



School Improvement Plan 2017-2018





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“Educating Georgia’s Future.”

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This report template was designed by the Georgia Department of Education to assist schools in meeting all Federal and State planning requirements. The following programs are included in Georgia’s planning process:

- IDEA - Special Education
- School and District Effectiveness
- Title I, Part A - Improving the Academic Achievement of the Disadvantaged
- Title I, Part A - Foster Care Program
- Title I, Part A - Parent Engagement Program
- Title I, Part C - Education of Migratory Children
- Title I, Part D - Programs for Neglected or Delinquent Children
- Title II, Part A - Preparing, Training, and Recruiting High-Quality Teachers, Principals, and Other School Leaders
- Title III - Language Instruction for English Learners and Immigrant Students
- Title IV, Part A - Student Support and Academic Enrichment
- Title IV, Part B - 21st Century Community Learning Centers
- Title V, Part B - Rural Education Initiative
- Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program

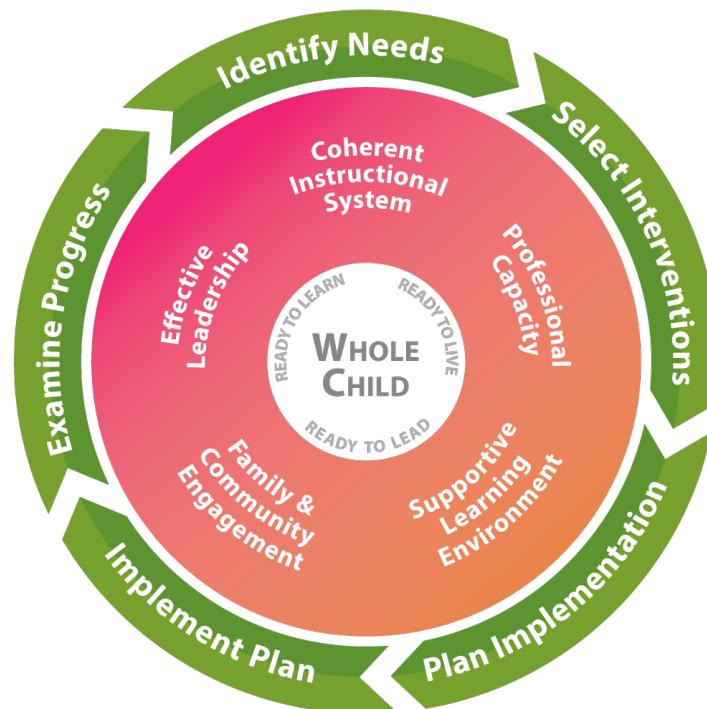
The Georgia Department of Education has created a webinar series to support schools in completing this plan. The series, and accompanying resources, are available at the [Office of Federal Programs](#) webpage. Webinar series topics include:

- | | |
|---|-----------------------------|
| • Georgia’s Systems of Continuous Improvement Overview | February 10, 2017 |
| • Planning and Preparation | February 17, 2017 |
| • Coherent Instructional System | February 24, 2017 |
| • Effective Leadership | March 3, 2017 |
| • Professional Capacity | March 10, 2017 • Family and |
| • Community Engagement | March 17, 2017 |
| • Supportive Learning Environment | March 24, 2017 |
| • Identifying Need - Root Causes, Drawing Conclusions, and Prioritizing | March 31, 2017 |
| • Problem Solving Process and Selecting Interventions | April 7, 2017 |
| • Improvement Planning - Systems and Processes | April 21, 2017 |
| • Planning - Budgeting | April 28, 2017 |
| • Submitting the Comprehensive LEA Improvement Plan (CLIP) | May 5, 2017 |

To contact the Department with any questions related to this plan, please email federalprograms@doe.k12.ga.us and include “CNA Question” in the subject line. To contact the Department for technical support related to this template, please email Nicholas Handville at nhandville@doe.k12.ga.us.

GEORGIA'S SYSTEMS OF CONTINUOUS IMPROVEMENT

The Georgia Department of Education's strategic plan emphasizes transforming the agency into one that provides meaningful support to schools and districts. The agency has developed a common, continuous improvement framework to ensure that these efforts are aligned across all agency divisions, departments, and programs. Georgia's Systems of Continuous Improvement focuses on the systems and structures (the "what") that must be in place for sustained improvement in student outcomes. It also utilizes a problem-solving model (the "how") to provide a clear process for identifying improvement needs, planning for improvement, and implementing, monitoring, and evaluating the improvement efforts.



Systems to Improve (What to Improve)

Coherent Instructional System: The major system of the complex school organization that articulates and guides the “what” and “how” of instruction. This comprehensive system includes the processes related to:

- *Planning for quality instruction* - The structure of the instructional system in which the district defines what the students should “know” and “do”, and determine how their students will show they “know” the content and can “do” a skill or performance task
- *Delivering quality instruction* - The structure of the instructional system that guides teachers in how they introduce content, practice its use along with the students, and then allow students to use the content on their own while providing students regular standards-based feedback to gain mastery of the content
- *Monitoring student progress* - The structure of the instructional system that methodically discovers if the students are getting the content, and what to do about it when they are getting it or are not getting it
- *Refining the instructional system* - The structure of the instructional system that examines how to improve the planning for quality instruction, delivering quality instruction, and monitoring student progress

Georgia's Systems of Continuous Improvement

Effective Leadership: A major system of the complex school organization that sets the direction for the school, ensures that the school staff and the school leaders are capable of meeting that direction, and makes sure the organization functions according to its mission. This system includes the processes related to:

- *Creating and maintaining a climate and culture conducive to learning* - the structure of the leadership system that ensures that the school allows both adults and children to put learning at the center of their daily activities
- *Cultivating and distributing leadership* - the structure of the leadership system that develops others to accomplish the group's purpose and encourages the development of leadership across the organization
- *Ensuring high quality instruction in all classrooms* - the structure of the leadership system that reduces the variability in the quality of instruction across all schools and all classrooms
- *Managing the school and its resources* - the structure of the leadership system that ensures leaders effectively use all the resources at hand so that the district functions according to its mission
- *Driving improvement efforts* - the structure of the leadership systems that methodically, intentionally, and effectively improves the district's major systems, structures, and processes

Professional Capacity: A major system of the complex school organization that develops a quality staff to reduce the variance of quality in instruction throughout the school. This system includes the processes related to:

- *Attracting staff* - the structure of the professional capacity system that is intentional in locating the teachers and leaders that are the best fit for the district and its schools to achieve its mission
- *Developing staff* - the structure of the professional capacity system that ensures the increasing quality of the school staff's knowledge and skills
- *Retaining staff* - the structure of the professional capacity system that ensures the quality staff is working in the context/ position that is most beneficial to student achievement
- *Ensuring staff collaboration* - the structure of the professional capacity system that reinforces the effective practice of constant collaboration to improve instructional quality in all schools and in all classrooms

Family and Community Engagement: A major system of the complex school organization that develops quality links between school professionals and the parents and community the school is intended to serve. This system includes the processes related to:

- *Welcoming all families and the community* - The structure of the family and community engagement system that ensures families and the community are active participants in the life of the school, and feel welcomed, valued, and connected to each other, to school staff, and to what students are learning and doing in the school
- *Communicating effectively with all families and the community* - The structure of the family and community engagement system that ensures families/the community and school staff engage in regular, two-way, meaningful communication about student learning
- *Supporting student success* - the structure of the family and community engagement system that ensures families, communities, and school staff, continuously collaborate to support students' learning and healthy development both at home and at school, and have regular opportunities to strengthen their knowledge and skills to do so effectively
- *Empowering families* - the structure of the family and community engagement system that ensures families are empowered to be advocates for their own and other children, to ensure that students are treated fairly and have access to learning opportunities that will support their success
- *Sharing leadership with families and the community* - the structure of the family and community engagement system that ensures families/the community and school staff are equal partners in decisions that affect children and families and together inform, influence, and create policies, practices, and programs
- *Collaborating with the community* - the structure of the family and community engagement system that ensures families and school staff collaborate with community members to connect students, families, and staff to expanded learning opportunities, community services, and civic participation

Georgia's Systems of Continuous Improvement

Supportive Learning Environment: A major system of the complex school organization that ensures students' school participation and willingness to expend major effort on classroom learning. This system includes the processes related to:

- *Maintaining order and safety* - the structure of the supportive learning environment system that ensures that the basic needs of orderliness and safety are met
- *Developing and monitoring a system of supports* - the structure of the supportive learning environment system that provides comprehensive services to students to meet their unique, whole-child needs
- *Ensuring a student learning community* - the structure of the supportive learning environment system that ensures compliance with positive and healthy behavioral and academic norms

Process to Improve (How to Improve)

Step 1: Identify Needs: Consult many sources to determine what in the district needs improvement.

- Plan and prepare for the process
- Collect and analyze data
- Identify needs and conduct a root cause analysis

Step 2: Select Interventions: Research many sources to determine the solutions that have a good chance of meeting the identified district needs.

- Consider all the evidence for needed improvements
- Research possible interventions
- Determine if staff has the capacity to implement possible interventions

Step 3: Plan Implementation: Develop a team and plan to implement the solutions that are most promising and can be carried out at the school.

- Identify roles and responsibilities of those implementing the intervention
- Develop a team that will deeply understand the intervention and of best ways to implement it
- Develop the implementation timeline
- Identify resources and supports needed for the implementation of the intervention
- Develop a set of information to be reviewed to track the implementation

Step 4: Implement Plan: Carry out the plan to implement the promising solutions, making real-time adjustments where/when needed.

- Collect information to monitor the quality of supports being provided for the intervention
- Consider what additional information is needed to determine if intervention is working
- Assess the degree to which the implementation plan is being followed
- Identify ways to break down any barriers
- Build capacity of others to facilitate the improvement process now and in the future

Step 5: Examine Progress: Determine whether the implementation of the promising solutions is meeting the originally identified needs of the school.

- Determine if the staff can formally study the effects of the intervention to share with others in the field
- Monitor implementation and progress against defined goals
- Define reasonable expectations for success
- Identify and track progress and performance
- Develop a plan for how knowledge about the intervention will be shared with others
- Use the evidence to determine whether the intervention should continue as is, be modified, or be discontinued

Georgia Department of Education

School Improvement Plan

1. GENERAL IMPROVEMENT PLAN INFORMATION

<i>District Name</i>	State Schools – Three specialty schools operated by GaDOE
<i>School Name</i>	Georgia Academy for the Blind
<i>Team Lead</i>	Cindy Gibson
<i>Position</i>	Superintendent
<i>Email</i>	cgibson@doe.k12.ga.us
<i>Phone</i>	478.751.6083 X 1110
Federal Funding Options to Be Employed (SWP Schools) in This Plan (Select all that apply)	
X	Traditional funding (all Federal funds budgeted separately)
	Consolidated funds (state/local and federal funds consolidated) - Pilot systems ONLY
	“Fund 400” - Consolidation of Federal funds only
Factor(s) Used by District to Identify Students in Poverty (Select all that apply)	
?	Free/Reduced meal applications
?	Community Eligibility Program (CEP) - Direct Certification ONLY
	Other (if selected, please describe below)

2. SCHOOL IMPROVEMENT GOALS

2.1 CREATING IMPROVEMENT GOALS

Effective goals assist schools in attaining collective agreement about what work needs to occur for improvement to take place. Goals should focus and prioritize the efforts and resources of the district/school to the previously identified needs and create a focus for improvement. Setting goals should be a strategic process which aligns the goals within one of the five systems: Coherent Instruction, Effective Leadership, Professional Capacity, Family and Community Engagement, or Supportive Learning Environment.

There are several categories of goals which may be used in school improvement but the one type which focuses on improving results and not just enhancing processes is a SMART goal. SMART is an acronym for:

Specific *Measurable* *Attainable* *Relevant* *Time-bound*

An example of a SMART goal is:

By the end of the school year 2017-2018, all teachers will have training and be included in a PLC for their content-specific area.

2.1.1 Completing the Improvement Goals Tables

Enter the school's two to four overarching needs and related root causes, as identified in the Comprehensive Needs Assessment 2017-2018 School Report, into the tables on pages 8, 14, 20, and 26. Determine a goal for each overarching need and include the goal in the last row of each corresponding table. For each overarching need, complete the planning tables covering the five systems from Georgia's Systems of Continuous Improvement. Use the codes below to list the structures addressed through the goal within each system. For each system, identify one to six action steps that will be taken to address the root causes that have created the overarching need. Finally, identify any supplemental action steps necessary to ensure the necessary supports are in place for the listed subgroups.

Coherent Instructional System

- CIS-1 Planning for quality instruction
- CIS-2 Delivering quality instruction
- CIS-3 Monitoring student progress
- CIS-4 Refining the instructional system

Effective Leadership

- EL-1 Creating and maintaining a climate and culture conducive to learning
- EL-2 Cultivating and distributing leadership
- EL-3 Ensuring high quality instruction in all classrooms
- EL-4 Managing the school and its resources
- EL-5 Driving improvement efforts

Professional Capacity

- PC-1 Attracting staff
- PC-2 Developing staff
- PC-3 Retaining staff
- PC-4 Ensuring staff collaboration

2. School Improvement Goals

Family and Community Engagement

- FCE-1 Welcoming all families and the community
- FCE-2 Communicating effectively with all families and the community
- FCE-3 Supporting student success
- FCE-4 Empowering families
- FCE-5 Sharing leadership with families and the community
- FCE-6 Collaborating with the community

Supportive Learning Environment

- SLE-1 Maintaining order and safety
- SLE-2 Developing and monitoring a system of supports
- SLE-3 Ensuring a student learning community

2.2 OVERARCHING NEED #1

Overarching Need

SCHOOL IMPROVEMENT PLAN

Wrap Around program of living and learning supports, academic skills, ECC skills, and work-based learning.	
Root Cause #1	Developmental Gaps
Root Cause #2	Lack of appropriate services and assistive devices at timely stages
Root Cause #3	Lack of opportunity in some home districts
Root Cause #4	Parent Guardian lack of knowledge on what and how to access supports in the community and school district
Root Cause #5	
GOAL	Students will engage in around the clock teaching and learning of living and learning skills which include academic/cognitive skills, ECC skills, and work-based learning.

2. School Improvement Goals

COHERENT INSTRUCTIONAL SYSTEM

GOAL	Students will be engaged in academic standards-based classes, ECC activities, and WBL activities in a seamless living and learning environment.		
Structure(s)	CIS 1-4		
Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve the goal.			
Action Steps	Possible Funding Source(s)	a. Timeline for Implementation	Position/Role Responsible
		b. Method for Monitoring	
1. An after-school program (ASP) is offered to support achievement, motivation, and engagement in academic content areas. a. Training staff for creative initiatives for content areas remediation/instruction. b. Priority is given to students who are identified as at-risk. c. Expand to evening hours extended learning time and Living and Learning Center	Title I	a. Throughout the year as soon as funds are let b. ASP Time Sheets, Lesson Plans, calendars, observations	Administrators Participating Teachers, paraprofessionals, and residential advisers
2.The ECC Ready for the World program will be expanded with participation in WBL	Title VI-B	a.Throughout the year	Administrators Participating Teachers, paraprofessionals, and residential advisers
	State Funds	b. Lesson plans, student performance checklists, IEP progress monitoring	
3. By contractual relationship with Project Search and our host business Navicent Health eligible selected students will participate in a one year internship at the facility.	Title VI-B	a.Throughout the year	GVRA, Navicent Health Business partners, Project Search staff (GAB teachers) students
	State Funds - salaries	b. Minutes from GVRA, and Navicent/GAB meetings, student and business partner feedback and student skills checklists,	

4. Students will utilize appropriate assistive devices per assistive device assessments	Title VI-B State Funds	a. Ongoing	Teachers, administrators, related service providers, Smokey Powell
		b. IEPs, lesson plans/differentiation records, assessments, Smokey Powell records	
5. GAB will provide additional living and learning experiences for academic, ECC and employability skills through Short-Course Weekend and Summer Program events,	Title VI-B State Funds Student Fund	a. Times TBD 2 weekends and one week-long summer program	Teachers, administrators, related service providers, Smokey Powell, students, parent guardians, community
		b. Evaluations, planning documents, assessments, stakeholder input, community involvement, financial records – Student input, especially important	
6.		a.	
		b.	
Supplemental Supports: What supplemental action steps will be implemented for these subgroups?			
Economically Disadvantaged		Foster and Homeless	
English Learners		Migrant	
Race/Ethnicity/Minority		Students with Disabilities	
		Assistive technology devices per assessments; related services by eligibility, Physical supports as prescribed. 100% enrollment SWD.	

EFFECTIVE LEADERSHIP			
GOAL	Administration and program managers will support data analysis to support development of quality programs for student achievement.		
Structure(s)	EL-1 EL-2 EL-3 EL-4 EL-5		
Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve the goal.			
Action Steps	Possible Funding Source(s)	a. Timeline for Implementation	Position/Role Responsible
		b. Method for Monitoring	
1. Leadership will provide common planning time for teachers to collaborate on lesson planning, progress monitoring, and whole child wrap around services.		a. Throughout the year 2 times per month	Administrators and support personnel; Teachers and Related Services, Teacher leaders
		b. Observation, Lesson Plans, TKES data, IEPs, stakeholder input,	
2. Leadership will provide for the funding of selected instructional resources and programs.	Federal and State Funds	a. Throughout the year	Leadership and support staff
		b. Program evaluations, student achievement data, financial records	
3. Leadership will contract with national consultants on students with blindness and complex needs.	Federal and State Funds	a. Per Contract	All Instructional and residential staff, related services,Leadership and consultants.
		b. Students’ Essential Assessments, IEPs, stakeholder input, GAA, EOG, EOC	
4. Leadership will provide for professional learning on blindness and multiple complex needs for all daytime instructional staff, residential staff, and related services with peer TVIs from other districts in Georgia and renown national providers and professionals.	Federal Funds	a. GVEST in October; APH in October; G-Case 2 times per year; other conferences TBD	All Instructional and residential staff, related services,Leadership and consultants.
		b. Conference evaluations, PL sharing, IEPs, common planning, lesson plans, teacher conferences and stakeholder input (parent guardians, students, etc.)	
5.		a.	
		b.	

6.		a.	
		b.	
Supplemental Supports: What supplemental action steps will be implemented for these subgroups?			
Economically Disadvantaged		Foster and Homeless	
English Learners		Migrant	
Race/Ethnicity/Minority		Students with Disabilities	
		100% enrollment SWD	

PROFESSIONAL CAPACITY			
GOAL	The leadership of the Georgia Academy for the Blind will utilize various ways to reach out to recruit, develop, and retain staff with state of the art skills in living and learning academic, ECC, and college and career readiness preparation for students with blindness and multiple complex needs.		
Structure(s)	PC 1-4		
Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve the goal.			
Action Steps	Possible Funding Source(s)	a. Timeline for Implementation	Position/Role Responsible
		b. Method for Monitoring	
1. Teachers will engage in professional learning on blindness and multiple complex needs for all daytime instructional staff, residential staff, and related services with peer TVIs from other districts in Georgia and renown	Federal Funds	a. GVEST in October; APH in October; G-Case 2 times per year; other conferences TBD	All Instructional and residential staff, related services,
		b. Conference evaluations, PL sharing, IEPs, common planning, lesson plans, teacher conferences and stakeholder	

national providers and professionals.		input (parent guardians, students, etc.) TKES observations	Leadership and consultants.
2. Teachers will engage in common planning time for teachers to collaborate on lesson planning, progress monitoring, and whole child wrap around services.	State Funds	a. Throughout the year 2 times per month	Administrators and support personnel; Teachers and Related Services, Teacher leaders
		b. Observation, Lesson Plans, TKES data, IEPs, stakeholder input,	
3. Instructional teams will select instructional resources and programs as digital software, instructional technology, assistive technologies, and instructional supplies.	Federal and State Funds	a. Throughout the year	Instructional staff, residential staff, related services
		b. Team minutes, Lesson Plans, TKES observations, Financial rrecords, IEPs, stakeholder input	
4. All teachers will obtain VI endorsement within 3 years of employment.	Federal Funds	a. Yearlong	Teachers, HRSupport, RESA
		b. Enrollment records, Teachers’ transcripts, PSC Records	
5. Administrators, teachers, paraprofessionals and related service providers, school nutrition staff, maintenance and custodial staff will engage in classes offered statewide or RESAs or conferences or outreach to enhance content teaching, student performance, school climate, and safe and healthy school environment.	State Funds	a. TBD	All staff
		b. Professional Learning forms, student achievement records, TKES, lesson plans, team minutes,	
6.		a.	
		b.	
Supplemental Supports: What supplemental action steps will be implemented for these subgroups?			
Economically Disadvantaged		Foster and Homeless	
English Learners		Migrant	

Race/Ethnicity/Minority	Students with Disabilities
	100% Enrollment SWD

FAMILY and COMMUNITY ENGAGEMENT			
GOAL	Families and Community input will be welcomed, recorded and addressed for school improvement and family satisfaction.		
Structure(s)	FCE 1-6		
Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve the goal.			
Action Steps	Possible Funding Source(s)	a. Timeline for Implementation	Position/Role Responsible
		b. Method for Monitoring	
1. The Project Search program will be implemented by contract with Navicent Health 2017-2018.	Title VI-B	a. Yearlong	Project Search Team
		b. Student Assessments, business liaison assessments, student, parent guardian input, student performance records	
2. Students will participate in WBL activities per Career Pathway.	State funds	a. Yearlong	IEP teams, Community Representatives
		b. Student Assessments, business liaison assessments, student, parent guardian input, student performance records	
3. The Parent Mentor will provide on the spot communication to families by messaging, emailing, and posting to the website.	Federal and State	a. Yearlong, at least weekly	Parent Mentor
		b. Newsletters and posts; stakeholder feedback	
4.		a.	
		b.	
5.		a.	

		b.	
6.		a.	
		b.	
Supplemental Supports: What supplemental action steps will be implemented for these subgroups?			
Economically Disadvantaged		Foster and Homeless	
English Learners		Migrant	
Race/Ethnicity/Minority		Students with Disabilities	
		100% Enrollment SWD	

SUPPORTIVE LEARNING ENVIRONMENT			
<i>GOAL</i>	The Georgia Academy for the Blind will provide a healthy and safe learning environment.		
<i>Structure(s)</i>	SLE 1-3		
<i>Evidence-based Action Steps:</i> Describe the evidence-based action steps to be taken to achieve the goal.			
Action Steps	Possible Funding Source(s)	a. Timeline for Implementation	Position/Role Responsible
		b. Method for Monitoring	
1. The student will demonstrate as the leader of his or her IEP team through Aspire and other roles.	NA	a. At least one IEP meeting per student per year.	
		b.	

2. The facilities at GAB will be upgraded per independent assessment/ GSFIC as appropriate and GaDOE guidance for safety and health	State and Federal Funds, Bond Funds	a. Ongoing 5 year plan	State Facilities Team, Administrators, Maintenance Team, Contractors
		b. Minutes, work orders, financial records,	
3. GAB will implement a State approved PBIS program	State	a. Yearlong	School Safety Team, all staff
		b. minutes, Infinite campus records, TKES, Parent Guardian and teacher input, student input—Student Council and School Council	
4. GAB staff and faculty will engage in professional learning on diversity and non-discriminatory environment.	State Funds	a. Consultant group from Georgia Southern University	School wide responsibility
		b. Infinite Campus records, PL evaluation, student input, surveys	
5.		a.	
		b.	
6.		a.	
		b.	

Supplemental Supports: What supplemental action steps will be implemented for these subgroups?

Economically Disadvantaged	Foster and Homeless
English Learners	Migrant
Race/Ethnicity/Minority	Students with Disabilities

	100% Enrollment SWD
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2.3 OVERARCHING NEED #2

Overarching Need	
Teachers and Related Service Providers who have TVI endorsement.	
Root Cause #1	Shortage of Special education teachers and those with Teacher of the Visually Impaired Endorsement
Root Cause #2	TVIs are not available in all districts
Root Cause #3	GAB is deemed the LRE for many students with visual impairments and visual impairments in junction with other disabilities by their IEP teams
Root Cause #4	
Root Cause #5	
GOAL	

COHERENT INSTRUCTIONAL SYSTEM

GOAL	Teachers will obtain TVI endorsement within 3 years of employment.		
Structure(s)	CIS 1-4		
Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve the goal.			
Action Steps	Possible Funding Source(s)	<div style="text-align: center;">a. Timeline for Implementation</div> <div style="text-align: center;">b. Method for Monitoring</div>	Position/Role Responsible
1. Teachers will obtain endorsement through the RESA 15 month endorsement program.	Title VI-B	a. Ongoing	Administrators teachers and RESA personnel
		b. PL documents, Financial Records, teacher transcripts, TKES, Lesson Plans, conferences and observations	
2.		a.	
		b.	
3.		a.	
		b.	
4.		a.	
		b.	
5.		a.	
		b.	
6.		a.	
		b.	
Supplemental Supports: What supplemental action steps will be implemented for these subgroups?			

Economically Disadvantaged	Foster and Homeless
English Learners	Migrant
Race/Ethnicity/Minority	Students with Disabilities
	100% enrollment SWD

EFFECTIVE LEADERSHIP			
GOAL	Leadership will encourage and monitor teacher progress in seeking and obtaining the TVI endorsement.		
Structure(s)	EL 1-5		
Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve the goal.			
Action Steps	Possible Funding Source(s)	a. Timeline for Implementation	Position/Role Responsible
		b. Method for Monitoring	
1. Leadership updates with teachers their progress toward obtaining TVI endorsement twice yearly.		a. 2 times per year	Teachers, and administrators
		b. Meeting minutes and certification records	
2.		a.	
		b.	
3.		a.	
		b.	

4.		a.	
		b.	
5.		a.	
		b.	
6.		a.	
		b.	
Supplemental Supports: What supplemental action steps will be implemented for these subgroups?			
Economically Disadvantaged		Foster and Homeless	
English Learners		Migrant	
Race/Ethnicity/Minority		Students with Disabilities	
		100% enrollment SWD	

PROFESSIONAL CAPACITY				
GOAL	Teachers’ Professional Capacity will be encouraged and developed by professional learning.			
Structure(s)	PC 2 and 3			
Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve the goal.				
Action Steps		Possible Funding	a. Timeline for Implementation	Position/Role

	Source(s)	b. Method for Monitoring	Responsible
1. Teachers will obtain endorsement through the RESA 15 month endorsement program.	Title VI-B	a. Ongoing	Administrators teachers and RESA personnel
		b.PL documents, Financial Records, teacher transcripts, TKES, Lesson Plans, conferences and observations	
2.Staff will engage in professional learning for areas influencing student achievement that are and are not unique to the visually impaired as administering and analyzing assessments, diversity, student engagement, and math and literacy strategies.	State Funds	a. Ongoing	Administrators teachers and RESA personnel Consultants
	Federal Funds	b.PL documents, Financial Records, teacher transcripts, TKES, Lesson Plans, conferences and observations	
3.		a.	
		b.	
4.		a.	
		b.	
5.		a.	
		b.	
6.		a.	
		b.	
Supplemental Supports: What supplemental action steps will be implemented for these subgroups?			
Economically Disadvantaged		Foster and Homeless	
English Learners		Migrant	

Race/Ethnicity/Minority	Students with Disabilities

FAMILY and COMMUNITY ENGAGEMENT			
GOAL	GAB communicates to families our goal to have faculty and staff with state of the art training for teaching students with visual impairment.		
Structure(s)	FCE-1, 3 6		
Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve the goal.			
Action Steps	Possible Funding Source(s)	a. Timeline for Implementation b. Method for Monitoring	Position/Role Responsible
1. GAB communicates to parent guardians the qualifications of teachers and staff who serve their children.		a. Yearlong	Administrators, teachers, related services staff
		b.IEP meetings, Newsletters, conferences	
2.		a.	
		b.	
3.		a.	
		b.	
4.		a.	
		b.	
5.		a.	

		b.	
6.		a.	
		b.	
Supplemental Supports: What supplemental action steps will be implemented for these subgroups?			
Economically Disadvantaged		Foster and Homeless	
English Learners		Migrant	
Race/Ethnicity/Minority		Students with Disabilities	
		100% Enrollment	

SUPPORTIVE LEARNING ENVIRONMENT			
GOAL	Highly trained instructional leaders will serve GAB students with visual impairment in a safe and healthy environment.		
Structure(s)	SLE 1-3		
Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve the goal.			
Action Steps	Possible Funding Source(s)	a. Timeline for Implementation	Position/Role Responsible
		b. Method for Monitoring	
1. Teachers will obtain endorsement through the RESA 15 month endorsement program.	Title VI-B	a. Ongoing	Administrators teachers and RESA
		b.PL documents, Financial Records, teacher transcripts, TKES, Lesson Plans, conferences and observations	

			personnel
2.	State Funds	a.	
		b.	
3.		a.	
		b.	
4.		a.	
		b.	
5.		a.	
		b.	
6.		a.	
		b.	
<i>Supplemental Supports:</i> What supplemental action steps will be implemented for these subgroups?			
Economically Disadvantaged		Foster and Homeless	
English Learners		Migrant	
Race/Ethnicity/Minority		Students with Disabilities	
		100% enrollment SWD	

2.4 OVERARCHING NEED #3

Overarching Need	
A full time Parent Mentor will increase services to families and students.	
Root Cause #1	The tasks appropriate to a Parent Mentor as an outreach to enrolled students and their families have increased with changes in applicable laws and requirements.
Root Cause #2	Parent isolationism is a barrier to services, as GAB serves students from statewide local school districts.
Root Cause #3	Marketing GAB services to Statewide school personnel and parent guardians with students with visual disabilities or visual disabilities in junction with other disabilities is a research based strategy to reach out to the appropriate population of students to increase enrollment and sustain the program.
Root Cause #4	
Root Cause #5	
GOAL	

COHERENT INSTRUCTIONAL SYSTEM			
GOAL	A full time parent mentor will assist connecting families and students to services.		
Structure(s)	CIS 1-4		
Evidence-based ActionGAB Steps: Describe the evidence-based action steps to be taken to achieve the goal.			
Action Steps	Possible Funding Source(s)	a. Timeline for Implementation	Position/Role Responsible
		b. Method for Monitoring	
1. GAB will hire a full time parent mentor.	Title VI-B	a. Ongoing b.surveys, logs, stakeholder input	DOE and GAB Leadership.
2.		a. b.	
3.		a. b.	
4.		a. b.	
5.		a. b.	
6.		a. b.	
Supplemental Supports: What supplemental action steps will be implemented for these subgroups?			
Economically Disadvantaged		Foster and Homeless	

English Learners	Migrant
Race/Ethnicity/Minority	Students with Disabilities
	100% enrollment SWD

EFFECTIVE LEADERSHIP			
GOAL	A full time Parent Mentor is integral to the outreach services from GAB/DOE to parent guardians, students, and school systems.		
Structure(s)	EL-2, EL-4, EL-5		
Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve the goal.			
Action Steps	Possible Funding Source(s)	a. Timeline for Implementation b. Method for Monitoring	Position/Role Responsible
1. A Parent Mentor with preferred requirements will be hired and further professional learning provided.	Title VI-B	a. Yearlong	
		b.surveys, logs, stakeholder input.	
2.		a.	
		b.	
3.		a.	
		b.	
4.		a.	

		b.	
5.		a.	
		b.	
6.		a.	
		b.	
Supplemental Supports: What supplemental action steps will be implemented for these subgroups?			
Economically Disadvantaged		Foster and Homeless	
English Learners		Migrant	
Race/Ethnicity/Minority		Students with Disabilities	
		100% enrollment SWD	

PROFESSIONAL CAPACITY			
GOAL	A full time Parent Mentor is integral to the outreach services from GAB/DOE to parent guardians, students, and school systems.		
Structure(s)	PC 1-4		
Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve the goal.			Evidence-based Action Steps: Describe the evidence-based action steps to be

			taken to achieve the goal.
Action Steps	Action Steps	Possible Funding Source(s)	a. Timeline for Implementation b. Method for Monitoring
		b. Method for Monitoring	
1. A Parent Mentor with preferred requirements will be hired and further professional learning provided.	Title VI-B	a. Yearlong	
		b.surveys, logs, stakeholder input.	
2.		a.	
		b.	
3.		a.	
		b.	
4.		a.	
		b.	
5.		a.	
		b.	
6.		a.	
		b.	
Supplemental Supports: What supplemental action steps will be implemented for these subgroups?			
Economically Disadvantaged		Foster and Homeless	

English Learners	Migrant
Race/Ethnicity/Minority	Students with Disabilities
	100% Enrollment SWD

FAMILY and COMMUNITY ENGAGEMENT			
GOAL	A full time Parent Mentor will increase outreach services to students, parent guardians, and local school systems statewide.		
Structure(s)	FCE 1-6		
Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve the goal.			
Action Steps	Possible Funding Source(s)	a. Timeline for Implementation	Position/Role Responsible
		b. Method for Monitoring	
1. A Parent Mentor with preferred requirements will be hired and further professional learning provided.	Title VI-B	a. Yearlong	GAB/DOE Leadership
		b. surveys, logs, stakeholder input	
2.		a.	
		b.	
3.		a.	
		b.	
4.		a.	
		b.	
5.		a.	

		b.	
6.		a.	
		b.	
Supplemental Supports: What supplemental action steps will be implemented for these subgroups?			
Economically Disadvantaged		Foster and Homeless	
English Learners		Migrant	
Race/Ethnicity/Minority		Students with Disabilities	
		100% Enrollment SWD	

SUPPORTIVE LEARNING ENVIRONMENT			
<i>GOAL</i>	A Parent Mentor is an integral part of the system of supports for SWDs.		
<i>Structure(s)</i>	SLE 1-3		
<i>Evidence-based Action Steps:</i> Describe the evidence-based action steps to be taken to achieve the goal.			
Action Steps	Possible Funding Source(s)	a. Timeline for Implementation	Position/Role Responsible
		b. Method for Monitoring	
1. A Parent Mentor with preferred requirements will be hired and further professional learning provided.	Title VI-B	a.Yearlong	GAB/DOE Leadership
		b.surveys, logs, stakeholder input	

2.		a.	
		b.	
3.		a.	
		b.	
4.		a.	
		b.	
5.		a.	
		b.	
6.		a.	
		b.	
Supplemental Supports: What supplemental action steps will be implemented for these subgroups?			
Economically Disadvantaged		Foster and Homeless	
English Learners		Migrant	
Race/Ethnicity/Minority		Students with Disabilities	
		100% Enrollment SWD	

2.5 OVERARCHING NEED #4

Overarching Need	
Root Cause #1	
Root Cause #2	
Root Cause #3	
Root Cause #4	
Root Cause #5	
GOAL	

COHERENT INSTRUCTIONAL SYSTEM			
GOAL			
Structure(s)			
Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve the goal.			
Action Steps	Possible Funding Source(s)	a. Timeline for Implementation	Position/Role Responsible
		b. Method for Monitoring	
1.		a.	
		b.	
2.		a.	
		b.	
3.		a.	
		b.	
4.		a.	
		b.	
5.		a.	
		b.	
6.		a.	
		b.	
Supplemental Supports: What supplemental action steps will be implemented for these subgroups?			
Economically Disadvantaged		Foster and Homeless	

English Learners	Migrant
Race/Ethnicity/Minority	Students with Disabilities

EFFECTIVE LEADERSHIP			
GOAL			
Structure(s)			
Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve the goal.			
Action Steps	Possible Funding Source(s)	a. Timeline for Implementation b. Method for Monitoring	Position/Role Responsible
1.		a.	
		b.	
2.		a.	
		b.	
3.		a.	
		b.	
4.		a.	

		b.	
5.		a.	
		b.	
6.		a.	
		b.	
Supplemental Supports: What supplemental action steps will be implemented for these subgroups?			
Economically Disadvantaged		Foster and Homeless	
English Learners		Migrant	
Race/Ethnicity/Minority		Students with Disabilities	

PROFESSIONAL CAPACITY			
GOAL			
Structure(s)			
Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve the goal.			
Action Steps	Possible Funding Source(s)	a. Timeline for Implementation	Position/Role Responsible
		b. Method for Monitoring	

1.		a.	
		b.	
2.		a.	
		b.	
3.		a.	
		b.	
4.		a.	
		b.	
5.		a.	
		b.	
6.		a.	
		b.	
<i>Supplemental Supports:</i> What supplemental action steps will be implemented for these subgroups?			
Economically Disadvantaged		Foster and Homeless	
English Learners		Migrant	
Race/Ethnicity/Minority		Students with Disabilities	

FAMILY and COMMUNITY ENGAGEMENT			
GOAL			
Structure(s)			
Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve the goal.			
Action Steps	Possible Funding Source(s)	a. Timeline for Implementation	Position/Role Responsible
		b. Method for Monitoring	
1.		a.	
		b.	
2.		a.	
		b.	
3.		a.	
		b.	
4.		a.	
		b.	
5.		a.	
		b.	
6.		a.	
		b.	
Supplemental Supports: What supplemental action steps will be implemented for these subgroups?			
Economically Disadvantaged		Foster and Homeless	

English Learners	Migrant
Race/Ethnicity/Minority	Students with Disabilities

SUPPORTIVE LEARNING ENVIRONMENT			
GOAL			
Structure(s)			
Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve the goal.			
Action Steps	Possible Funding Source(s)	a. Timeline for Implementation b. Method for Monitoring	Position/Role Responsible
1.		a.	
		b.	
2.		a.	
		b.	
3.		a.	
		b.	
4.		a.	

		b.	
5.		a.	
		b.	
6.		a.	
		b.	
Supplemental Supports: What supplemental action steps will be implemented for these subgroups?			
Economically Disadvantaged		Foster and Homeless	
English Learners		Migrant	
Race/Ethnicity/Minority		Students with Disabilities	

4. REQUIRED QUESTIONS

4.a - 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 sought and included.

[Sec. 2103(b)(2)]

The Better Seeking Team gathered data from Common Planning Meetings, student performance records, surveys and parent guardian input through School Council or information provided directly to staff and faculty. Student Council input is considered also as we edit the GAB Handbook and provide for continuous improvement. Community stakeholders provided information on the preparedness and strategies/needs to improve our students' preparedness for work place experiences. A number of surveys are taken throughout the year for employees, staff, and community to give input and recommendations. The SACS External Review Committee and the panel involved in the Silver Audit solicited input from representatives of all stakeholder groups.

4.b - 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. [Sec. 1111(g)(1)(B)]

Our school is a Title I school and 100% of enrollment is SWD. Students are served per IEP requirements developed by their individual IEP teams. Frequent conferencing and communication takes place between the family and the team or team members. We hold that the parent guardian is the expert on the child and the child is his or her own best advocate; therefore, their input on the student's unique needs is crucial to serving the whole child.

4.c - 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). [Sec. 1114(b)(7)(ii)]

100% of enrollment are SWD and eligible for services provided under Title I. We have used Title I funds to purchase digital and print literacy programs and materials. Our Title I After-School Program has consisted of instruction in reading, ELA, math, social studies and science. As ESSA has provided that Federal Funds may now be allocated to serve the “Whole Child,” the 2017-2018 offerings will be enhanced by Expanded Core Curriculum skills (ECC) which consists of a variety of living and learning skills that promote literacy and independence. In our quest to serve the whole child, GAB will seek to add health and safety instruction to the After-School Program and ECC program already in place. Recommended and requested instruction centers on Fitness and Wellness, Fine Arts, and emergency first-aid. A research based consideration when working with students with disabilities is that students must practice and repeat many things that a non-disabled student does not, in order to have stability and security performing independently. Therefore, for example, although a child is enrolled in PE class, further instruction is needed to ensure a students understands many facets to health and wellness. Again, a student needs much work-based learning experience to prepare for post secondary options.

4.d - 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.
[Sec. 1115(b)(1)]; [Sec.1115(c)(1)(B)]

100% of our students are eligible to Title I support.

4.e - 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.

[Sec. 1114(b)(7)(V)]

NA

4.f - 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.

[Se. 1114(b)(7)(II)]

100% enrollment is SWD. Transitions from one grade band to the next are planned by the IEP team. Using BRIDGE legislation promotes students' awareness of the BIG Transition to post-secondary education and work place employment. Career counseling assists in identifying work-based learning opportunities that align to students' career pathways and interests for future employment. The IEP team guides modulation from the regular program to dual enrollment or postsecondary options. From the time a student enters GAB ECC skills in transition are a focus to achieve the mission that students perform to their highest potential for independence.

4.g - 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. [Sec. 1114(b)(7)(III)]

GAB rarely removes students from the classroom for disciplinary reasons or home suspension. Alternative discipline strategies are utilized. This year 2017-2018 staff will be trained in research based PBIS Positive Behavior Intervention and Supports.

ADDITIONAL RESPONSES

Use the space below to provide additional narrative regarding the school's improvement plan (*optional*).