

# Gainesville City School System Schoolwide Plan

**YEAR: 2021 - 2022**

**NAME OF SCHOOL: GAINESVILLE EXPLORATION ACADEMY**

**Comprehensive Needs Assessment:** A needs assessment takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those students who are failing or are at-risk of failing.

**Describe the process/es and data sources used in conducting the school's comprehensive needs assessment:**

A thorough review of data was conducted on a monthly basis throughout the 2020-2021 school year in order to create a comprehensive needs assessment. This needs assessment took into account information on the academic achievement of students in relation to the challenging State academic standards, particularly the needs of those students who are failing or are at-risk of failing. Data sources that were analyzed included universal screeners, state assessments (ACCESS, GKIDS and GA Milestones), Panorama SEL survey, behavioral information from Educators' Handbook, grades, attendance logs, surveys, and other feedback from faculty, students, parents, and community stakeholders. The needs of the following groups were considered: students from economically disadvantaged backgrounds, English Learners, migratory students and families, students with disabilities, immigrant and students from a variety of demographic subgroups. The professional learning needs of staff members (including mentors for new staff members) in order to help support the needs of these students and families were also considered. This comprehensive needs assessment process culminated in a two-day district retreat in May of 2021, during which district and school staff worked with a variety of stakeholders in order to develop an initial draft of the schoolwide improvement plan, including reform strategies for addressing identified needs.

**List identified needs:**

- A focus on literacy
- Additional literacy support for English Learners, Students with Disabilities, and Migrant Students
- Professional development for teachers on implementation of quality instructional strategies and data analysis (including mentors for new teachers), particularly those that are effective with English Learners
- Additional academic support for McKinney-Vento students
- Support mechanisms for behavior and social emotional needs

**Schoolwide Plan Development:** The schoolwide plan has been developed during a 1-year period. It was developed with the involvement of parents, teachers, school and district administrators, paraprofessionals, the academic coach, counselor, post-secondary providers, and community partners such as Boys and Girls Club and Hall County Family Connections. The plan will remain in effect for the 2021- 2022 school year and will be monitored monthly during Principal meetings, Leadership meetings and School Governance Council meetings. The plan will be revised as necessary in order to ensure that all students are provided the opportunity to meet the challenging State academic

standards. The simplified format of the schoolwide reform strategies, as detailed in the following section, is designed to be available and clearly understandable to a variety of stakeholders.

**Goal #1**

By June 2022, increase achievement on state assessments in the area of ELA by 3 percentage points.

**Goal #2**

By June 2022, decrease the percentage of students in Tiers 2 and 3 by 2 percentage points (MTSS).

<b>OBJECTIVE, STRATEGY OR ACTIVITY</b>	<b>ASSESSMENTS, RESOURCES AND MATERIALS</b>	<b>TIMELINE</b>	<b>METHOD(S) OF EVALUATION</b>	<b>FUNDING SOURCE(S)</b>	<b>PERSON(S) RESPONSIBLE</b>
<p>Utilize evidence-based instructional models to ensure quality delivery of GSE and successful pre-K /Kinder and middle school transitions; and promote a positive learning environment.</p>	<p>Paraprofessionals (1000:140); Supplemental learning opportunities (1000:199); STEAM supplies to supplement instruction and promote engagement (1000:610); Reading and Math Resources-Bookworms Components, eBooks and iReady Personalized Learning to promote online and hands-on learning, supplies and software to supplement instruction for SWD students including Wilson Reading (1000:641); Translators to assist with family engagement events and Parent Camps(2100:199); Language Line to promote and connect home-school communication among families in order to build successful and positive partnerships (2100:530); Stipends and substitutes provided during professional development opportunities utilizing technology</p>	<p>August-May</p>	<p>Agendas, Sign-in sheets, monthly budget reports, MTSS data</p>	<p>Consolidated Funds</p>	<p>Administration Grade Level Chairs SWD Team</p>

	<p>to identify at risk students, track interventions, monitoring academic progress and mentoring new staff as well as providing collaborative opportunities for 5th to 6th grade teachers and PK to Kinder teachers (2213:113,116); Supplies, books, ebooks and bilingual readers to promote engagement through a broad range of topics such as employability skills, emotion regulation skills, and STEAM integration including levels for Preschool (2220,642; 1000:640); Dues and Fees for literacy opportunities (2400:810)</p>				
<p>Improve access to the curriculum and text for English Learners, SWD and Migrant students through professional development, coaching, and evidence-based programs.</p>	<p>Supplies including STEAM-related material to support instruction and promote engagement (1000:610); Supplemental language learning opportunities to increase language development (1000:199); Reading and Math Resources-Bookworms Components (Vocabulary), eBooks and iReady to promote online and hands-on learning (1000:641); Translators to assist with family engagement events (2100:199); ESOL Coach (2210:199); Stipends and substitutes provided during professional development opportunities focusing on effective use of technology and using online systems to track intervention data for at-risk students (EL, SWD and Migrant) and EL book study- 38 Great Academic Language Builders and 7 Steps to a Language Rich Interactive Classroom (2213:113,116); Books, ebooks</p>	<p>August-June</p>	<p>Agendas, Sign-in sheets, Budget Report, MTSS Data, Book orders, PD Book order</p>	<p>Consolidated Funds</p>	<p>Administration Title III Director Director of Elementary Programs ESOL Team Media Specialist</p>

	and bilingual readers to promote engagement through a broad range of topics such as (SEL) employability skills, emotion regulation skills, and STEAM integration (2220:642; 1000:640))				
Identify areas of high needs to support mechanisms for behavior (employability skills and emotion regulation skills) and provide evidence-based programming to support interventions as tools for success	Supplies including STEAM-related and Career Awareness (workforce development) materials to increase engagement and promote real-life connections (1000:610); Supplemental learning opportunities for identified students utilizing mentors and/or school-based employees using the check in/check out system (1000:199) (1000:641); Stipends and substitutes provided for professional development opportunities focusing on the PBIS framework implementation: (Tier 1 & Tier 2 training) including SEL, Employability skills and Emotion Regulation skills, Behavior and Academic RTI, Trauma-Informed Training part 1 (new hires) & part 2, as well as utilizing online technology systems to identify, monitor and address the needs of at-risk students (ELs, migrant, immigrant, SWDs and McKinney-Vento); (2213:113,116)	August-May	Educators Handbook referrals, MTSS data, SEL surveys, Teacher/Parent/ Self Mentor referrals, Mentoring surveys, Teacher feedback on Check in/Check out	Consolidated Funds, District Funds	Administration, Counselor Social Worker SWD Coordinator School-Level Mentors
Engage parents and students in literacy events and supplemental learning opportunities, particularly those designed to increase language nutrition and access to text.	Supplies including books and eBooks to be distributed during school-based activities and events including preschool families (1000:610); ChromeBooks and Supplemental language learning opportunities addressing the needs of ELs, migrant, immigrant, SWDs and McKinney-Vento	August-May	Agendas, Sign-in sheets, Student data, book distribution lists	Consolidated Funds CARES	Administration School Literacy Team Parent Coordinator ESOL Team SWD Team

	students (1000:199); Translators for Family engagement events and Parent Camps (2100:199);				
Increase extracurricular opportunities and/or participation rates	Supplies including Lego Robotics Kits, TOME recommended books and extracurricular programs (1000:610); Supplemental language-infused learning opportunities addressing the needs of ELs, migrant, immigrant, SWDs and McKinney-Vento students (1000:199);	August- May	Participation Rates, Extracurricular Clubs' Agendas	Consolidated Funds	Administration, Teachers
Use prescribed assessments as detailed in CLIP and applications.	DIBELS, Reading Inventory, IReady, K WIDA(1000:610)	3 Times per year	Assessment results, DIBELS Materials, K-WIDA Screener Kits	Consolidated Funds Local	System Testing Coordinator,

**ESSA Requirements:** The school will use and implement effective parent and family engagement strategies under Section 1116, Section 1112 (b)(7), and Section 1112E(3)(C) by:

- Involving parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under Title I, Part A, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan.
- Updating the school parent and family engagement policy periodically to meet the changing needs of parents and the school, distribute it to the parents of participating children, and make the parent and family engagement policy available to the local community.
- Providing full opportunities, to the extent practicable, for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under Section 1111 of the ESSA in an understandable and uniform format, including alternative formats upon request and, to the extent practicable, in a language parents understand.
- Being governed by the following statutory definition of parent and family engagement and by carrying out programs, activities, and procedures in accordance with this definition:
  - Parent and Family Engagement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring:
    - (A) Parents play an integral role in assisting their child's learning
    - (B) Parents are encouraged to be actively involved in their child's education at school
    - (C) Parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child
    - (D) Other activities are carried out, such as those described in Section 1116 of the ESSA

The schoolwide plan is aligned to the District CLIP, school-based Intent and Purpose, and Fund 150 budget and is monitored on a monthly basis. During this monthly monitoring, revisions to the plan, intent and purpose, and Fund 150 budget are to be made based on data-driven needs.