

Short Term Action Plan

School Name: Georgia Academy for The Blind	SES Name: Ron Fuss and Dr. Lisa Landrum
Date STAP Started: August 2024	Length of STAP: 45 days

School Improvement Plan Goal #1: By May 2025, 80% of students will increase their Math global strategy score by 1 stage as measured by GLOSS assessment.

School Action Steps	GSCI Systems and Structures	Resources	District Support	Implementation Measurable Goal	Student Progress Measurable Goal	Impact Check Dates	Position Responsible	Completion of Action Step
What action steps will the school team implement to meet this goal?	What systems and structures are addressed with this action step?	What resources are needed to implement the action step?	What support will the district provide to implement this action step?	What measurable goal will be established for action step implementation?	What measurable goal will be established to show impact of action step on student performance?	Identify specific dates to monitor this action step.	Who is responsible for monitoring the implementation of this action step and reporting data?	Was this action step completed? Attach final CIT agenda that documents completion.
1. Monitor the implementation of mathematics interventions and the GADOE math curriculum.	CI-1 CI-2 CI-3 SLE-2	Student data reports, formative assessments, GLOSS resources Monthly Administrative observation records Monthly Administrative lesson plan check records	GLOSS professional learning, Data analysis after GLOSS benchmarks	≥80% of math teachers will score ≥80% on the implementation of the appropriate GADOE math instructional framework item on the IAW classroom observation instrument according to monthly Microsoft Forms observation summary data. At least one administrator/designee will participate in at least one Instructional Awareness Walk each month as evidenced by the Microsoft Forms monthly observation summary data. Each monthly IAW will be scheduled and led by district administration and will be followed up by debriefing with school administration afterward to identify Promising Practices, Areas for Concern, and Next Steps with math specific Professional Learning opportunities.	≥80% of students will demonstrate the equivalent of .5 stage growth progress toward their individual global strategy goal each quarter as evidenced by GLOSS benchmarks administered 3 times per school year. ≥50% of students will achieve mastery at ≥80% on teacher-developed post-test skills assessments given at the end of a unit of study.	September data: by October 11, 2024 October data: by November 8, 2024 November data: by December 6, 2024	Math teachers GAB Curriculum and Instruction Principal Teaching and Leader Development Specialist	

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School Improvement Plan Goal #2: 60% of students who use braille will improve their proficiency on the braille assessment by 10% from their baseline Fall 2024 proficiency score.

School Action Steps	GSCI Systems and Structures	Resources	District Support	Implementation Measurable Goal	Student Progress Measurable Goal	Impact Check Dates	Position Responsible	Completion of Action Step
What action steps will the school team implement to meet this goal?	What systems and structures are addressed with this action step?	What resources are needed to implement the action step?	What support will the district provide to implement this action step?	What measurable goal will be established for action step implementation?	What measurable goal will be established to show impact of action step on student performance?	Identify dates to monitor this action step.	Who is responsible for monitoring the implementation of this action step and reporting data?	Was this action step completed? Attach final CIT agenda that documents completion.
1. Monitor that Braille is utilized for teaching and learning in all core content areas at all grade-levels.	PC-2 CI-1 CI-2	Braille formative Assessments and data reports Braille writers Braille reading materials Possible braille and SDI training for teachers	Student assistive technology Curriculum Walkthroughs and data reports	≥50% of teachers of academic core classes, other than GAA, will utilize Braille in ≥50% of all classrooms observed in Instructional Awareness Walks conducted monthly by district and school administration according to monthly Microsoft Forms observation summary data.	≥60% of students will demonstrate ≥5% growth in Braille skills as measured by the Braille Checklist administered 3 times per school year.	Baseline data by October 25, 2024	GAB Curriculum and Instruction Principal Braille teacher	

School Improvement Plan Goal #3: For SY24-25, 80% of students reading below grade level will make at least one-half year of growth evidenced by the BRI, QRI, or Study Sync benchmark assessment administered at the beginning, middle, and end of the school year.

School Action Steps	GSCI Systems and Structures	Resources	District Support	Implementation Measurable Goal	Student Progress Measurable Goal	Impact Check Dates	Position Responsible	Completion of Action Step
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What action steps will the school team implement to meet this goal?	What systems and structures are addressed with this action step?	What resources are needed to implement the action step?	What support will the district provide to implement this action step?	What measurable goal will be established for implementation?	What measurable goal will be established to show impact on student performance?	Identify dates to monitor this action step.	Who is responsible for monitoring the implementation of this action step and reporting data?	Was this action step completed? Attach final CIT agenda that documents completion.
1. Monitor the implementation of the Wonders curriculum by ELA teachers.	SLE-2	Wonders curriculum and end of unit assessments IAW form in Microsoft Forms	Curricular fidelity Walkthroughs and data reports	≥80% of teachers who teach using the Wonders curriculum will score >80% on the Wonders curriculum check items on the school specific IAW classroom observation instrument according to monthly Microsoft Forms observation summary data.	≥75% of ELA students who take the End of Unit or Lesson Assessments as applicable in Wonders by the specified dates each month for September, October, and November will score at ≥80% proficiency to indicate mastery. (The actual number/percentage of students who complete the units and complete the assessments by the specified dates will be determined by IEPs and individual progress through the units/lessons.) ≥60% of students will demonstrate ≥5% growth in reading proficiency according to the Qualitative Reading Inventory (QRI) and/or Basic Reading Inventory (BRI) data as administered 3 times each school year.	September data: by October 11, 2024 October data: by November 8, 2024 November data: by December 6, 2024		