



# Accountability Report Issued 2017–18

## Northbrook Center

Dr. Barbara Martin, ADAPT/STRIVE, *Principal*  
Kim Mankin, The BRIDGE, *Principal/Program Administrator*  
Debbie Dees, *Assistant Superintendent*

### About Programs at Northbrook Center

ADAPT (Assisting Developing Adults with Productive Transitions) is a community-based vocational program designed to teach functional life skills to young adults with disabilities, allowing them to maximize their independence in adulthood. Students learn domestic, vocational, community, and social skills, as well as self-advocacy. Students then learn to transfer those skills from the classroom to the community through real-world experiences— from preparing a simple meal and washing dishes to personal hygiene, on-the-job training, and money skills. Four days a week, teachers accompany small groups of students to locations in the community for vocational training at job sites, shopping at retail and grocery stores, eating out at fast food and sit-down restaurants, and leisure activities at local parks for recreation. In classrooms designed to simulate home living environments, students practice domestic skills, such as cooking, cleaning, and doing laundry. Students also may be responsible for jobs within the school building, such as shelving books in the media center or working with custodial staff. One Mean Java Bean, our student-run coffee shop, is open daily and provides additional job training.



The STRIVE program is a community-based work skills program for students with special needs, with an emphasis on acquisition of adult independence. The mission and purpose of the program is to provide real-life work experiences for students with intellectual disabilities in real community-based businesses. During their time in the program, students receive instruction on basic work skills and appropriate work behaviors. STRIVE provides an instructional focus on IEP Transition



Plan activities, postsecondary goals, and outcomes. Students learn a variety of job skills as well as soft skills needed for all types of employment. Soft skills include professionalism, work ethic, enthusiasm, teamwork, collaboration, critical thinking, and problem solving. The STRIVE program helps to empower student to reach their full potential, offering many benefits to participating students, including full community integration and inclusion, a competitive edge in the workplace, a bridge to adult life through supported transition, and an opportunity to explore career clusters through a variety of job tasks.

The BRIDGE (Building Relationships in Discipline, Goals, and Education) program provides comprehensive educational and therapeutic support services to students who might otherwise require residential or other more restrictive placements due to the severity of one or more of the characteristics of the disability category of emotional and behavioral disorders (EBD) and others. The BRIDGE serves students through educational services and supports, academic instruction, behavioral intervention, therapeutic support (provided by in-house school psychologists, school social workers, and behavior specialists), collaboration with student's home school, and interagency and parental support. Our mission is to provide a safe, caring, therapeutic environment where students with educational, behavioral, and social challenges can best develop the skills and character necessary to rejoin their communities with success. We strive to provide individualized education that addresses students' unique learning styles, cultivates independent thought, and promotes the building of character so students can learn to be citizens of a culturally diverse society.



### Local school improvement connected to district's strategic direction

Gwinnett County Public Schools' accountability system for improving schools is called the Results-Based Evaluation System (RBES). RBES fairly and systematically measures a school's progress, providing a process that clearly communicates expectations; reviews, monitors, and supports school performance; and evaluates that performance. Using local and state data, school administrators, teachers, and parent advisory groups developed

this year's Local School Plans for Improvement (LSPI) which outline our improvement goals and guide the work we will do throughout the 2017–18 school year to support student learning. These improvement plans are connected to the school district's strategic direction and our core business of teaching and learning. Find our school's LSPI on the website.

**Please review this report to learn more about our programs.**

# Northbrook Center– ADAPT/STRIVE and The BRIDGE

- Students (ages 18 to 21) who are served in ADAPT/STRIVE programs have completed their senior year in high school. ADAPT/STRIVE students have a range of exceptionalities, including intellectual disabilities, orthopedic impairments, visual impairments, other health impairments, autism spectrum disorders, deaf/hard of hearing, and traumatic brain injury.
- The BRIDGE serves middle school and high school students in GCPS and Buford City Schools. All students who attend The

- BRIDGE have an Individual Education Program (IEP).
- The Positive Behavioral Interventions and Supports (PBIS) program encouraged positive behaviors with recognition for BRIDGE students who exhibited appropriate school conduct.
- BRIDGE students had a successful year and worked very hard on their goals and objectives. A quarter of the students enrolled for the 2016–17 school year were able to return to their home school.

## The ADAPT/STRIVE programs

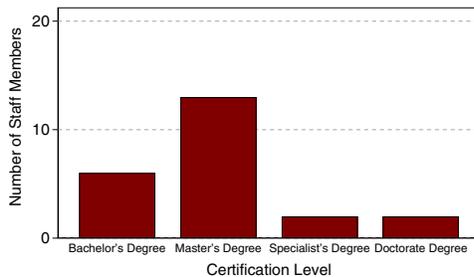
### Student Data (2015–16 to 2016–17)

	School Year	
	15–16	16–17
<b>Enrollment</b>	215	212
+American Indian/Alaskan Native*	0%	0%
+Asian*	10%	12%
+Black/African American*	39%	40%
+Hispanic or Latino, <i>any race</i>	18%	16%
+Multiracial, <i>two or more races</i> *	3%	4%
+Native Hawaiian/Pacific Islander*	0%	0%
+White*	30%	28%
Special Education	100%	100%
ESOL	7%	8%
Free/Reduced Lunch	53%	50%
Average Attendance	92%	92%

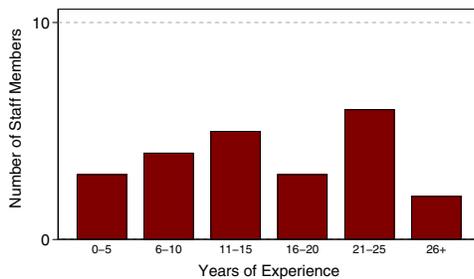
\*Not Hispanic or Latino

### 2016–17 Staff Data

#### Staff Certification Level



#### Experience in Education



## The BRIDGE program

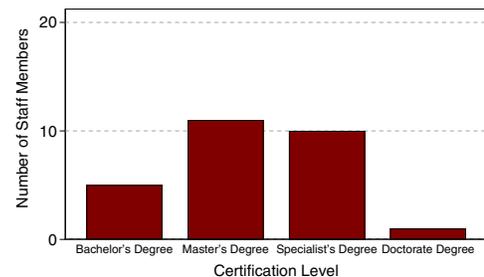
### Student Data (2015–16 to 2016–17)

	School Year	
	15–16	16–17
<b>Enrollment</b>	83	77
+American Indian/Alaskan Native*	0%	0%
+Asian*	4%	5%
+Black/African American*	55%	53%
+Hispanic or Latino, <i>any race</i>	13%	14%
+Multiracial, <i>two or more races</i> *	4%	0%
+Native Hawaiian/Pacific Islander*	0%	0%
+White*	24%	27%
Special Education	100%	100%
ESOL	7%	10%
Free/Reduced Lunch	77%	75%
Average Attendance	90%	92%

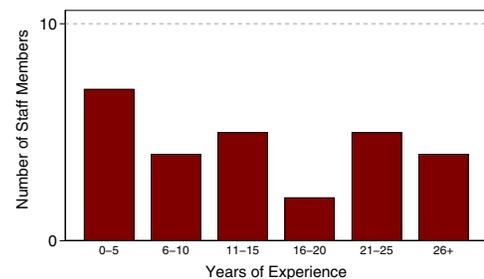
\*Not Hispanic or Latino

### 2016–17 Staff Data

#### Staff Certification Level



#### Experience in Education



*The mission of Gwinnett County Public Schools is to pursue excellence in academic knowledge, skills, and behavior for each student, resulting in measured improvement against local, national, and world-class standards.*

#### Northbrook Center

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 Kim Mankin, Principal/Administrator

#### Gwinnett County Public Schools

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