

Gainesville City School System Schoolwide Plan

YEAR: 2021 - 2022

NAME OF SCHOOL: NEW HOLLAND KNOWLEDGE ACADEMY

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 children in relation to the challenging state academic standards, particularly the needs of those children who are failing or are at-risk of failing. Data sources that were analyzed included universal screeners, state assessments, 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 students, and students from a variety of demographic subgroups. The professional learning needs of 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 three-day district retreat in May of 2020, 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.

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

Data sources that were analyzed included universal screeners, state assessments, Panorama SEL surveys, 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 students, and students from a variety of demographic subgroups. The professional learning needs of 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 2020, 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 academic support for English Learners, Students with Disabilities, and Migrant Students
- Professional development for teachers on implementation of quality instructional strategies, particularly those effective with English Learners
- Additional academic support for McKinney-Vento students

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. Limited involvement with community partners was due to the COVID-19 school closures. The plan will remain in effect for the 2020 – 2021 school year and will be monitored monthly during Principal 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 (Required)

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

Goal #2 (Required)

By June 2022, increase the percentage of students on track to graduate by 2% points at the high school level and decrease the percentage of students in Tiers 2 and 3 by 2 percentage points.

OBJECTIVE, STRATEGY OR ACTIVITY	ASSESSMENTS, RESOURCES AND MATERIALS	TIMELINE	METHOD(S) OF EVALUATION	FUNDING SOURCE(S)	PERSON(S) RESPONSIBLE
Use prescribed assessments as detailed in CLIP and applications.	DIBELS, Reading Inventory, i-Ready, WIDA K Screener	3 times per year	Assessment results	Consolidated Funds Local	System Testing Coordinator
Involve students, teachers, families, community and Partners in Education in developing New Holland’s Leadership Academy employability skills	PBIS calendar (employability skills), Leadership curriculum as it relates to career exploration, Marketing Materials, PLs for teachers, school-wide events; TOME after school club to promote leadership, self-esteem, and to build career readiness	August-May	SEL Surveys (Emotional Regulation)	Consolidated Fund CARES	Administration, PBIS Team, Connections
Implement evidence-based programming to increase access to curriculum/text for students including preschool, all subgroups, ESOL teachers, and teachers of SWDs in order to ensure that students are engaged in a print-rich	Chromebooks; Books to be distributed through school-based activities and events to reach families including those with preschool age children; Books for classroom libraries; Bookworm Student Workbooks; ESOL Book	July-June	Distribution Lists Book Orders, Student Data, Attendance Lists	Consolidated Funds CARES	Administration in collaboration with the Communications director School Literacy Team Parent Coordinator, Data Team

<p>environment to support intervention and literacy acquisitions</p>	<p>Study Purchase; Subscriptions; Summer Reading Kits, myON/digital materials, MTSS Bank Academic Coach to partner with teachers through professional development and PLCs Technology-Related Supplies; Substitutes for teachers to learn about, implement, and plan best practices for (EL, SWD, Migrant) including leadership and PBIS; Supplies to support leadership and PBIS integration for increased engagement; In Person/Virtual Field Trips;</p>				
<p>Utilize evidence-based instructional models and materials to ensure quality delivery of GSE and promote a positive learning environment.</p>	<p>ESOL Coach, stipends and substitutes for professional development, Language Line, professional development- EL Book Study, Bookworms components-Math (iReady, Ready Math), Supplementary Learning Activities providing additional opportunities for engaged/hands-on/active learning; Supplies to support instruction correlating with a continuation of PBIS training and Tier 2 supports is needed; Paraprofessionals; Reading and Math resources for scaffolding and rigor including i-Ready Personalized Learning, eBooks to promote online learning, Bookworms; supplies and software to supplement instruction for SWD students; Language Line; K WIDA Screeners; Mentor teachers providing ongoing professional learning to assist mentee teachers with creative positive learning environments for all students; Dues and Fees; Media Supplies</p>	<p>August-June</p>	<p>Agendas, Sign-in sheets, monthly budget reports, MTSS dat</p>	<p>Consolidated Funds</p>	<p>Administration Director of Elementary Programs Instructional Coach</p>

	Books, and Bilingual Readers; Travel for administration to attend professional learning; Utilize technology to identify high risk students and track interventions				
Identify classrooms and provide support mechanisms for behavior/behavioral health	Behavior RTI checklist, Mentors, PBIS Rewards, SEL Resources, Trauma-informed practices and PL, PBIS Tier 2 Training	August-May	Educator’s Handbook, Walkthroughs, PLC discussions	Consolidated Funds	Administration, Counselor, PBIS team
<p>Increase parent engagement:</p> <ul style="list-style-type: none"> Extended learning opportunities (virtually and in person) through literacy events, particularly those designed to increase language nutrition and access to text (Literacy Night, Parent Workshops, Preschool Transition, middle school transition etc) Increase two-way communication between home, school, staff and students 	<p>Translators and personnel for events supplies, materials, and books/bilingual readers across a broad range of topics and levels including preschool</p> <p>Community visits, Engagement events, Newsletters, Social networking blitz, Surveys, Parent conferences, Transportation</p> <p>Supplies to support instruction and supplemental learning opportunities that target the needs of ELs, Migrant, Immigrant, SWDs, and McKinney Vento students</p> <p>Use PBIS framework to promote home-school partnerships</p>	August-May	Agendas, Sign-in sheets, Student data, Attendance rosters, Lesson plans, Number of hits, Parent attendance, CCRPI Parent Surveys	Consolidated Funds	Administration School Literacy Team Parent Coordinator, Teachers, Committees

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.