the school will support, coordinate, and integrate services with early childhood programs at the school level, including strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.</p> | <p>N/A</p> |
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| <p>6 If applicable, describe how the school will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including: Coordination with institutions of higher education, employers, and local partners; and Increased student access to early college, high school, or dual or concurrent enrollment opportunities or career counseling to identify student interest and skills.</p> | <p>GAB is P-12+ per IDEA eligibility and the students do not move to another school for middle or high school. Culminating activities celebrate transition from elementary to middle, middle to high school, and high school to post secondary. We are in partnership with Bibb county and Central Georgia Technical College to provide additional career pathways and dual enrollment. Georgia Public Foundation for Public Education provides 10,000 dollars for post secondary education for eligible students.</p> |
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| <p>7 Describe how the school will support efforts to reduce the overuse of discipline practices that remove students from the classroom, specifically addressing the effects on all subgroups of students.</p> | <p>Provide positive behavior interventions and supports for teachers and students. The parent mentor assists families with documents and legal changes when students become of age or preparing to transition from GA</p> |
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ADDITIONAL RESPONSES

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| <p>8 Use the space below to provide additional narrative regarding the school's improvement plan</p> | |
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