



# Comprehensive Needs Assessment 2021 - 2022 District Report



**Gainesville City**

## 1. PLANNING AND PREPARATION

### 1.1 Identification of Team

The comprehensive needs assessment team consists of people who are responsible for working collaboratively throughout the needs assessment process. Ideal team members possess knowledge of programs, the capacity to plan and implement the needs assessment, and the ability to ensure stakeholder involvement. A required team member’s name may be duplicated when multiple roles are performed by the same person. Documentation of team member involvement must be maintained by the LEA. Watch the [Planning and Preparation webinar](#) for additional information and guidance.

#### Required Team Members

Program	Position/Role	Name
Multiple Program(s)	Superintendent/Assistant Superintendent	Dr. Jeremy Williams
Multiple Program(s)	Federal Programs Director	Shea Ray
Multiple Program(s)	Curriculum Director	Dr. Leigh Sears
Multiple Program(s)	School Leader (#1)	Renee Boatright
Multiple Program(s)	School Leader (#2)	Jamie Green
Multiple Program(s)	Teacher Representative (#1)	Kateria Bogans
Multiple Program(s)	Teacher Representative (#2)	Kristie Rowland
McKinney-Vento Homeless	Homeless Liaison	Jenni Lively
Neglected and Delinquent	N&D Coordinator	Ashley Dykes
Rural	REAP Coordinator	NA
Special Education	Special Education Director	Elizabeth Skarda
Title I, Part A	Title I, Part A Director	Shea Ray
Title I, Part A	Family Engagement Coordinator	Shea Ray
Title I, Part A - Foster Care	Foster Care Point of Contact	Sarah Morgan
Title II, Part A	Title II, Part A Coordinator	Priscilla Collins
Title III	Title III Director	Shea Ray
Title IV, Part A	Title IV, Part A Director	Shea Ray
Title I, Part C	Migrant Coordinator	Shea Ray

#### Recommended and Additional Team Members

Program	Position/Role	Name
Multiple Program(s)	Assistant superintendent	Priscilla Collins
Multiple Program(s)	Testing director	Dr. Paula Rufus
Multiple Program(s)	Finance director	Kathy Pethel
Multiple Program(s)	Other federal programs coordinators	Michelle Cantrell, Natalie Smith
Multiple Program(s)	CTAE coordinator	Natalie Smith
Multiple Program(s)	Student support personnel	Jenni Lively

Recommended and Additional Team Members

Program	Position/Role	Name
Multiple Program(s)	Principal representatives	Misty Freeman
Multiple Program(s)	High school counselor / academic counselor	Betsy Escamilla
Multiple Program(s)	Early childhood or Head Start coordinator	Karen Borders
Multiple Program(s)	Teacher representatives	Trailley Holland, Hannah Reaume
Multiple Program(s)	ESOL teacher	Kristy Rowland
Multiple Program(s)	Local school governance team representative (charter systems only)	Elida Lopez, Abi Lindsey, Angela Ewers
21st CCLC	21st CCLC program director	Steve Mickens
21st CCLC	21st CCLC site coordinator or data specialist	
Migrant	Preschool teacher	
Special Education	Student success coach (SSIP)	
Title II, Part A	Human resources director	Priscilla Collins
Title II, Part A	Principal supervisors	
Title II, Part A	Professional learning coordinators	
Title II, Part A	Bilingual parent liaisons	Sylvia Murillo
Title II, Part A	Professional organizations	Tina Payne, Kim Davis
Title II, Part A	Civil rights organizations	Newlin Vargas/Matthew Little
Title II, Part A	Board of education members	Sammy Smith/Andy Stewart/Willie Mitchell
Title II, Part A	Local elected/government officials	Maria Calkins/Tonya Newsom
Title II, Part A	The general public	Jessica Dudley
Title III	Refugee support service staff	Paula Uscanga
Title III	Community adult ESOL providers	
Title III	Representatives from businesses employing non-English speakers	Vanessa Sarazua
Title IV, Part A	Media specialists/librarians	Eddie Nemeć
Title IV, Part A	Technology experts	Jill Hobson
Title IV, Part A	Faith-based community leaders	Adrian Niles/Roderick Hughey/Robert Washington

## 1. PLANNING AND PREPARATION

### 1.2 Identification of Stakeholders

Stakeholders are those individuals with valuable experiences and perspective who will provide the team with important input, feedback, and guidance. Required stakeholders must be engaged in the process to meet the requirements of participating federal programs. Documentation of stakeholder involvement must be maintained by the LEA. Watch the [Planning and Preparation webinar](#) for additional information and guidance.

#### Required Stakeholders

Program	Position/Role	Name
Multiple Program(s)	Students (8th - 12th grade)	Molly Williams, Jacob Griffin, Jennifer Elias, Ben Jessup, Karina Collins
Multiple Program(s)	Private School Officials	John Simpson, Ava White
Migrant	Out-of-School Youth and/or Drop-outs	Paula Uscanga
Title I, Part A	Parent Representatives of Title I Students	Shaquanus Dailey, Rona Falls
Title I, Part A - Foster Care	Local DFCS Contacts	Siobhan Ming
Title II, Part A	Principals	Leslie Frierson/Wesley Roach/Renee Boatright/Crystal Brown/Pam Wood/Misty Freeman/Jamie Green
Title II, Part A	Teachers	Pharalynn Brown, Suzanne Cindea
Title II, Part A	Paraprofessionals	Blair Hickerson, Kashiwa Brawner
Title II, Part A	Specialized Instructional Support Personnel	Lamonika Hill, Jordan Frobos, Havilyn Towns, Amanda Teasley
Title II, Part A	Other Organizations or Partners with relevant and demonstrated expertise	Kim Davis, Dr. Kelly Brock-Simmons, Dr. Eugene Williams, Sheri Hardee
Title I, Part A	Parents of English Learners	Mayeli Perez

#### Recommended and Additional Stakeholders

Program	Position/Role	Name
Multiple Program(s)	RESA personnel	Charity Roberts
Multiple Program(s)	Technical, college, or university personnel	Beth Hefner, Dr. Lauren Johnson
Multiple Program(s)	Parent advisory council members, school council parents, Parent- Teacher Association or Parent- Teacher Organization members	
21st CCLC	21st CCLC advisory council members	Steve Mickens
Migrant	Local Head Start representatives (regular and/or migrant Head Start agencies)	Kay Laws

Recommended and Additional Stakeholders

Program	Position/Role	Name
Migrant	Migrant PAC Members	Juana Pastor Gomez, Ana Maria Gomez, Mayeli Perez
Migrant	Local farmer, grower, or employer	
Migrant	Family connection representatives	
Migrant	Local migrant workers or migrant community leaders	
Migrant	Farm worker health personnel	
Migrant	Food bank representatives	
Migrant	Boys and Girls Club representatives	Steve Mlckens
Migrant	Local health department representatives	Tonya Newsom
Migrant	ABAC MEP consortium staff	
Migrant	Migrant high school equivalence program / GED representatives	
Migrant	College assistance migrant programs	Kristie Kiser
Neglected and Delinquent	Residential facility(ies) director(s)	
Special Education	Parents of a student with disabilities	
Special Education	Parent Mentors	
Title II, Part A	School council members	

<p><b>How did the team ensure that the selection of stakeholders created an inclusive group with varied perspectives?</b></p>	<p>The district worked to bring a variety of perspectives to the table as stakeholders were selected to participate in a special Workforce Development group. This group consisted of representatives from government, business and industry, health, afterschool providers, P-20 partners and school personnel. Governance councils gathered feedback, and stakeholders were surveyed. The One Hall initiative provides opportunities for a diverse group of stakeholders to discuss and solve problems related to education, health, and financial stability in the community, as does the Hall County Family Connections network. Data is also collected through attendance at leadership meetings throughout the community and through a variety of surveys distributed to staff, students, families, and the community.</p>
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<p><b>How will the team ensure that stakeholders, and in particular parents and/or guardians, were able to provide meaningful input into the needs assessment process?</b></p>	<p>The team examines data and provides multiple opportunities through regularly scheduled face-to-face meetings, email communication, surveys, and more informal methods.</p>
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## 2. DATA COLLECTION ANALYSIS

### 2.1 Coherent Instructional System

Analyze the LEA’s data (including sections 2.6) and answer the guiding questions to determine existing trends and patterns that support the identification of instructional needs. Complete a data-informed self-rating for each Georgia District Performance Standard (GDPS). See the [Coherent Instructional System webinar](#) for additional information and guidance.

#### Coherent Instruction Data

GDPS - Learning and Teaching (Standard 1): Engages and supports all schools in systematic processes for curriculum design to align instruction and assessments with the required standards		
<b>Exemplary</b>	The district continuously engages and supports all schools in systematic processes for curriculum design to align instruction and assessment with the required standards. District staff work to build the capacity of school staff to lead curriculum design efforts.	
<b>Operational</b>	The district engages and supports all schools in systematic processes for curriculum design to align instruction and assessments with the required standards.	✓
<b>Emerging</b>	The district processes for engaging and supporting schools in curriculum design without district process or support.	
<b>Not Evident</b>	District schools are left to work in isolation on curriculum design without district processes or support.	

GDPS - Learning and Teaching (Standard 2): Develops and communicates common expectations for implementing curriculum, instruction, and assessment practices across all schools.		
<b>1. Exemplary</b>	1. A clear understanding of common expectation fosters a culture of results-based practices in curriculum, instruction, and assessment throughout the district with appropriate flexibility for schools to address specific needs as they arise.	
<b>2. Operational</b>	2. The district develops and communicates common expectations for implementing curriculum, instruction, and assessment practices across all schools.	
<b>3. Emerging</b>	3. The district expectations for implementing curriculum, instruction, or assessment practices are not fully developed or are not clearly communicated to all schools.	✓
<b>4. Not Evident</b>	4. The district has not developed or communicated expectations for implementing curriculum, instruction, or assessment practices.	

Coherent Instruction Data

GDPS - Learning and Teaching (Standard 3): Guides, supports, and evaluates the implementation of curriculum, instruction, and assessments		
<b>1. Exemplary</b>	1. The district provides a collaborative and systematic approach for guiding, supporting and evaluating the implementation of curriculum, instruction, and assessments. District staff build the capacity of school level staff to evaluate the implementation of curriculum, instruction, and assessments.	
<b>2. Operational</b>	2. The district effectively guides, supports, and evaluates the implementation of curriculum, instruction, and assessments.	
<b>3. Emerging</b>	3. The district provides limited guidance and support for evaluating the implementation of curriculum, instruction, and assessments.	✓
<b>4. Not Evident</b>	4. The district does not take an effective role in guiding, supporting, or evaluating the implementation of curriculum, instruction, or assessments.	

GDPS - Learning and Teaching (Standard 6): Guides and supports schools in the selection and implementation of effective strategies, programs, and interventions to improve student learning		
<b>1. Exemplary</b>	1. The district systematically provides guidance and ongoing support to schools in the selection and implementation of effective strategies, programs, and interventions to improve student learning.	✓
<b>2. Operational</b>	2. The district guides and supports schools in the selection and implementation of effective strategies, programs, and interventions to improve student learning.	
<b>3. Emerging</b>	3. The district provides some limited guidance and support in the selection or implementation of effective strategies, programs, and interventions to improve student learning.	
<b>4. Not Evident</b>	4. The district provides little or no support or guidance in the selection or implementation of effective strategies, programs, and interventions. The district may require or allow some inappropriate strategies, programs, or interventions.	

Leader Keys Effectiveness System- Standard

Standard	Score
<b>1. Instructional Leadership:</b> The leader fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to school improvement.	2.09
<b>3.Planning and Assessment:</b> The leader effectively gathers, analyzes, and uses a variety of data to inform planning and decision-making consistent with established guidelines, policies, and procedures.	2.09
<b>4.Organizational Management:</b> The leader fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.	1.96
<b>Note:</b> Visit GaDOE Teacher and Leader Effectiveness webpage for the <a href="#">Leader Keys Effectiveness System rubric</a> . <b>Source:</b> TLE Electronic Platform (FY19)	

## Teacher Keys Effectiveness System- Standard

Standard	Score
<b>2.Instructional Planning:</b> The teacher plans using state and local school district curricula and standards, effective strategies, resources, and data to address the differentiated needs of all students.	2.05
<b>3.Instructional Strategies:</b> The teacher promotes student learning by using research-based instructional strategies relevant to the content area to engage students in active learning and to facilitate the students' acquisition of key knowledge and skills.	2.03
<b>Note:</b> Visit GaDOE Teacher and Leader Effectiveness webpage for the <a href="#">Leader Keys Effectiveness System rubric</a> . <b>Source:</b> TLE Electronic Platform (FY19)	
<b>4.Differentiated Instruction:</b> The teacher challenges and supports each student's learning by providing appropriate content and developing skills which address individual learning differences.	2.04
<b>5.Assessment Strategies:</b> The teacher systematically chooses a variety of diagnostic, formative, and summative assessment strategies and instruments that are valid and appropriate for the content and student population.	2.02
<b>6.Assessment Uses:</b> The teacher systematically gathers, analyzes, and uses relevant data to measure student progress, to inform instruction content and delivery methods, and to provide timely and constructive feedback to both students and parents.	2.05
<b>8.Academically Challenging Environment:</b> The teacher creates a student-centered, academic environment in which teaching and learning occur at high levels and students are self-directed learners.	2.06
<b>Note:</b> Visit GaDOE Teacher and Leader Effectiveness webpage for the <a href="#">Teacher Keys Effectiveness System rubric</a> . <b>Source:</b> TLE Electronic Platform (FY19)	

## 2. DATA COLLECTION ANALYSIS

### 2.2 Effective Leadership

Analyze the LEA’s data (including sections 2.6) and answer the guiding questions to determine existing trends and patterns that support the identification of leadership needs. Complete a data-informed self-rating for each Georgia District Performance Standard (GDPS). See the [Effective Leadership webinar](#) for additional information and guidance.

#### Effective Leadership Data

GDPS - Allocation and Management of Resources (Standard 1): Administers a clearly defined, collaborative, data-driven budget process that ensures the equitable, efficient, and transparent distribution of resources to support learning and teaching		
<b>1. Exemplary</b>	The well-established budget process allows input from departments and programs and is driven by the needs of the schools and district. Various funding sources are efficiently maximized at the district and school levels.	
<b>2. Operational</b>	The budget process is clearly defined, collaborative, and data-driven, resulting in the equitable, efficient, and transparent distribution of resources to support learning and teaching.	✓
<b>3. Emerging</b>	A budget process is in place, but it does not consistently include collaborative, data-driven decisions. In some instances, resource distribution in the district lacks efficiency, equity, or transparency.	
<b>4. Not Evident</b>	Across the district, individual departments and programs develop budgets in isolation resulting in gaps, duplication, or poor cost effectiveness. District staff serve primarily as controllers of funds and provide little or no assistance to schools on the funding of plans.	

GDPS - Allocation and Management of Resources (Standard 2): Allocates and monitors the use of time, materials, equipment, and fiscal resources to support learning and teaching		
<b>1. Exemplary</b>	The district allocates and continually monitors the use of time, materials, equipment, and fiscal resources to address both immediate and long-term goals to ensure resources are maximized to support learning and teaching.	
<b>2. Operational</b>	The district allocates and regularly monitors the effective use of time, materials, equipment, and fiscal resources to ensure that they are utilized to support learning and teaching.	✓
<b>3. Emerging</b>	The district inconsistently allocates and monitors the use of time, materials, equipment, and fiscal resources to support learning and teaching.	
<b>4. Not Evident</b>	The district does little to allocate or monitor effectively the use of time, materials, equipment, or fiscal resources to support learning and teaching.	

Effective Leadership Data

GDPS - Governance (Standard 1): Builds support for district and school goals and initiatives by engaging stakeholders, including school board members, to improve learning and teaching		
1. Exemplary	Stakeholders, including school board members, take leadership roles in advancing district and school goals and initiatives that improve learning and teaching.	
2. Operational	The district consistently engages stakeholders, including school board members, in supporting district and school goals and initiatives that improve learning and teaching.	✓
3. Emerging	The district provides some opportunities for a range of stakeholders to be engaged in supporting goals and initiatives that will improve learning and teaching.	
4. Not Evident	Engagement of stakeholders is limited or nonexistent, or the engagement occurs with issues that do not impact learning and teaching.	

GDPS - Governance (Standard 2): Uses an established process to align policies, procedures, and practices with laws and regulations		
1. Exemplary	A systematic and collaborative process is used for ongoing development, revision, and alignment of policies, procedures, and practices with laws and regulations.	
2. Operational	The district regularly uses an established process to align policies, procedures, and practices with laws and regulations.	✓
3. Emerging	A process to align policies, procedures, and practices with laws and regulations is not comprehensive or is not used on a regular basis.	
4. Not Evident	A process is not in use to align policies, procedures, and practices with laws and regulations.	

GDPS - Governance (Standard 4): Grants defined flexibility, based on results, to school leaders to address individual school needs to improve learning and teaching		
1. Exemplary	Flexibility granted to school leaders, based upon sustained high performance, is well defined, reviewed periodically, and fully supports the improvement of learning and teaching.	
2. Operational	The district grants defined flexibility, based on results, to school leaders to address individual school needs to improve learning and teaching.	✓
3. Emerging	The district grants limited flexibility, or the flexibility that is given does not allow leaders to improve learning and teaching sufficiently	
4. Not Evident	The district grants little or no flexibility or inappropriate flexibility to school leaders to improve learning and teaching.	

Effective Leadership Data

GDPS - Leader, Teacher, and Staff Effectiveness (Standard 5): Organizes and provides personnel, expertise, and services to achieve district and individual school goals		
<b>1. Exemplary</b>	The organization and strategic allocation of personnel, expertise, and services lead to the achievement of district and individual school goals. The district is focused on building the capacity and expertise of school and district staff to solve problems and perform at high levels.	
<b>2. Operational</b>	The organization and allocation of personnel, expertise, and services are sufficient to achieve district and individual school goals.	✓
<b>3. Emerging</b>	The organization or allocation of personnel, expertise, and services is provided intermittently or on a short-term basis as a solution for immediate, pressing needs.	
<b>4. Not Evident</b>	The organization or allocation of personnel, expertise, and services does not effectively support the needs of the district and schools.	

GDPS - Planning, Organizing, and Monitoring (Standard 1): Uses a collaborative, data-driven planning process at the district and school levels for improving student learning		
<b>1. Exemplary</b>	A collaborative, data-driven planning process results in aligned, comprehensive plans at the district and school levels for improving student learning.	
<b>2. Operational</b>	At the district and school levels, staffs engage in a collaborative, data-driven planning process to improve student learning.	
<b>3. Emerging</b>	At the district and school levels, staffs engage in a planning process to improve student learning, but limitations exist with data analysis, collaboration, or other issues.	✓
<b>4. Not Evident</b>	A collaborative, data-driven planning process for improving student learning is not in place at the district or school levels.	

GDPS - Planning, Organizing, and Monitoring (Standard 2): Uses protocols and processes for problem solving, decision-making, and removing barriers		
<b>1. Exemplary</b>	The district uses and reviews established protocols and processes for problem solving, decision-making, and removing barriers on a regular basis. Contingency plans are developed for unlikely occurrences.	
<b>2. Operational</b>	The district uses protocols and processes for problem solving, decision-making, and removing barriers.	✓
<b>3. Emerging</b>	District use of protocols and processes for problem solving, decision-making, or removing barriers is limited or inconsistent.	
<b>4. Not Evident</b>	The district does not use protocols or processes for problem solving, decision-making or removing barriers.	

Effective Leadership Data

GDPS - Planning, Organizing, and Monitoring (Standard 3): Uses processes to monitor and provide timely guidance, support, and feedback to individual schools as they implement improvement plans and initiatives		
<b>1. Exemplary</b>	The district has ongoing, comprehensive processes in place to monitor and provide guidance, support and feedback to individual schools as they implement improvement plans, programs or initiatives. The district builds the capacity of school level staff to monitor the implementation and effectiveness of improvement plans, programs, and initiatives.	
<b>2. Operational</b>	The district uses processes to monitor and provide timely guidance, support, and feedback to individual schools as they implement improvement plans and initiatives.	✓
<b>3. Emerging</b>	The district has some limited processes in place to monitor and provide guidance, support, and feedback to schools as they implement improvement plans and initiatives.	
<b>4. Not Evident</b>	The district does not use structured processes for monitoring or providing guidance, support, or feedback to individual schools as they implement improvement plans or initiatives.	

GDPS - Vision and Mission (Standard 1): Creates and communicates a collaboratively-developed district vision, mission, and core beliefs that focus on preparing all students for college and career readiness		
<b>1. Exemplary</b>	The collaboratively-developed vision, mission, and core beliefs that emphasize preparing all students for college and career readiness are continuously and clearly communicated to all stakeholders and are pervasive in the culture and daily actions of the district.	
<b>2. Operational</b>	The collaboratively-developed vision, mission, and core beliefs that emphasize preparing all students for college and career readiness have been created and communicated to stakeholders and are evident in most across the district.	✓
<b>3. Emerging</b>	The vision, mission, and core beliefs have been developed with some emphasis on preparing students for college and career readiness, but may have weakness due to insufficient collaboration with stakeholders, poor communication, or other limitations	
<b>4. Not Evident</b>	The vision, mission, and core beliefs may not exist or may not focus on preparing students for college and career readiness.	

Leader Keys Effectiveness System- Standard

Standard	Score
<b>1. Instructional Leadership:</b> The leader fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to school improvement.	2.09
<b>2. School Climate:</b> The leader promotes the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.	2.17
<b>3. Planning and Assessment:</b> The leader effectively gathers, analyzes, and uses a variety of data to inform planning and decision-making consistent with established guidelines, policies, and procedures.	2.09

## Leader Keys Effectiveness System- Standard

Standard	Score
<b>4.Organizational Management:</b> The leader fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.	1.96
<b>5.Human Resources Management:</b> The leader fosters effective human resources management through the selection, induction, support, and retention of quality instructional and support personnel.	2
<b>6.Teacher/Staff Evaluation:</b> The leader fairly and consistently evaluates school personnel in accordance with state and district guidelines and provides them with timely and constructive feedback focused on improved student learning.	2.04
<b>7.Professionalism:</b> The leader fosters the success of students by demonstrating professional standards and ethics, engaging in continuous professional development, and contributing to the profession.	2.04
<b>8.Communication and Community Relations:</b> The leader fosters the success of all students by communicating and collaborating effectively with stakeholders.	2.04
<b>Note:</b> Visit GaDOE Teacher and Leader Effectiveness webpage for the <a href="#">Teacher Keys Effectiveness System rubric</a> . <b>Source:</b> TLE Electronic Platform (FY19)	

## Teacher Keys Effectiveness System- Standard

Standard	Score
<b>9.Professionalism:</b> The teacher exhibits a commitment to professional ethics and the school's mission, participates in professional growth opportunities to support student learning, and contributes to the profession.	2.31
<b>Note:</b> Visit GaDOE Teacher and Leader Effectiveness webpage for the <a href="#">Teacher Keys Effectiveness System rubric</a> . <b>Source:</b> TLE Electronic Platform (FY19)	

## 2. DATA COLLECTION ANALYSIS

### 2.3 Professional Capacity

Analyze the LEA’s data (including sections 2.6) and answer the guiding questions to determine existing trends and patterns that support the identification of professional capacity needs. Complete a data-informed self-rating for each Georgia District Performance Standard (GDPS). See the [Professional Capacity webinar](#) for additional information and guidance.

#### Professional Capacity Data

GDPS - Leader, Teacher, and Staff Effectiveness (Standard 2): Establishes and implements processes that increase the effectiveness of teachers, leaders, and staff		
<b>1. Exemplary</b>	Comprehensive data-driven processes that increase the effectiveness of leaders, teachers, and other staff are pervasive in the district and result in a culture of measurable, continuous improvement.	
<b>2. Operational</b>	Processes that increase the effectiveness of leaders, teachers, and staff have been established and consistently implemented throughout the district.	✓
<b>3. Emerging</b>	Processes that increase the effectiveness of leaders, teachers, and staff are not fully developed or are implemented unevenly or inconsistently across the district.	
<b>4. Not Evident</b>	Few, if any, processes to increase the effectiveness of leaders, teachers, and staff have been developed or successfully implemented in the district.	

GDPS - Leader, Teacher, and Staff Effectiveness (Standard 3): Guides and monitors the use of a state approved evaluation system to ensure fidelity of implementation and to evaluate accurately the effectiveness of district and school leaders, teachers, and staff		
<b>1. Exemplary</b>	The district collects and analyzes comprehensive data from the state-approved evaluation system to inform staff retention, salaries, and professional learning throughout the district.	
<b>2. Operational</b>	The district guides and monitors a state-approved evaluation system to ensure fidelity of implementation and to evaluate accurately the effectiveness of district and school leaders, teachers, and staff.	✓
<b>3. Emerging</b>	The district offers some guidance for the implementation of a state- approved evaluation system, but some parts of the system are not implemented with fidelity or could benefit from more support or monitoring.	
<b>4. Not Evident</b>	The district does little to guide or monitor the implementation of a state-approved evaluation system.	

Professional Capacity Data

GDPS - Learning and Teaching (Standard 4): Ensures that professional learning is relevant and addresses adult and student needs		
<b>1. Exemplary</b>	The district fosters a culture of systematic, quality, and relevant professional learning that consistently addresses the needs of its adults and its students.	
<b>2. Operational</b>	The district ensures that professional learning at the school and district levels is relevant and addresses adult and student needs.	✓
<b>3. Emerging</b>	The professional learning at the school and district levels is not consistently relevant or is not consistently linked to adult or student needs.	
<b>4. Not Evident</b>	The professional learning at the school and district levels is not relevant and does not address adult or student needs.	

GDPS - Learning and Teaching (Standard 5): Assesses the impact of professional learning on staff practices and student learning and makes adjustments as needed		
<b>1. Exemplary</b>	The impact of professional learning on staff practices and student learning is systematically monitored at the district and school levels by examining performance data throughout the year and timely, appropriate adjustments are made as needed.	
<b>2. Operational</b>	The impact of professional learning on staff practices and student learning is assessed and adjustments are made as needed.	
<b>3. Emerging</b>	The impact of professional learning on staff practices or student learning is assessed on a limited or inconsistent basis, or appropriate adjustments are not always made.	✓
<b>4. Not Evident</b>	The impact of professional learning on staff practices or student learning is not assessed by district or school staff.	

Leader Keys Effectiveness System- Standard

Standard	Score
<b>4.Organizational Management:</b> The leader fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.	1.96
<b>5.Human Resources Management:</b> The leader fosters effective human resources management through the selection, induction, support, and retention of quality instructional and support personnel.	2
<b>6.Teacher/Staff Evaluation:</b> The leader fairly and consistently evaluates school personnel in accordance with state and district guidelines and provides them with timely and constructive feedback focused on improved student learning.	2.04
<b>7.Professionalism:</b> The leader fosters the success of students by demonstrating professional standards and ethics, engaging in continuous professional development, and contributing to the profession.	2.04
<b>8.Communication and Community Relations:</b> The leader fosters the success of all students by communicating and collaborating effectively with stakeholders.	2.04
<b>Note:</b> Visit GaDOE Teacher and Leader Effectiveness webpage for the <a href="#">Leader Keys Effectiveness System rubric</a> . <b>Source:</b> TLE Electronic Platform (FY19)	

## Teacher Keys Effectiveness System- Standard

Standard	Score
<b>1. Professional Knowledge:</b> The teacher demonstrates an understanding of the curriculum, subject content, pedagogical knowledge, and the needs of students by providing relevant learning experiences.	2.11
<b>9. Professionalism:</b> The teacher exhibits a commitment to professional ethics and the school's mission, participates in professional growth opportunities to support student learning, and contributes to the profession.	2.31
<b>10. Communication:</b> The teacher communicates effectively with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning.	2.11
<b>Note:</b> Visit GaDOE Teacher and Leader Effectiveness webpage for the <a href="#">Leader Keys Effectiveness System rubric</a> . <b>Source:</b> TLE Electronic Platform (FY19)	

## 2. DATA COLLECTION ANALYSIS

### 2.4 Family and Community Engagement

Analyze the LEA's data (including sections 2.6) and answer the guiding questions to determine existing trends and patterns that support the identification of needs related to family and community engagement. Complete a data-informed self-rating for each Georgia District Performance Standard (GDPS). See the [Family and Community Engagement webinar](#) for additional information and guidance. Visit Georgia's Family Connection Partnership's [KIDS COUNT](#) for additional data.

#### Family and Community Engagement Data

GDPS - Family and Community Engagement (Standard 1): Establishes and communicates district-wide expectations for schools to engage families and the community to support learning and teaching		
<b>1. Exemplary</b>	Expectations for family and community engagement are embedded in the culture and result in family and community members being active supporters of student learning and teaching throughout the district.	
<b>2. Operational</b>	Expectations for schools to engage families and the community to support learning and teaching are established and communicated throughout the district.	✓
<b>3. Emerging</b>	Expectations for family and community engagement are inconsistent, varying from school to school, or are unevenly communicated across the district.	
<b>4. Not Evident</b>	Expectations for family and community engagement have not been established across the district.	

GDPS - Family and Community Engagement (Standard 2): Establishes structures which promote clear and open communication between schools and stakeholders		
<b>1. Exemplary</b>	The district implements and continuously monitors structures for reliable, ongoing, and interactive communication between the schools and stakeholders.	
<b>2. Operational</b>	Structures which promote clear and open communication between schools and stakeholders have been effectively established.	✓
<b>3. Emerging</b>	The district structures between schools and stakeholders result in communication that sometimes may not be consistent, clear, or timely.	
<b>4. Not Evident</b>	Structures which promote clear and open communication between schools and stakeholders have not been effectively established or implemented.	

GDPS - Family and Community Engagement (Standard 3): Ensures that families and community members have feedback and problem-solving opportunities throughout the district		
<b>1. Exemplary</b>	The district engages family and community members to take leadership roles in feedback and problem-solving activities throughout the district.	
<b>2. Operational</b>	The district ensures that family and community members routinely have feedback and problem-solving opportunities throughout the district.	✓
<b>3. Emerging</b>	Opportunities for family and community members to be involved in feedback and problem-solving are limited or inconsistently provided across the district.	
<b>4. Not Evident</b>	Opportunities for family and community feedback and involvement in problem-solving seldom occur in the district.	

Family and Community Engagement Data

GDPS - Governance (Standard 3): Communicates district policies and procedures in a timely manner to relevant audiences		
<b>1. Exemplary</b>	Strategic, comprehensive processes and protocols are in place for clearly and continuously communicating policies and procedures in a timely manner to all stakeholders.	✓
<b>2. Operational</b>	The district consistently communicates policies and procedures in a timely manner to relevant audiences.	
<b>3. Emerging</b>	Communication of policies and procedures to relevant audiences is sometimes inadequate or inconsistent.	
<b>4. Not Evident</b>	Communication of district policies and procedures to relevant audiences is very limited or ineffective.	

GDPS - Vision and Mission (Standard 2): Fosters, within the district and broader community, a culture of trust, collaboration, and joint responsibility for improving learning and teaching		
<b>1. Exemplary</b>	The actions of the district are well established and have created a strong culture of trust, collaboration, and shared responsibility for improving learning and teaching within the district and in the broader community. Processes and procedures are pervasive in the district and schools to support the district's vision and mission.	
<b>2. Operational</b>	The actions of the district effectively foster a culture of trust, collaboration, and shared responsibility for improving learning and teaching within the district and broader community. Processes and procedures are implemented to support the district's vision and mission.	✓
<b>3. Emerging</b>	The actions of the district are inconsistent in fostering a culture of trust, collaboration, and shared responsibility for improving learning and teaching. Some effective processes and procedures are used to support the district's vision and mission.	
<b>4. Not Evident</b>	The actions of the district do not foster a culture of trust, collaboration, and shared responsibility for improving learning and teaching. Few, if any, effective processes and procedures are used to support the district's vision and mission.	

Leader Keys Effectiveness System- Standard

Standard	Score
<b>2.School Climate:</b> The leader promotes the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.	2.17
<b>8.Communication and Community Relations:</b> The leader fosters the success of all students by communicating and collaborating effectively with stakeholders.	2.04
<b>Note:</b> Visit GaDOE Teacher and Leader Effectiveness webpage for the <a href="#">Leader Keys Effectiveness System rubric</a> . <b>Source:</b> TLE Electronic Platform (FY19)	

## Teacher Keys Effectiveness System- Standard

Standard	Score
<b>10. Communication:</b> The teacher communicates effectively with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning.	2.11
<b>Note:</b> Visit GaDOE Teacher and Leader Effectiveness webpage for the <a href="#">Leader Keys Effectiveness System rubric</a> . <b>Source:</b> TLE Electronic Platform (FY19)	

## 2. DATA COLLECTION ANALYSIS

### 2.5 Supportive Learning Environment

Analyze the LEA's data (including sections 2.6) and answer the guiding questions to determine existing trends and patterns that support the identification of needs related to a supportive learning environment. Complete a data-informed self-rating for each Georgia District Performance Standard (GDPS). Student subgroups with a count of less than 15 are denoted by "TFS" (too few students). See the [Supportive Learning Environment webinar](#) for additional information and guidance.

#### Supportive Learning Environment Data

GDPS - Allocation and Management of Resources (Standard 3): Develops and implements processes to maintain facilities and equipment to ensure an environment, which is safe and conducive to learning		
<b>1. Exemplary</b>	The district has a comprehensive schedule for ongoing, proactive maintenance of facilities and equipment. Repairs and services are provided in a timely manner and do not disrupt the learning environment.	✓
<b>2. Operational</b>	The district develops and implements effective processes to maintain facilities and equipment to ensure an environment which is safe and conducive to learning.	
<b>3. Emerging</b>	Irregular or insufficient processes are in place to maintain facilities and equipment to ensure an environment which is safe and conducive to learning.	
<b>4. Not Evident</b>	The district has done little to develop or implement processes to maintain facilities and equipment to ensure an environment which is safe and conducive to learning.	

GDPS - Allocation and Management of Resources (Standard 4): Provides, coordinates, and monitors student support systems and services		
<b>1. Exemplary</b>	The district provides, coordinates, and systematically monitors a comprehensive, accessible array of services to meet the educational, physical, social and emotional needs of its students.	
<b>2. Operational</b>	The district provides, coordinates, and monitors student support systems and services.	
<b>3. Emerging</b>	The district provides some student services, but improvements are needed in some areas such as program coordination and monitoring.	✓
<b>4. Not Evident</b>	The district has systemic problems with providing, coordinating, or monitoring student support systems or services.	

Supportive Learning Environment Data

GDPS - Leader, Teacher, and Staff Effectiveness (Standard 4): Defines the roles, responsibilities, skill sets, and expectations of leaders at all levels of the district to improve student learning and staff performance		
<b>1. Exemplary</b>	Actions of leaders throughout the district reflect a deep understanding of their leadership roles, responsibilities, and expectations. Leaders demonstrate the appropriate skill sets necessary to improve student learning and staff performance.	
<b>2. Operational</b>	The district defines the roles, responsibilities, skill sets, and expectations of leaders at all levels to increase student learning and staff performance.	✓
<b>3. Emerging</b>	The general roles, responsibilities, skill sets, or expectations for leaders are not fully developed by the district.	
<b>4. Not Evident</b>	Leader roles, responsibilities, skill sets, and expectations are not defined or are not up-to-date at the school or district levels.	

Leader Keys Effectiveness System- Standard

Standard	Score
<b>1. Instructional Leadership:</b> The leader fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to school improvement.	2.09
<b>2. School Climate:</b> The leader promotes the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.	2.17
<b>3. Planning and Assessment:</b> The leader effectively gathers, analyzes, and uses a variety of data to inform planning and decision-making consistent with established guidelines, policies, and procedures.	2.09
<b>4. Organizational Management:</b> The leader fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.	1.96
<b>5. Human Resources Management:</b> The leader fosters effective human resources management through the selection, induction, support, and retention of quality instructional and support personnel.	2
<b>6. Teacher/Staff Evaluation:</b> The leader fairly and consistently evaluates school personnel in accordance with state and district guidelines and provides them with timely and constructive feedback focused on improved student learning.	2.04
<b>7. Professionalism:</b> The leader fosters the success of students by demonstrating professional standards and ethics, engaging in continuous professional development, and contributing to the profession.	2.04
<b>8. Communication and Community Relations:</b> The leader fosters the success of all students by communicating and collaborating effectively with stakeholders.	2.04
<b>Note:</b> Visit GaDOE Teacher and Leader Effectiveness webpage for the <a href="#">Leader Keys Effectiveness System rubric</a> . <b>Source:</b> TLE Electronic Platform (FY19)	

## Teacher Keys Effectiveness System- Standard

Standard	Score
<b>1. Professional Knowledge:</b> The teacher demonstrates an understanding of the curriculum, subject content, pedagogical knowledge, and the needs of students by providing relevant learning experiences.	2.11
<b>2. Instructional Planning:</b> The teacher plans using state and local school district curricula and standards, effective strategies, resources, and data to address the differentiated needs of all students.	2.05
<b>3. Instructional Strategies:</b> The teacher promotes student learning by using research-based instructional strategies relevant to the content area to engage students in active learning and to facilitate the students' acquisition of key knowledge and skills.	2.03
<b>4. Differentiated Instruction:</b> The teacher challenges and supports each student's learning by providing appropriate content and developing skills which address individual learning differences.	2.04
<b>5. Assessment Strategies:</b> The teacher systematically chooses a variety of diagnostic, formative, and summative assessment strategies and instruments that are valid and appropriate for the content and student population.	2.02
<b>6. Assessment Uses:</b> The teacher systematically gathers, analyzes, and uses relevant data to measure student progress, to inform instruction content and delivery methods, and to provide timely and constructive feedback to both students and parents.	2.05
<b>7. Positive Learning Environment:</b> The teacher provides a well-managed, safe, and orderly environment that is conducive to learning and encourages respect for all.	2.16
<b>8. Academically Challenging Environment:</b> The teacher creates a student-centered, academic environment in which teaching and learning occur at high levels and students are self-directed learners.	2.06
<b>9. Professionalism:</b> The teacher exhibits a commitment to professional ethics and the school's mission, participates in professional growth opportunities to support student learning, and contributes to the profession.	2.31
<b>10. Communication:</b> The teacher communicates effectively with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning.	2.11
<b>Note:</b> Visit GaDOE Teacher and Leader Effectiveness webpage for the <a href="#">Teacher Keys Effectiveness System rubric</a> . <b>Source:</b> TLE Electronic Platform (FY19)	

## 2. DATA COLLECTION ANALYSIS

### 2.6 Data Analysis Questions

Analyze the LEA’s data and answer the guiding questions to determine existing trends and patterns that support the identification of demographic and financial needs. Student subgroups with a count of less than 15 are denoted by “TFS” (too few students).

<p><b>What perception data did you use?</b> [examples: student perceptions about school climate issues (health survey, violence, prejudice, blying, etc.); student/parent perceptions about the effectiveness of programs or interventions; student understanding of relationship of school to career or has an academic plan]</p>	<p>Surveys for students, faculty, and parents were utilized. For staff members, stay surveys were utilized to ascertain strengths and challenges perceived by staff members continuing in the district, while exit surveys were distributed to staff members who retired or resigned. Staff members also complete the Self Assessment Survey (SAS) annually for PBIS. Governance Councils serve as a primary source of perception data, as well, while regularly scheduled academic, wraparound, and professional service meetings target various staff populations and community members to provide ongoing feedback. Student perceptions are gauged using health survey information and SEL surveys through Panorama. Student voice surveys were conducted surrounding remote instruction and included questions regarding its impact on relationship building.</p>
<p><b>What does the perception data tell you?</b> (perception data can describe people’s knowledge, attitudes, beliefs, perceptions, competencies; perception data can also answer the question “What do people think they know, believe, or can do?”)</p>	<p>Perception data points to an increasing need for behavioral health support (specifically emotion regulation) in the district and for more consistent approaches systemwide ensuring equity of service. Middle and high school programs are still in need of student-focused interventions. During the pandemic closures, a variety of surveys were administered. Surveys showed there was a great need for internet access and digital devices. Teachers indicated that additional professional learning was needed for providing instructional and student supports remotely.</p>
<p><b>What process data did you use?</b> (examples: student participation in school activities, sports, clubs, arts; student participation in special programs such as peer mediation, counseling, skills conferences; parent/student participation in events such as college information meetings and parent workshops)</p>	<p>Process data included the development and use of instructional playbooks, and a variety of meetings and walkthroughs, including those focused on MTSS, PBIS, Special Education, ESOL, Academic Coaching, Counseling, Workforce Development, and Community Outreach. Student participation in virtual learning during the pandemic was used to assess potential access issues.</p>

<p><b>What does the process data tell you? (process data describes the way programs are conducted; provides evidence of participant involvement in programs; answers the question “What did you do for whom?”)</b></p>	<p>Process data tell us that the beginnings of a coherent instructional system are in place but require enhanced monitoring and accountability in order to be successful and equitable. Inequities in student access and teacher ability to instruct remotely were apparent from the process data collected in the Spring of 2020.</p>
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<p><b>What achievement data did you use?</b></p>	<p>Milestones, ACCESS, Reading Inventory, DIBELS, and a variety of school-based, local data sources were used. Due to the pandemic, much of the summative data from Spring 2020 is unavailable. However, 20-21 achievement data will include Milestones, ACCESS, Reading Inventory, DIBELS, iReady, ALEKS, and a variety of school-based, local data sources.</p>
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<p><b>What does your achievement data tell you?</b></p>	<p>Even though Milestones data are not available for the 19-20 school year, teachers worked in the Spring of 2020 to create common assessments to ascertain student gaps in learning due to the pandemic.</p>
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<p><b>What demographic data did you use?</b></p>	<p>Subgroups, including English Learners, Students with Disabilities, African American, Hispanic, and Caucasian were analyzed. In addition, more specialized groups were analyzed, including long term English Learners, and elementary school choice enrollment. Teacher endorsements were analyzed for professional learning needs.</p>
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<p><b>What does the demographic data tell you?</b></p>	<p>The district serves the highest percentage of English Learners in the state. ELs who do not exit the ESOL program in elementary school face challenges at the middle and high school levels. The need to increase the number of teachers holding an ESOL endorsement is evident. The African American male subgroup represents the highest percentage of discipline referrals. The percentage of students with disabilities is lower than state and regional averages, leading the district to wonder if EL students are underrepresented in this group. Gifted enrollment declined in 20-21 due primarily to constraints associated with the pandemic, and regular talent development courses were eliminated due to a required change in service to address safety protocols. Enrollment in more rigorous courses has increased at the secondary level. The number of Hispanic and Black students taking AP exams has increased over the last three years.</p>
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### 3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

#### 3.1 Strengths and Challenges Based on Trends and Patterns

Read the trends and patterns summaries from each section of the data analysis process. Use the information in these summaries to complete 3.2 and 3.3. Using the summaries in 3.1 and other local data, describe the strengths and challenges or answer the guiding questions for each program. Include strengths and challenges related to: a) general program implementation, and b) students and adults involved in or affected by the program. Focus on strengths and challenges that will assist in the identification of needs during 3.2. Watch the [Identifying Need webinar](#) for additional information and guidance.

##### Strengths and Challenges Based on Trends and Patterns

<p><b>Coherent Instructional:</b> Summarize the coherent instructional system trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>The district has set expectations and developed processes to promote a coherent instructional system. Examples include data analysis protocols (Atlas), RtI/MTSS and PBIS processes, an elementary literacy framework, walkthroughs in multiple areas including TKES, PBIS, and MTSS, and playbooks for SPED and ESOL. In special education, ESOL, MTSS, and PBIS specifically, instruction is monitored to ensure equitable access to the curriculum through the implementation of coaching models and support in the form of coordinators and/or coaches in both areas. Technological tools have been used in order to more effectively monitor student progress through an early warning system using Panorama. Identification of long-term ELs and their unique instructional needs has been a focus; continued training and strategies in order to support this group's needs is necessary. Fidelity of implementation at the school level continues to be a challenge, as does communication across the district. In order to more effectively serve students, processes must become part of the culture of each school. To more effectively support schools and leaders, monthly meetings with administrators will be needed in order to develop instructional leadership. Embedded district support at the school level will also ensure enhanced instructional leadership. Development and implementation of a district professional learning plan is designed to support teachers. Alignment of TKES and LKES professional learning goals/plans with school and district needs will ensure that needs are identified and addressed.</p>
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<p><b>Effective Leadership:</b> Summarize the effective leadership trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>Leadership Teams and School Governance Councils are in place at each school, creating the structure for continuous improvement conversations. After several years of district modeling, data reviews have become the responsibility of the school using district-supported tools such as Panorama, increasing consistency in reporting, analysis, and action planning. More specific data review conversations occur regularly at the elementary and secondary levels with the directors of each level. Once assessments results were available, outcome-based conversations focused on student and teacher growth. Student Growth Percentiles and cohort-based achievement level changes allowed administrators to maximize Consolidated</p>
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## Strengths and Challenges Based on Trends and Patterns

	<p>Funds with appropriate resource allocation. Improvements were made with budgeting and personnel, specifically supporting schoolwide instruction through paraprofessionals. The push-down of Consolidated Funds from the district to the school level allow decisions at the school level to best address culture, climate, relationships, and learning for ALL students. Bi-monthly meetings were held with principals and district office staff members to ensure that needs of the schools were identified and addressed. Schoolwide plans and consolidated funds spending were monitored quarterly to ensure implementation and effectiveness. The Superintendent meets weekly with secondary principals and bi-weekly with The Hub Director to provide support and ensure that 6-12 needs are met.</p>
<p><b>Professional Capacity:</b> Summarize the professional capacity trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>Recruitment efforts have increased in recent years, but attracting and retaining staff members that are reflective of our student population and/or have experience can be a challenge. Several programs have been implemented to address these challenges, including increasing salaries for new teachers and allocating funds to develop a "Grow Our Own" program. Four members of the Aspiring Teachers Program have been hired to teach at our elementary and high schools for the 2021-2022 school year. A new teacher induction program is a strength, and each new teacher has an assigned mentor.</p> <p>Consistent monitoring of and feedback to staff in order to more effectively use the TKES evaluation system is a priority in order to ensure that student needs are met. Leaders may need additional support in learning how to more effectively use teaching and administrative staff members to achieve school goals. Staff collaboration amongst elementary schools is continually embedded and improving at the secondary level.</p> <p>The use of job-embedded professional learning has improved, and PLCs are in place at all schools. Eighty six percent of respondents to Professional Development Needs Assessment stated that they participated in PLCs at their schools. Fifty percent of respondents stated that the professional development that they received helped them better prepare their students. Thirty seven percent of respondents preferred professional development during PLCs. However, an area for improvement is monitoring of PLCs by district staff to ensure that they are meeting district expectations and goals and provide support to groups that may need professional development.</p>

Strengths and Challenges Based on Trends and Patterns

<p><b>Family and Community Engagement:</b> Summarize the family and community engagement trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	
	<p>Strengths and Challenges Based on Trends and Patterns</p> <p>Family and Community Engagement: Summarize the family and community engagement trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs? *</p> <p><b>Compliance:</b> For the 2021 - 2022 school year, a strong focus continued to be in the areas of:</p> <p>Distribution of:</p> <ol style="list-style-type: none"> <li>1: Parent Notifications</li> <li>2. LEA Parent and Family Engagement Policy/Plan</li> <li>3. School Parent and Family Engagement Policy/Plan</li> <li>4. School-Parent Compact</li> <li>5. Building School Staff Capacity</li> <li>6. Building Parent and Community Capacity</li> </ol> <p><b>Strengths:</b> At the District level, distribution checklist forms are utilized to document that a system-wide expectation and accountability measure has been communicated to all school principals. Administrators are required review, verify, and sign off on checklists as an accountability measure that progress monitoring is taking place at the school level. The Federal Programs Director provides ongoing technical assistance and guidance through face to face meetings, email notifications/reminders, phone calls, training for Parent Liaisons. Each school was required to collect and maintain artifacts and evidence to support the completion and compliance of each component. Ongoing technical support and guidance was given to all Parent Liaisons to assist their principals maintaining artifacts and evidence for family engagement programming. The district PFE built staff capacity with administrators by providing the necessary guidance and document requirements during technical assistance meetings. Additional evidence of technical support was given through email and phone communications throughout the year. The Job Description for the School level Parent and Family Engagement Liaisons was revised to give principals guidance on the duties and responsibilities of the school-level parent liaisons. The strengths would include continuity in building capacity at the district level and providing technical guidance to principals. An additional strength would be that technical guidance was rendered through monthly Academic Wrap Around meetings, where cross-functional conversations and workgroups took place to reinforce capacity building across PFE programming. We continued building community capacity with representatives from Hall County Library (Gainesville Location), Lanier Tech (provided</p>

## Strengths and Challenges Based on Trends and Patterns

	<p>resources for Parent continuing educational opportunities with childcare/transportation support, Right From the Start Community Health, United Way, and The Gainesville Housing Authority. Parental Engagement Opportunities, such as Parent University have been offered, along with parent workshops on how to support students at home. These are well documented through sign in sheets, agendas, and distribution of multiple opportunity notifications. We welcomed the new addition of the GCSS Hub center, which is a district-wide family and community resource center that provides a space to cross-function services to students and parents. The Hub has its own director who continues to oversee the district initiatives. Three new buses will serve as an extension of The Hub and provide parent resources in the community.</p> <p><b>Challenges:</b></p> <p>One of the continual challenges that our district faces is the role of the Parent Liaison within the school capacity. Parent Liaisons are classified as as paraprofessionals, no longer paid out of Title I, so there is a lot of flexibility in the way in which they are used. This looks different at each of our 8 schools. The types of duties and responsibilities that are assigned include, but is not limited to: Instructional Duties within classrooms for a scheduled period of time daily, before school/morning/lunch duty, front office staff duties (this is the majority of some of the parent liaisons' roles for over 90% of their work day). The district includes in Parent Handbooks that a Parent Resource Center is available at all schools. Parent Resource Centers are provided for parents to be able to come in, check out academic resources that can be used at home to support academic instruction, utilize technology, etc. We do have some schools who have invested time and resources into their parent resource centers. District and School level administrators continue to utilize Title I Parent and Family Engagement Funds to assist in building up resources. With Title I Parent and Family Engagement being consolidated for the upcoming fiscal year, this will provide school level administrators the flexibility in how funds are utilized to build up family engagement resources, events, and programs.</p> <p>Parent liaisons work in collaboration with school leaders and staff to build annual programming. The challenge continues to be ensuring that yearly parent and family engagement activity calendars are reflective of the needs and goals identified within the school level and district level improvement plans. Parent Liaisons should continue to work with our community partners and school leaders to coordinate Family Engagement programming and services. Parent and Family Engagement should be supported by and implemented by all school stakeholders. In conclusion, while the compliance components of Parent and Family Engagement has been met, the following areas should be in continual improvement, alignment, and cross-functioned with other support services and federal programs offered to our families and students. The district PFE director will provide technical assistance and guidance to school level leaders to assist them in further strengthening staff capacity building through PFE resources made available from GaDOE.</p> <p>Building and "maintaining" Parent Capacity throughout the school year          Parent Leadership Opportunities          Building and "maintaining" Staff Capacity          Collaboration and Immersion in Community Partnership Capacity (outreach programs</p>
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## Strengths and Challenges Based on Trends and Patterns

	<p>and faith-based organizations)          Providing access to learning resources during summer months          Staff and Parent Capacity Building job-embedded training for school level administrators and staff</p>
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<p><b>Supportive Learning Environment:</b> Summarize the supportive learning environment trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>The district implements PBIS, with all schools reinforcing "the Four Rs: Ready, Respectful, Responsible, Role Models." Implementation at the high school level has been a challenge complicated by low levels of teacher buy-in and changing team leadership. Professional learning on the impact of trauma and mental behavioral health has been a priority in recent years, but it is unclear as to how far-reaching the effects of this professional learning have been. In order to more adequately identify and address student, teacher, and leader needs, the district must continue to educate staff members on evidence-based practices for working with students from a variety of backgrounds including refreshers in trauma-informed practices and Youth Mental Health First Aid (YMHFA). While there are still needs to address in this area, the district continues to try to better organize and articulate its wraparound services. In addition, many staff members have been added in recent years, including additional school social workers, counselors, and school psychologists in order to more effectively address the needs of students. Coupled with the need to continue to organize services, an effort is needed to ensure that all student support personnel are working together to streamline work, fulfill consistent duties and responsibilities, and avoid duplication of services.</p>
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<p><b>Demographic and Financial:</b> Summarize the demographic and financial trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>The district continues to make progress in the area of using financial resources to effectively address a variety of needs based on demographics. More consistency and equitable access to the curriculum and funding are in place and functional at all levels. In order to more adequately identify and address student, teacher, and leader needs, the district must continue to educate staff on how to effectively utilize financial and other resources to support student achievement. A strength is that the implementation of Consolidated Funds has supported increased understanding and accountability of finances at the school level in order to best serve areas of identified need. In addition, the implementation of school-based support roles in the areas of ESOL and Special Education has improved intentionality in serving the needs of students, teachers, and leaders.</p>
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Strengths and Challenges Based on Trends and Patterns

<p><b>Student Achievement:</b> Summarize the student achievement trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>When a global pandemic upended schooling as we knew it, Gainesville City School System took action by prioritizing the safety and wellbeing of our students and staff, followed by strategically preparing teachers and students for a new normal in teaching and learning. Although students enrolled in Gainesville City Schools continue to perform at lower proficiency rates than students across the state as a whole, we are fortunate that the loss of consistent instructional time during this shift did not have a greater impact on our students when compared to that of students enrolled in other districts within our RESA nor those around the state. As would be expected, students' performance on the GA Milestones revealed a slight decrease in ELA proficiency at the elementary levels when compared to students' performance on the 2019 Milestones assessments. This change in performance is on par (and in many instances, less significant) with the decrease in performance experienced within Pioneer RESA and the State. At the middle school levels though, the percentage of sixth grade students considered at grade level or above on the ELA EOG (as reported on the EOG Performance by Reading Status measure) increased by six percentage points while their counterparts within Pioneer RESA and across the state declined by 3 percentage points each. In addition, GCSS students in sixth grade identified as needing remedial learning in Reading and Vocabulary remain the same as reported in 2019 while their counterparts within Pioneer RESA and across the state increased by 5 and 6 percentage points respectively. Further, seventh and eighth grade students experienced an increase in ELA proficiency while proficiency levels of students across the state remained the same for seventh grade students and declined for eighth grade students.</p> <p>For the most part, English Learners (EL) experienced a slight decrease in the percentage of students identified as Proficient for ELA when comparing students' performance to the 2019 Milestones assessment. ELs in third grade, though, showed a slight increase in the percentage of students achieving Proficient designation in ELA.</p> <p>Students with disabilities (SWD) experienced a slight increase in the percentage of students identified as Proficient for fourth grade ELA, but otherwise there was a decrease in the percentage of students with disabilities considered Proficient in ELA.</p> <p>While we are pleased that the data suggests that impact of the pandemic has not been deemed detrimental to our students' learning, we continue to be mindful that there is much to do to ensure that all students are performing at a proficient rate or higher and more aligned with performance of students across the state. We believe that the individualized (targeted) attention and support for students and families that the pandemic "forced" us to adopt (and allowed educators to build meaningful relationships with families that are not always possible during a traditional year) has been instrumental in preventing a greater loss of skills among our students. To keep the momentum going strong, district leaders can support schools efforts by providing teachers and leaders with appropriate and adequate resources (including professional</p>
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## Strengths and Challenges Based on Trends and Patterns

	learning) and time to continue support of students' social and emotional needs while providing rigorous instruction and adapting based on needs of students.
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### IDEA - Special Education

Using the summaries in 3.1 and other local data, describe the strengths and challenges or answer the guiding questions for each program. Include strengths and challenges related to: a) general program implementation, and b) students and adults involved in or affected by the program. Focus on strengths and challenges that will assist in the identification of needs during 3.3. Watch the [Identifying Need webinar](#) for additional information and guidance.

<b>Strengths</b>	We have a core group of special education support staff including an assistant Sped director and two SPED coordinator at the district level that have a high level of experience in the field of special education. This staff is committed to working with teachers and school leaders so that they have a better understanding of IDEA and the best practices for implementing it with fidelity. District staff meet with individuals as well as groups of teachers and administrators to provide support and professional learning, meeting one on one to problem solve tough situations, as well as interact with parents of SWDs in order to improve outcomes for students with disabilities. Clear MTSS and 504 procedures have helped shore up inconsistencies in full psychoeducational evaluations. SPED Playbook components include sections compliant with state guidance, a section specific to SPED coordinators, and a section for SPED teachers.
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<b>Challenges</b>	Turnover at the teacher level is a challenge, in addition to challenges associated with continual professional development. The district has developed procedures, but a challenge is ensuring that these are utilized by school level administrators. It has also been challenging to develop high levels of proficiency among teachers with writing quality IEPs. Implementation of an application called Goalbook provided increased support for wording of IEP goals and selection of interventions that match these goals. More work is needed in consistent use of this tool. Another challenge is finding Speech and Language Pathologists to staff needed positions.
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Title I - Part A - Improving Academic Achievement of Disadvantaged

Strengths	Additional funds allocated to schools provide resources to support education of students experiencing challenges meeting state standards. All of GCSS schools are school wide Title I-A schools which allows them to use Title I funds to benefit all students. Therefore disadvantaged students are not singled out. The district has concentrated on providing more sustained professional development, as opposed to isolated events.
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Challenges	Principals often struggle with spending funds in a timely manner, and there continues to be some inconsistency with aligning proposed expenditures with needs identified in CNA and school improvement plans. At times, it is difficult to provide evidence that strategies (in particular, technology) have positively impacted student achievement.
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Title I, Part A - Foster Care

Strengths	The district has an identified foster care liaison to help address the needs of foster care students. The district has a strong relationship with the local DFACS agency.
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Challenges	Transportation for foster care students can be a challenge as can be the identification of foster care students when they enter the district.
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Title I, Part A - Parent and Family Engagement

Strengths	Each school in GCSS has a Parent Coordinator (Liaison) who coordinates with teachers, administrative staff, and families to provide family and community enrichment programs throughout the school year. Each school also has a Parent Resource center that is equipped with instructional supplies, including technology devices dedicated for parent, student and teacher use throughout the day as well as the ability to check out the resources. Currently all parent liaisons are bilingual which assists teachers during parent teacher conferences and family engagement programs. Parent liaisons are often involved in social emotional support meetings. All compliance pieces for Title I Parent and Family Engagement are coordinated through district office and are monitored with evidence and documentation throughout the year. Parents are included on input for planning and preparation each school year. Individualized parent engagement increased during the pandemic.
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Title I, Part A - Parent and Family Engagement

<p>Challenges</p>	<p>The district continues to see increasing needs of students in all areas - physical, social-emotional, academic, and career planning. Building relationships with families is key to the success of this work, so greater coordination of family engagement initiatives is needed. The role of parent coordinator was more defined on the job description form; however, parent coordinators are classified as paraprofessionals so building level leaders assign additional duties that can take them away from their coordinating positions.</p> <p>Another challenge is the thought that the helm of parent and family engagement programming is primarily the isolated role of the parent coordinator, when in fact, this is a shared initiative that must be frequently monitored and supported by all school and district stake-holders including community partnerships.</p>
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Title I, Part C - Education of Migratory Children - Describe your LEA's strengths and challenges in meeting the unique educational needs of its migratory students, preschoolers, dropouts, and out-of-school youth. (Responses from an LEA served through the Abraham Baldwin Agricultural College [ABAC] consortium are needed in order to develop consortium services, including those LEAs without currently identified children. If no migrant children have been enrolled for the past three consecutive years, the LEA should state this to explain why strengths and challenges cannot be identified.)

<p>Strengths</p>	<p>Title I-C focuses on the education and supplemental support of migratory children in our district. The district has one MEP contact and one full time SSP (student service provider) who provides support services to preschool-age, P3's - P5's, and OSY/DO migrant children. The SSP provides tutorial services at the schools and in the homes. The SSP spends at least 20% of their time in local neighborhoods, recruiting migrant families in our district. During the temporary school closures that went into effect March 16, 2020, MEP staff continued recruitment services through phone conferences and interviews due to social distancing the MEP SSP coordinated with school parent liaisons, teachers, and administration to provide family engagement support to migratory families. This assisted in building capacity with staff and migratory students and families and will continue in FY22 as needed. The district utilizes Panorama to monitor achievement, grades, behavior, and universal screener data for migrant students. The data is used to provide supplemental service support needs. Migrant students were included in summer programming to address learning loss.</p> <p>OSY-DO strengths: The priority for OSY/DO youth is English Language Acquisition.</p> <p>New - Pre-School age student strengths: GCSS prioritizes students who are recruited and identified as Migratory students on the GA Pre-K Waiting lists at all elementary schools if spacing is not available.</p>
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Title I, Part C - Education of Migratory Children - Describe your LEA's strengths and challenges in meeting the unique educational needs of its migratory students, preschoolers, dropouts, and out-of-school youth. (Responses from an LEA served through the Abraham Baldwin Agricultural College [ABAC] consortium are needed in order to develop consortium services, including those LEAs without currently identified children. If no migrant children have been enrolled for the past three consecutive years, the LEA should state this to explain why strengths and challenges cannot be identified.)

<b>Challenges</b>	<p>There is still a need to better align the supplemental services needs identified on the school SWP's Intent and Purpose form and migratory student data shown on our system universal screeners (K-12).</p> <p>During recruitment efforts this year, there is still a challenge to gain the trust of families when going door to door. Families that register through our central office seem to be more accommodating than compared to recruiting out in the community. We will continue to work with our state recruitment specialist on strategies to assist us strengthening our recruitment efforts.</p> <p>Preschool-age student challenges: The percentage of P3's served remains to be low. This could be attributed to more families enrolling children in child care centers through Head Start, and other local community child care centers. P4's that were discovered in the home during recruitment were encouraged to enroll their children on the GCSS Wait list, as our migratory Pre-K 4 students are placed on the list as a priority and receive priority placement (*immediate next space availability).</p> <p>K-12 challenges: With the decrease in overall enrollment for the district, preliminary federal program allotments indicate less migrant funds for FY22 than FY21. Grade level literacy attainment is a challenge based on universal screener data.</p> <p>OSY/DO challenges: Recruitment and provision of service continues to be a challenge in our community.</p>
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Title I, Part A and Title I, Part D - Neglected and Delinquent Children

<b>Strengths</b>	<p>This section does not apply to our district. There are no institutions in our area.</p>
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Title I, Part A and Title I, Part D - Neglected and Delinquent Children

Challenges	This section does not apply to our district. There are no institutions in our area.
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Title II, Part A - Supporting Effective Instruction

Strengths	<p>Job embedded professional learning opportunities provided to staff on the following:</p> <ul style="list-style-type: none"> <li>● Document Based Questioning (DBQs) to address rigor in the classroom</li> <li>● Number Talks to address math deficits as well as vocabulary</li> <li>● Response to Intervention to address students struggling with Tier I instruction</li> <li>● Positive Behavior Interventions and Supports to address school climate</li> <li>● Balanced literacy approach to ensure that all students are reading on grade level by 3rd grade</li> <li>● Read180 and System 44 to address deficits in reading</li> <li>● Leadership Development to address effective leadership qualities at the school and district level</li> <li>● Instructional Coaching to address how to effectively support teachers with effective instructional strategies</li> <li>● Learning Focused Schools training to address a purposeful focus on curriculum, assessments, and instruction in middle school</li> <li>● Youth Mental Health First Aid designed to teach staff how to help adolescents (12-18) who are experiencing a mental health addictions challenge or is in crisis</li> <li>● Introduction to Synchronous Learning</li> <li>● Digital Learning Days</li> <li>● Online Instruction for Special Needs Students</li> </ul> <p>The district will provide opportunities to receive ESOL endorsements for all staff members who don't currently hold the endorsement.</p>
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Challenges	<p>Challenges include:</p> <ul style="list-style-type: none"> <li>● Staff turnover, specifically at 6-12 level (teachers)</li> <li>● Implementation and monitoring of Professional Learning Communities</li> <li>● Lack of fidelity of implementation</li> <li>● Ensuring all staff are effective in the use of digital teaching/learning tools, can access and make use of high-quality digital learning materials via a learning object repository and have identified colleagues to rely on for coaching and support.</li> <li>● Increased mental behavioral health needs including emotion regulation</li> </ul>
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## Language Instruction for English Learners and Immigrant Students

Describe your LEA's strengths & challenges in educating English Learner & Immigrant students based on trends and patterns in EL subgroup achievement and English proficiency. • If the LEA does not receive Title III, Part A funds, describe the strengths and challenges of serving English Learners in the LEA through state and local resources (the state funded ESOL Language Program).

• If the LEA receives Title III, Part A funds, describe the strengths and challenges of both the ESOL and Title III, Part A language instruction educational programs.

<b>Strengths</b>	<p>The system has added additional support to the ESOL program with a K - 12 ESOL Coordinator. Job-embedded coaching is provided with an ESOL Coach at the elementary schools in order to more effectively support teachers. The elementary ESOL Coach utilizes the ESOL Playbook to support teachers during throughout the school year. Utilizing new models of instruction has provided a more streamlined approach at schools with teachers increasingly working toward the same goals.</p> <p>Based on consistency of instructional supports and strategies at the elementary level, ACCESS English Language Proficiency Levels continue to show growth. Prior to the pandemic, trend data (2017 - 2019) from the Georgia Milestones Assessments revealed that more EL students moved from Level I (Beginning) to Levels 2 and above (Developing - Distinguished) - a decrease of 7% was reflected in the number of students scoring Level 1 over a 3-year period.</p>
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<b>Challenges</b>	<p>The higher expectations that have been created for English Learners due to using new instructional models have been somewhat difficult for some staff members to adjust to. At the elementary level, teachers have needed increased support in implementing the literacy framework. At the secondary level, student growth in English Language Proficiency as measured with ACCESS, has not progressed in recent years. At both elementary and secondary levels, use of evidenced-based strategies to support English language development is needed.</p> <p>Prior to the pandemic, trend data (2017 - 2019) from the Georgia Milestones Assessments showed that EL students continued to struggle to perform at the Proficient and Distinguished levels. 20 - 21 Milestones and universal screener data both reveal that student learning in the EL subgroup was negatively impacted as a result of the pandemic. ACCESS scores reveal that ELs struggle most with performance in the Speaking and Reading domains. This is consistent with universal screener results. The percentage of ESOL students exiting from ESOL with <i>aclear exithas</i> decreased over the last three years.</p>
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## Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth

<b>Strengths</b>	The district has built strong relationships with our local agencies who serve homeless families. Staff members are better trained in identification. Transportation challenges have improved due to the availability of micro buses that do not require a CDL to operate.
<b>Challenges</b>	GCSS has a new homeless liaison. Guidance about local agencies and district processes will be needed. The district continues to have a growing number of students, and there is a concern that under-identification is still an issue. The unknown transportation needs of McKinney-Vento students who move throughout the year can pose a challenge.

## Title I, Part A - Equitable Access to Effective Educators

<b>Strengths</b>	<p>More than 98% of teachers are rated Proficient on Teacher Keys Effectiveness System in the 18-19 school year</p> <p>For 19 - 20: TKES was suspended. During the 2020-2021 school year, more than 98% of teachers were rated proficient.</p> <p>Eighty two percent of teachers have clear renewable degrees compared to 79.55% state wide</p> <p>Teacher attrition sits at 13.92% compared to the state level of 16.71%.</p> <p>More than 64% of teachers hold master degrees or higher</p> <p>78.5% of teachers have 3-20 years of teaching experience</p> <p>21% of teachers have more than 20 years of teaching experience</p> <p>Fewer than 1% of teachers have less than 3 years of experience</p>
<b>Challenges</b>	<p>Low student achievement - TKES ratings are not indicative of student achievement rate.</p> <p>Teacher attrition of 13.92% is higher than we'd like it to be.</p>

## Title IV, Part A - Student Support and Academic Enrichment

Title IV, Part A - Student Support and Academic Enrichment

<b>Strengths</b>	The district is focused on a wraparound service model, conducting site visits, collecting student survey data, and hosting student focus groups to identify gaps. Excellent community resources are available to support the whole child. Staffing in this area has been increased in recent years in order to provide additional supports.
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<b>Challenges</b>	Some schools fail to see the connection between student supports and academic achievement. Duplication of efforts can be a struggle in a community as resource-rich as ours. While the increase in the number of staff members has been beneficial, this can sometimes create confusion regarding roles and responsibilities. Student data on the GSHS and other assessments details needs in the areas of 1. additional support in the area of college and career counseling (WR) and 2. increased access to school-based mental health services and counseling (SH). Serving large numbers of students who are living in poverty creates inequities in access to resources, dictating that additional high-quality resources be available and accessible in schools (ET). Although all schools are implementing PBIS, secondary levels are increasing implementation levels as measured by discipline data, SAS, TFI, and other PBIS tools (WR and SH, cross-cutting).
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Title V, Part B - Rural Education

<b>Strengths</b>	This area does not apply to the district.
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<b>Challenges</b>	This area does not apply to the district.
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### 3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

#### 3.2 Identification and Prioritization of Overarching Needs

Use the results of 3.1 to identify the overarching needs of the LEA. Determine the priority order of the identified needs based on data, team member and stakeholder knowledge, and answers to questions in the table below. Be sure to address the major program challenges identified in 3.1. Watch the [Identifying Need webinar](#) for additional information and guidance.

##### Overarching Need # 1

Overarching Need	Implement and monitor quality instructional practices and supports, particularly in the area of literacy.
How severe is the need?	High
Is the need trending better or worse over time?	Better
Can Root Causes be Identified?	Yes
Priority Order	1

Additional Considerations	Some progress has been made in the area of literacy and in consistency across elementary schools , based on assessment results. However, consistency and better articulation are still needed at the middle and high school levels, and strategic monitoring of elementary through site visits, regular principal meetings, and regular academic coach meetings is needed in order for continued improvement to take place. In addition, access to high-quality resources in the area of literacy, including digital resources, videos, and assessment items, and the professional development needed to support these items is a continued need (ET). Continued work is needed in the implementation of a Multi-Tiered System of Supports (particularly interventions) for academics, behavior, and SEL at the school level.
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##### Overarching Need # 2

Overarching Need	Engage learners by establishing a positive learning climate and using approaches that are responsive to the community (linguistically, culturally, developmentally appropriate).
How severe is the need?	High
Is the need trending better or worse over time?	Better
Can Root Causes be Identified?	Yes
Priority Order	2

Additional Considerations	Ownership at the school, department, and teacher level is needed, particularly at the secondary level with regards to the implementation of PBIS (WR and SH, cross-cutting)
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Overarching Need # 2

Additional Considerations	and MTSS. Continued organization and communication of plans for wraparound services (in particular, the continued development of The Hub Student Success Center {WR} ) need to be prioritized. The mentoring program had proven to be a successful mechanism for being responsive to the community, but more coordination with social workers and training is needed at the school and teacher levels, particularly in the area of mental health and counseling support (SH).
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### 3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

#### 3.3 Root Cause Analysis

Select the top 2-4 overarching needs from 3.2. Conduct a separate root cause analysis (RCA) for each need. Any RCA tools and resources can be used, but suggestions are available as part of the [Identifying Need webinar](#). After describing the RCA process, complete a table for each selected overarching need.

**Overarching Need - Implement and monitor quality instructional practices and supports, particularly in the area of literacy.**

**Root Cause # 1**

Root Causes to be Addressed	Consistent, evidence-based literacy practices are emerging and need to be monitored across all schools.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	Title IV, Part A - Student Support and Academic Enrichment IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part C - Education of Migratory 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

Additional Responses	Consistent, evidence-based literacy practices are in place at the elementary level but could continue to benefit from enhanced monitoring. At the secondary level, there is the need for ongoing implementation of a strong framework that supports evidence-based literacy practices.
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**Root Cause # 2**

Root Causes to be Addressed	Teachers and leaders lack consistency in the use of data to inform decisions, provide appropriate interventions and supports, and evaluate the effectiveness of instruction.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness

## Root Cause # 2

Impacted Programs	Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory 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 IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program
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Additional Responses	While MTSS processes are in place at the elementary level, continued refinement and monitoring of these processes (particularly interventions) is needed. Due to high teacher attrition in recent years and lack of embedded MTSS processes, secondary schools would benefit from training in best practices with regards to MTSS and need support in the development of a consistent MTSS framework.
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**Overarching Need - Engage learners by establishing a positive learning climate and using approaches that are responsive to the community (linguistically, culturally, developmentally appropriate).**

## Root Cause # 1

Root Causes to be Addressed	Use of evidence-based strategies for engaging students instructionally and emotionally is not consistent across schools.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	Title IV, Part A - Student Support and Academic Enrichment IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory 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 IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program

Additional Responses	Teachers indicate that there is a need for professional learning in this area.
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Root Cause # 2

Root Causes to be Addressed	Lack of coordination of school, family, and community activities creates duplication of effort. Tier 1 PBIS elements are not consistently in place at all schools.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	Title IV, Part A - Student Support and Academic Enrichment IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory 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 IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program
Additional Responses	Tier 1 training will again be provided for the high school, while other schools will be receiving Tier 2 training in 21-22.



# District Improvement Plan 2021 - 2022



## Gainesville City

DISTRICT IMPROVEMENT PLAN

1 General Improvement Plan Information

General Improvement Plan Information

District	Gainesville City
Team Lead	Shea Ray

Federal Funding Options to Be Employed (SWP Schools) in this Plan (Select all that apply)	
<input type="checkbox"/>	Traditional funding (all Federal funds budgeted separately)
<input checked="" type="checkbox"/>	Consolidated funds (state/local and federal funds consolidated) - Cohort systems ONLY
<input type="checkbox"/>	'FUND 400' - Consolidation of Federal funds only

Transferability of Funds (ESSA Sec. 5103). If applicable, check the box and list the program(s) where funds are being transferred. Refer to the Federal Programs Handbook for additional information and requirements.	
Transfer Title II, Part A to:	NO FUNDS TRANSFERRED
Cumulative Percentage of Allocation to be Transferred to the Selected Grant(s)	NA

Transfer Title IV, Part A to:	NO FUNDS TRANSFERRED
Cumulative Percentage of Allocation to be Transferred to the Selected Grant(s)	NA

Factors(s) Used by District to Identify Students in Poverty (Select all that apply)	
<input type="checkbox"/>	Free/Reduced meal application
<input type="checkbox"/>	Community Eligibility Program (CEP) - Direct Certification ONLY
<input checked="" type="checkbox"/>	Other (if selected, please describe below)The district operates under Provision 2 of the Federal School Lunch Act.

DISTRICT IMPROVEMENT PLAN

2 ED - Flex Waiver

Do you need a waiver? No

### 3. DISTRICT IMPROVEMENT GOALS

#### 3.1 Overarching Need # 1

Overarching Need

Overarching Need as identified in CNA Section 3.2	Implement and monitor quality instructional practices and supports, particularly in the area of literacy.
Is Need # 1 also an Equity Gap?	Yes
Root Cause # 1	Consistent, evidence-based literacy practices are emerging and need to be monitored across all schools.
Root Cause # 2	Teachers and leaders lack consistency in the use of data to inform decisions, provide appropriate interventions and supports, and evaluate the effectiveness of instruction.
Goal	By June 2022, increase achievement on state assessments in the area of ELA by 3 percentage points.

Equity Gap

Equity Gap	Student achievement identify subgroups, grade level span and content area(s)
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Content Area(s)	ELA Mathematics Science Social Studies
Grade Level Span(s)	K 1 2 3 4 5 6 7 8 9 10 11 12
Subgroup(s)	Race / Ethnicity / Minority
Equity interventions	EI-1 Provide targeted teacher development on content, pedagogy and student supports and interventions

Action Step # 1

Action Step	Development, implementation, and monitoring of a clearly articulated MTSS framework, with emphasis on the area of literacy.
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity
Method for Monitoring Implementation	TKES, LKES, Literacy Walkthroughs, Informal Observation
Method for Monitoring Effectiveness	Reading Inventory and Milestones scores
Position/Role Responsible	Chief Professional Services Officer, Director of Elementary Programs, Director of Secondary Programs
Evidence Based Indicator	Strong

Timeline for Implementation Quarterly

Does this action step support the selected equity intervention? Yes

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	GCSS has strong partnerships, so afterschool providers and others who interact with our students will be invited to attend professional learning and asked to help support work in the area of tiered intervention. GCSS will continue to work with partners who are interested in supporting a shared data platform that will inform MTSS. Partners, in connection with Hall County Family Connection, will assist with community outreach through The Herd, three buses serving our community in areas of need including careers, post-secondary options, language nutrition, literacy access, SEL, tutoring, and mental/behavioral health.
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Action Step # 2

Action Step	Monitoring of Literacy Framework at the elementary level and development and implementation of a literacy framework at the secondary level, including discovering, adapting, and sharing high-quality resources based on data while providing needed professional learning and PLCs (ET).
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Impact Checks at Quarterly Meetings, RTI Walkthroughs
Method for Monitoring Effectiveness	DIBELS, Reading Inventory, and Milestones scores
Position/Role Responsible	Chief Professional Services Officer, Director of Research and Evaluation, Deputy Superintendent, Director of Elementary Programs, Director of Secondary Programs, Principals
Evidence Based Indicator	Strong

Timeline for Implementation Quarterly

Does this action step support the selected equity intervention? Yes

Action Step # 2

<p>What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?</p>	<p>GCSS has strong partnerships, so afterschool and summer providers and others who interact with our students will be asked to support our literacy framework. Partnerships will also be developed that will enable increased access to literacy materials, such as the GCSS partnership with Read Learn Succeed. Partners, in connection with Hall County Family Connection, will assist with community outreach through The Herd, three buses serving our community in areas of need including careers, post-secondary options, language nutrition, literacy access, SEL, tutoring, and mental/behavioral health.</p>
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3. DISTRICT IMPROVEMENT GOALS

3.2 Overarching Need # 2

Overarching Need

Overarching Need as identified in CNA Section 3.2	Engage learners by establishing a positive learning climate and using approaches that are responsive to the community (linguistically, culturally, developmentally appropriate).
Is Need # 1 also an Equity Gap?	Yes
Root Cause # 1	Lack of coordination of school, family, and community activities creates duplication of effort. Tier 1 PBIS elements are not consistently in place at all schools.
Root Cause # 2	Use of evidence-based strategies for engaging students instructionally and emotionally is not consistent across schools.
Goal	By June 2022, increase the percentage of students on track to graduate by 2 percentage points at the high school level and decrease the percentage of students in Tiers 2 and 3 by 2 percentage points.

Equity Gap

Equity Gap	Graduation Rate (4-year cohort)
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Content Area(s)	ELA Mathematics Science Social Studies Other : CTAE
Grade Level Span(s)	K 1 2 3 4 5 6 7 8 9 10 11 12
Subgroup(s)	Economically Disadvantaged Race / Ethnicity / Minority

Equity Gap

Equity interventions	EI-7 Provide equitable access to student support programs and interventions
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Action Step # 1

Action Step	Continue to implement PBIS and use data to provide appropriate behavioral interventions and supports through MTSS. The high school will be re-trained in PBIS Tier 1 and all others will receive PBIS Tier 2 training in 21-22. (SH)
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Decrease in discipline referrals, as measured by Educators Handbook tools
Method for Monitoring Effectiveness	PBIS, SAS, TFI, and other tools
Position/Role Responsible	Deputy Superintendent, Director of Elementary Schools, Superintendent, Principals
Evidence Based Indicator	Strong

Timeline for Implementation	Monthly
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Action Step # 1

Does this action step support the selected equity intervention?	Yes
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What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	The Gainesville City School System participates in PBIS activities sponsored by the Georgia Department of Education by attending conferences, attending District Coordinator meetings, and working with our RESA consultant. The Gainesville City School System attends and participates in GaDOE PBIS activities, making the GaDOE PBIS team a community-based partner who has relevant expertise and a demonstrated record of success in evaluating and/or improving the overall effectiveness in implementing allowable activities. The high school will be re-trained in PBIS Tier 1 and all others will receive PBIS Tier 2 training through GaDOE and RESA.
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Action Step # 2

Action Step	Engagement in high-quality professional learning and increased two-way communication with families in order to build competence in establishing a positive learning climate, building relationships, supporting mental and behavioral health and implementing trauma-informed classroom practices (SH).
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	TKES, LKES, Georgia Student Health Surveys, Professional Learning Survey, SAS PD Component
Method for Monitoring Effectiveness	Climate Star Rating, Panorama data platform
Position/Role Responsible	Deputy Superintendent, Director of Elementary Schools, Director of Federal Programs, Superintendent
Evidence Based Indicator	Strong

Action Step # 2

Timeline for Implementation	Quarterly
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Does this action step support the selected equity intervention?	No
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What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	By working with the Hall County/Center Point Collaborative, United Way One Hall Committee, Northeast Georgia Health System, and other entities, GCSS will expand its reach into the community to produce collective impact in this area. Partners, in connection with Hall County Family Connection, will assist with community outreach through The Herd, three buses serving our community in areas of need including careers, post-secondary options, language nutrition, literacy access, SEL, tutoring, and mental/behavioral health.
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Action Step # 3

Action Step	Establish district wide college and career activities including the immersion of employability skills across all content areas. (WR)
Funding Sources	Perkins Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	PBIS Calendars, Schoolwide Plans, program enrollment
Method for Monitoring Effectiveness	PBIS TFI & SAS

Action Step # 3

Position/Role Responsible	CTAE Director, CTAE Coordinator, Director of Elementary Schools, Superintendent, Deputy Superintendent
Evidence Based Indicator	Strong

Timeline for Implementation      Quarterly

Does this action step support the selected equity intervention?      Yes

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	The Gainesville City School System partners with with local industries (Kubota, Kipper Tool, ZF, IMS Gear, Georgia Poultry Federation, Carroll Daniel Construction, Workforce Strategies Group, Abernathy Cochran Real Estate Group, Benchmark Physical Therapy, Inn Between Deli, CW Matthews Contracting Company) , institutions of higher education (Lanier Technical College, Brenau University, and University of North Georgia), and community based organizations (Boys and Girls Club, Greater Hall Chamber of Commerce) to determine community career needs and desired employability skills. These partnerships have afforded our students opportunities to participate in real world experiences, obtain certifications that increase employment readiness, participate in internships that lead to degree attainment, and obtain promotions that support financial stability.
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## 4. REQUIRED QUESTIONS

### 4.1 Stakeholders, Serving Children, PQ

Required Questions

Coordination of Activities

<p>Describe how the LEA ensures ongoing and continuous coordination of services, supports, agency/community partnerships, and transition services for children served across its federal programs (Title I, Part A; Title I, Part A Children in Foster Care; Title I, Part A Family School Partnerships; Title I, Part C; Title II, Part A; Title III, Part A; Title IV, Part A; Title IV, Part B).</p>	<ul style="list-style-type: none"> <li>● Opportunities for feedback - GCSS provides multiple opportunities for parents, support services and community partnerships to provide feedback through in-person meetings, surveys, and other mechanisms</li> <li>● The United Way One Hall meeting arena (attended by GCSS representatives monthly) serves as a structure for coordination with community agencies that crosscuts multiple areas including early learning, mental &amp; behavioral health, general health services, etc.</li> <li>● GCSS has a strong relationship and presence within the Hall County Family Connections Network and serves as the fiscal agent for the agency</li> <li>● Regular meetings of district and school staff involved with support and transitions for children are held to coordinate efforts from preschool to kindergarten, fifth to sixth, eighth to ninth, and high school to post-secondary options.</li> </ul>
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Serving Low Income and Minority Children

<p>Describe how the district will ensure that low-income and minority children enrolled in Title I schools and/or programs are not served at disproportionate rates by:1. ineffective teachers 2. out-of-field teachers 3. inexperienced teachers</p> <p>(Please specifically address all three variables)</p>	<p>All teachers in GCSS schools meet the standard of having ESSA In-Field and Professional Qualifications, unless waived as part of the district's Charter status. GCSS reviews student performance data and compares to assigned teachers' experience and record of performance to ensure that low-income and minority children are not served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers. Changes to class rosters are made when necessary, while the district also adheres to hiring practices that minimize the number of ineffective, out-of-field, or inexperienced teachers. Professional development is provided to support isolated instances where a teacher's lack of effectiveness has been proven to negatively impact the performance of low-income and minority children.</p>
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Professional Growth Systems

<p>Describe the district's systems of professional growth and improvement (for serving both the district and individual schools). The description might include: how the district uses data and other evidence to identify teacher and student needs and to inform professional development strategy; how district policies provide sufficient time and resources to ensure professional development is sustained, ongoing, and job-embedded; how the district builds the requisite leadership capacity for those who facilitate professional development (and sustains them over time); how the district is moving toward evidence-based professional development that aligns with ESSA's new definition of professional development; and what measures will be used to determine whether district and school efforts are resting in improvements in teaching and student outcomes.</p>	<p>The Gainesville City School System (GCSS) seeks to provide rigorous, relevant standards, quality instructional resources, and professional learning opportunities that will help teachers and instructional leaders prepare students for college and career opportunities. The professional learning opportunities provided to teachers are research based and personalized to meet individual, school, and district learning needs, as well as meet the expectations of the Georgia Department of Education. Professional learning opportunities are designed to improve student performance and achievement for all learners. GCSS provides professional learning opportunities based on surveys, interviews, and the analysis of student achievement data. Professional learning in the district is organized around learning communities at each school and the district. Instructional leadership is distributed throughout the school and district to focus on continuous improvement for teacher effectiveness and student outcomes. Resources are monitored and used wisely to support new professional learning formats and activities.</p> <p>Professional learning is evaluated to determine effectiveness in regards to teacher practice and application of strategies. Outcomes align with educator performance and curriculum standards and involve a variety of stakeholders. The Gainesville City School System operates a three-tiered professional learning system</p> <ul style="list-style-type: none"> <li>● Tier 1 Professional Learning is provided to all certified staff. The purpose of Tier 1 Professional Learning is to provide training for overarching best practices, district initiatives, and differentiated professional learning according to school and system data.</li> <li>● Tier 2 is designed as assistive professional learning that is provided when needs are identified by a group, a school and system data or school administration.</li> <li>● Tier 3 is targeted intervention to address areas of concern often resulting from an Individual Professional Learning Plan (PLP).</li> </ul> <p>The GCSS Professional Learning Opportunities catalog is a living document with internal and external opportunities. Course offerings may be added based on data and district/school identified need. Internal professional development opportunities are created by the district/school and provided to staff. External opportunities are created by outside sources such as area RESAs, the GaDOE and state and national organizations. These external opportunities are vetted and information is distributed to schools.</p> <p>Schools determine selection of opportunities as it relates to their school improvement plan and identified needs. Professional development offerings that are not part of the GCSS Professional Learning document that require funding for substitute, registration and expenses must be budgeted and listed in the SIP.</p>
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PQ – Intent to Waive Certification

<p>For the current fiscal year, using the flexibility granted under Georgia charter law (OCGA 20-2-2065) or State Board Rule - Strategic Waivers (160-5-1-.33), does the district intend to waive teacher certification? [ESSA Sec. 1112(e)(1)(B)(ii)]</p>	<p>Yes</p>
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4. REQUIRED QUESTIONS

4.2 PQ, Federally Identified Schools, CTAE, Discipline

Required Questions

PQ – Waiver Recipients

<p>If the LEA waives certification, specify whether or not, in the current fiscal year, certification is waived:</p> <ol style="list-style-type: none"> <li>1. for all teachers (except Special Education service areas in alignment with the student’s IEP), or</li> <li>2. for a select group of teachers. If waived for a select group of teachers, the response must address content fields and grade level bands (P-5, 4-8, 6-12, P-12).</li> </ol> <p>[All educators must hold a GaPSC issued Clearance Certificate.] [O.C.G.A. 20-2-211.1, SBOE 160-4-9-.05, ESSA Sec. 1112(e)(1)(B)(ii)]</p>	<p>Certification has been waived for teachers in CTAE areas in grades 6-12, connections, activities, or specials in P-12.</p> <p>Certification is waived for core content subjects (ELA, Math, Science Social Studies) in P-12 as well as for special education teachers who issue grades in core content areas such as ELA, Math, Science, and Social Studies when a GaPSC certified teacher is not available.</p> <p>Certification is waived for ESOL and Gifted when a certified teacher is not available.</p>
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PQ – Minimum Qualification

<p>If the district waives certification, state the minimum professional qualifications required for employment of teachers for whom certification is waived (example: Bachelor's Degree, Content Assessment, Coursework, Field Experience etc.). If no requirements exist beyond a Clearance Certificate, please explicitly state so. [Sec. 1112(e)(1)(B)(ii)]</p>	<p>For courses taught in the Career Technical Agricultural Education or those courses that are considered "specials" or "connections", the following are the minimum requirements that Gainesville City School district adheres to:</p> <ul style="list-style-type: none"> <li>● Clearance Certificate</li> <li>● 2 years of industry experience in the field in which they teach</li> </ul> <p>In the event that a GA PSC certified teacher is not available in a specific core content/service area and grade level band, the following are the minimum requirements that the Gainesville City School district adheres to are as follows:</p> <ul style="list-style-type: none"> <li>● Clearance Certificate, along with a bachelor's degree from an accredited college/university</li> </ul>
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State and Federally Identified Schools

<p>Describe the actions the district will implement for its state and/or federally identified schools (CSI/TSI) needing support. Include a statement of (1) whether or not the LEA currently has identified schools needing support and (2) how the district will support current or future identified schools through prioritization of funds.</p>	<p>The Gainesville City School System has one school, Fair Street International Academy (Pk-5) identified as a Promise School. The Gainesville City School System will prioritize Title II, Part A funds to provide professional learning to staff members, based on area of literacy with a focus on increased subgroup performance.</p>
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CTAE Coordination

<p>Describe how the district will support programs that coordinate and integrate academic and career and technical education content through: coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries; and work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.</p>	<p>The district is creating vertical programming to ensure that coordinated instructional strategies are used to integrate academic and career and technical education content. The high school provides work-based learning opportunities that provide students in-depth interaction with industry professionals and academic credit. The following pathways are currently offered to the student population: Healthcare, Manufacturing, Business, FACS, Engineering, Construction, Law and Public Safety, and Marketing. The CTAE Coordinator serves in a districtwide capacity to coordinate and integrate academic and career/technical education content. Employability skills are taught at every grade level through PBIS modules and modules led by the counselors at all schools and Work-based Learning Coordinators. Career lessons are taught to students in grades 1-5 by counselors and pathway students, culminating in a career day for elementary students hosted at the high school. Technical skill attainment is promoted throughout the district through a focus on literacy.</p>
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Efforts to Reduce Overuse of Discipline Practices that Remove Students from the Classroom

<p>Describe how the district will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the subgroups of students.</p>	<p>The district has identified that African American males have higher rates of discipline than other subgroups, and the goal for the 21-22 school year is to reduce discipline referrals for this subgroup by 2 percentage points. The district implements PBIS in every school <b>and conducts at least two walkthroughs annually for each school.</b> Regularly scheduled meetings and professional learning opportunities provide feedback to schools <b>regularly</b> with regards to student and teacher data. Using Educator's Handbook and Panorama, monthly discipline data is monitored and relevant strategies to be incorporated include but are not limited to assigning mentors to address high rates of discipline and/or inequities are provided for implementation in the schools through PBIS and MTSS for Behavior. Strategies to be incorporated include evidence-based practices for supporting students from a background</p>
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Efforts to Reduce Overuse of Discipline Practices that Remove Students from the Classroom

	<p>of poverty and culturally relevant teaching strategies. Additionally, a task force has been created consisting of district and school team members to address diversity, equity, and inclusion.</p>
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## 4. REQUIRED QUESTIONS

### 4.3 Title I A: Transitions, TA Schools, Instructional Program

#### Required Questions

#### Middle and High School Transition Plans

<p>Describe how the district 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 interests and skills.</p>	<p>Gainesville City School System utilizes the following strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education: dual enrollment, BRIDGE activities, local vocational rehab services, TEAC committees, and a variety of other local institutions. The high school is involved in the development of a vertically articulated course sequence, including work-based learning and dual enrollment opportunities in the area of manufacturing. Lanier Technical College, Kennesaw State University, and several local employers serve as partners. For students with disabilities, specific transition plans from middle to high school and from high school to after are specifically articulated in the IEP of the student.</p>
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#### Preschool Transition Plans

<p>Describe how the district will support, coordinate, and integrate services with early childhood programs at the district or school level, including plans for transition of participants in such programs to local elementary school programs.</p>	<p>The district employs a Director of Elementary Schools to oversee Pre-K through grades 5, along with an MTSS Coordinator who assists with day to day pre-k operations. Additionally, the district employs a Preschool Coordinator for Special Education to facilitate a smooth transition of 3 and 4 year olds into the elementary school programs. Opportunities to vertically align curriculum with elementary practices have been provided to all pre-k teachers, in an effort to create a more seamless transition for students. Additionally, elementary academic coaches provide support to pre-k teachers for seamless Pre-K - grade 5 curriculum alignment using instructional best practices.</p>
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#### Title I, Part A - Targeted Assisted Schools Description

<p>If applicable, provide a description of how teachers, in constation with parents, administrators, and pupil services personnel, will identify the eligible children most in need of services in Title I targeted assistance schools. The description must include the mti-criteria selection to be used to identify the students to be served.</p>	<p>NA - there are no targeted assistance schools in the Gainesville City School System.</p>
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Title I, Part A – Instructional Programs

<p><b>Provide a general description of the instructional program in the following: Title I schoolwide schools; Targeted Assistance Schools; and schools for children living in local institutions for neglected or delinquent children.</b></p>	<p>All schools in the Gainesville City School System are Title I school-wide schools. The instructional program is based on the Georgia Standards of Excellence. Services provided include EIP, REP, ESOL, gifted, and special education. A common literacy framework is used across the district at the elementary level providing a consistent systemwide bank of literacy interventions, and a common math program is also implemented across elementary schools permitting a consistent systemwide bank of math interventions as well. The middle school uses Reveal Math. Reading intervention programs such as READ 180 and System 44 are used at middle and high schools. Common instructional strategies are used vertically throughout the district. A robust assessment system using universal screeners as well as a variety of classroom assessments ensures that timely interventions take place. Supplemental support such as personnel, technology, and instructional materials and supplies is provided utilizing Title I-A funds. Professional learning opportunities are provided to support the literacy framework, math programming, intervention programs, and implementation of quality assessment practices in all content areas. Professional learning in evidence-based strategies for working with economically disadvantaged and culturally diverse populations is also provided. Parent and family engagement activities in conjunction with PBIS are provided at each school. These activities are designed to align with school and district goals in helping parents and families know how to support students. An emphasis on building capacity in parents and families is also an important part of these activities. There are no schools for children living in institutions for neglected or delinquent children.</p>
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## 4. REQUIRED QUESTIONS

### 4.4 Title I Part C

Required Questions

Title I, Part C – Migrant Intrastate and Interstate Coordination

<p>Describe how the district (Direct Funded and Consortium) will promote interstate and intrastate coordination of services and educational continuity through:the use of the Title I, Part C Occupational Survey during new student registration and back to school registration for all students;the timely transfer of pertinent school records, including information on health, when children move from one school to another; andhow the district will use the Migrant Student Information Exchange (MSIX).</p>	<p>Gainesville City School System provides multiple forms of notification and distribution of Occupational Surveys. The Occupational Survey is a part of the registration forms, which are used during new student registration, back-to-school registration for returning students, and for students entering the system after the start of the school year. The families of all students will complete the Occupational Survey questions through the online registration portal and confirmed by registrars. The MEP contact and migrant staff will have access to pull reports of all families who answered the questions, then provide those families with the GA DOE MEP Occupational Survey form. Once the form is complete, the migrant staff will determine next steps and further action based on the directions at the bottom of the form. GCSS will also distribute Occupational surveys during recruitment efforts throughout the school year. GCSS migrant staff work collaboratively and collectively with our state recruitment specialist to ensure that a minimum of three documented attempts to complete an occupational survey is rendered. In addition to regular school hours, follow up on Occupational Surveys are, to the extent feasible, allowable, and within reason, conducted in the early evenings and/or weekends since some parents are unable to be reached during the regular school day due to varying work schedules. , the state waived the requirement of parent signatures on occupational surveys, allowing MEP staff to conduct virtual recruitment via live meetings and phone interviews. Those will continue as necessary in FY22.</p> <p>All transfers of pertinent school records, including academic and health records, are submitted to the receiving school upon receipt of request. The district utilizes a face-to-face, hard copy records exchange procedure to transfer records internally from pre-K to kindergarten, fifth to sixth grades, eighth to ninth grades, and elementary school choice annually. GCSS has maintained a district wide records exchange procedure which involves the coordination between district level and school level administrators. System and school level administrators are responsible for collecting all information and exchanging all records, including migratory student records, to receiving schools within the district. Migrant staff members are responsible for maintaining and updating migrant records during the year, and making sure that all reports are filled in a timely manner. For students who transfer in and out of the district or within the district outside of the June window, the Gainesville City School System uses a centralized process whereby all records are transferred in or out (or between schools) through designated contacts at the central office. These records include migratory student information. MSIX is an interstate and intrastate portal system used to expedite the process of exchanging student record information. It links databases to make it a seamless process for states to collect, consolidate, and make available critical</p>
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Title I, Part C – Migrant Intrastate and Interstate Coordination

	<p>education data to school systems. GCSS uses MSIX exclusively for migratory students who transfer in and out of the district to verify school history, including enrollment and course placement, course completion, and total credit hours earned. The migrant staff and the Title I-C Program Manager have access to MSIX and utilize the information upon student enrollment in order to support school-based teams in making enrollment and course placement decisions in a timely, effective manner. MEP staff participates in annual MSIX training, which is required prior to be re-certified and approved to access the portal.</p>
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Title I, Part C – Migrant Supplemental Support Services

<p>1. Describe how the district will ensure the local delivery of academic instructional support services to its unenrolled migratory preschool children, dropouts, and out-of-school youth during both the school year and summer periods. (A consortium member LEA should describe how it facilitates collaboration with ABAC consortium staff to ensure that these vulnerable populations receive appropriate instructional support services.)</p> <p>2. Describe how the district will ensure the local delivery of non-academic support services, i.e., health services, nutrition programs, and social services to migrant families, preschool children, dropouts, and out-of-school youth during both the school year and summer periods. (A consortium member LEA should describe how it facilitates collaboration with ABAC consortium staff to ensure that these vulnerable populations receive appropriate non-academic support services.)</p>	<p>Gainesville City School System will provide instructional services for migratory students through the following: in class, small group pull-out, after school, in-class tutoring, before/after school, extended day, Saturday tutorial programs, in-home tutorial (P'3's, 4's, 5's) and OSY/DO's, as well as provide materials, such as family literacy to parents to prepare children for school. , supplemental services for migratory students will be conducted through supplemental remote learning packets, live meetings using virtual media platforms such as zoom or Google Meeting. Instructional services provided will be based on Instructional Plan FY22 (measurable performance outcome)MPO goals that are set for each grade level (in Reading, Writing, Math, and language acquisition), including P's, drop outs and out of school youth. When pre-k classes are at capacity, any newly qualifying P'4s are prioritized on the waiting list for the school in their attendance zone. In addition, the GCSS MEP provides a list of pre-kindergarten programs available in the area to migratory preschool children and their families when district classes are at capacity. Gainesville City School System's Migrant Student Support personnel will provide supplemental services in English language acquisition to migratory drop-outs, out-of-school youth, and their families. In the event of any temporary school closures, supplemental services will be delivered through virtual meetings and remote supplemental learning packets. Migratory PFS students in grades 6-12 have been placed as a priority to have access to a district-assigned digital device to support remote instruction . A supplemental services guide is provided by Migrant Student Support personnel to help students and their families gain access to education, health, nutrition, and social services during the regular school year and during the summer term. GCSS MEP staff is available to help children and their families gain access to these services, including migrant staff, parent liaisons, and a "newly enrolled student" coordinator at the high school level.</p> <p>In addition to providing it's own local student support center, The Hub, GCSS partners with United Way, District 2 Public Health, Boys and Girls Club, and Lanier Tech to provide outreach activities to all students, including migrant families, out-of- school youth, drop-outs and pre-school children during the regular school year and summer. Students who are identified as Priority For</p>
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Title I, Part C – Migrant Supplemental Support Services

	Service (PFS) were prioritized for spacing in summer programming offered through the district and Boys and Girls Club.
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## 4. REQUIRED QUESTIONS

### 4.5 IDEA

Required Questions

IDEA Performance Goals:

<p>Describe how the district will meet the following IDEA performance goals:  <b>IDEA Performance Goal 1: Improve graduation rate outcomes for students with disabilities.</b>          What specific post-secondary outcome activities (school completion, school age transition, and post-secondary transition) are you implementing in your LEA to improve graduation rates?          Include: Description of your district's procedures          Specific professional learning activities          Plan to monitor implementation with fidelity</p>	<p>The District provides professional learning and technical assistance to facilitate increased understanding and implementation of evidence-based strategies for ensuring equitable access to curriculum. The district provides professional learning and technical assistance on how to offer specialized instruction, differentiation, and formative instructional practices in inclusive instructional settings. Special education case managers participate in online learning modules and coaching using a rubric at least one time per semester. Special education case managers and coordinators complete modules and report to the principal. Special education case managers complete the rubric for students with transition plans on their caseload. Coordinators review the rubric and provide feedback as. Audit results are shared with principals. The district provides professional learning as appropriate for targeted staff requiring support in writing compliant transition plans.</p> <p>Targeted technical assistance is provided on an ongoing basis through monthly meetings at schools led by special education coordinators. A fluid agenda has been created for the year. Examples of meeting topics include but are not limited to: IEP meeting processes; service provision; Child Find; LRE; LEA training, referral processes; data collection; behavior; ASPIRE; assistive technology; dispute resolution; continuum of service; transition planning; and ESY.</p> <p>In addition, district-wide procedures for MTSS processes and practices are in place. This creates an early warning system to identify dropout risk factors and prevention through evidence-based practices using structured data monitoring of student attendance, behavior, and classroom success (ABCs). In conjunction with the SIS, Panorama (software), has been introduced as a method for monitoring the ABCs in addition to a social-emotional component.</p> <p>Further, our district implements a PBIS framework for K-12 with fidelity. PBIS increases accessibility to assistive technology to facilitate independence for students with deficits that impact reading and written expression. Access to explicit, systematic reading instruction for struggling readers at middle and high school level provides another support.</p> <p>In terms of partnerships that support students with disabilities as they transition from high school to post-secondary options, the district sustains relationships with Randy, Friends, and The Georgia Vocational Rehabilitation Agency. Both entities strive to provide students with disabilities the skills needed to transition from the school to the work or post-secondary environment.</p> <p>When the GaDOE releases the list of HS completers from the previous year, the list is shared with high school special education coordinators/leads. The coordinator/leads in concert with high school staff contact the students from</p>
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IDEA Performance Goals:

	<p>the list to determine post-secondary activity. Data is shared with the high school as well as the special education director. The special education director completes the information on the special education dashboard for post-secondary outcome monitoring purposes.</p> <p>If staff require additional technical assistance, they receive assistance from Special Education Coordinators. Coordinators work closely with school administration. Coordinators monitor the compliance dashboard in GoIEP and meet with special educators that are not meeting timelines. An IEP rubric is applied in a pre and post setting. At the initial review, areas of strength as well as areas of growth are discussed. Coordinators work with individual teachers to assist them in writing quality IEPs. A post assessment rubric is applied later in the year, and the coordinator and the teacher determine if the quality of the IEP has improved. LEA training is providing annually.</p>
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<p>Describe how the district will meet the following IDEA performance goals:  <b>IDEA Performance Goal 2: Improve services for young children (3-5) with disabilities.</b>          What specific young children activities (environment, outcomes, and transition) are you implementing in your LEA to improve services for young children (ages 3-5)?          Include: LEA procedures          Services that are offered and provided within your district as well as where the service options are located. (e.g. local daycares, Head Start, homes, community-based classrooms, PreK classrooms)          Staff that will be designated to support the 3-5 population          Collaboration with outside agencies, including any trainings conducted by the LEA          Parent trainings</p>	<p>The district commits to Child Find including a pre-screening through an arena assessment. RTI/MTSS strategies for supporting young children at risk is provided in the home and preschool setting. The district uses a structured process for evaluation, eligibility, and placement. Teachers use a co-teaching model to support the least restrictive learning environment. Teachers use structured activities to encourage parent involvement with learning activities in home setting. In addition, the district utilizes enhanced transition activities and collaboration between preschool staff and kindergarten teachers.</p> <p>To coordinate and collaborate with local agencies improving services for young children with disabilities, we have partnerships with several local agencies serving children in various capacities. Multi-disciplinary assessments are conducted, and key personnel are invited to attend IEP meetings to ensure that the needs of the child are properly addressed. Meetings to discuss progress, goals, and status of all students are held on a regular basis to ensure that objectives are clear, timelines are being met, and outcomes are measurable. We also collaborate with social workers to assist children and their families with housing, food, etc. and refer families to local agencies for supportive services as needed.</p> <p>Child Find activities are conducted on a continuous basis throughout the district. Brochures are readily available. Activities are completed based on the child's perceived or identified need. Team members consist of an Early Childhood Education Teacher, therapists and assistants. Arena assessments, as stated previously, are conducted by qualified personnel, and IEP meetings are held on an ongoing basis. Placement decisions are made after examining assessment data, clinical observations, and needs of the child as referrals are made. Through the use of the co-teaching model, students are able to remain in their classrooms, thus maximizing quality instructional time while gaining extra support to help with goal achievement.</p> <p>Data is collected frequently and services are monitored on a continuous basis. Team members have access to comprehensive training and support materials as well as opportunities for professional growth.</p> <p>Staff who may require additional technical assistance are identified through</p>
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IDEA Performance Goals:

	<p>the use of classroom observations, communication, data review, and monitoring of student progress. The district provides professional learning for staff requiring support in identified areas.</p> <p>The Preschool Special Education Coordinator works closely with Head Start, Babies Can't Wait, Sisu, and the Speech Center to organize services and to facilitate transitions.</p>
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<p><b>Describe how the district will meet the following IDEA performance goals:</b>  <b>IDEA Performance Goal 3: Improve the provision of a free and appropriate public education to students with disabilities.</b>          What specific activities align with how you are providing FAPE to children with disabilities?          Include: How teachers are trained on IEP/eligibility procedures and instructional practices          How LRE is ensured          The continuum of service options for all SWDs          How IEP accommodations/modifications are shared with teachers who are working with SWDs          Supervision and monitoring procedures that are being implemented to ensure that FAPE is being provided</p>	<p>District procedures to ensure defined process for evaluation, identification, and IEP development are written in the district's Special Education Playbook (state implementation manual supplement). Further, the district maintains a procedure for monitoring IEP development to ensure an increased focus on providing LRE through appropriate development of goals and services. The district utilizes an online IEP system with embedded compliance measures (Go IEP). Students have access to a full continuum of services through a multi-tiered system of supports.</p> <p>Special education coordinators apply an IEP rubric to IEPs and give feedback to case managers to monitor our IEP procedures. The rubric is completed twice per year. Coordinators regularly check the GoIEP dashboard to ensure there is no lapsed information.</p> <p>Specific activities to ensure the district is providing FAPE include but are not limited to the following: IEP review; matching schedules that students follow to the services outlined in their IEP; agendas used during IEPs to ensure due process; and annual LEA training.</p> <p>Coordinators provide monthly professional learning on topics related to IDEA and the implementation of the Special Education Playbook. Examples of meeting topics include but are not limited to: IEP meeting processes; service provision; Child Find; LRE; referral processes; data collection; behavior; ASPIRE; co-teaching strategies, assistive technology; dispute resolution; continuum of service; transition planning; and ESY. Coordinators can make recommendations to District Program Director with ideas for PL topics based on what they see in their schools.</p> <p>IEP accommodations/modifications are shared with teachers who are working with SWDs. Case managers distribute this information to the teachers of students on their caseload. This includes academic teachers and exploratory/connections/elective teachers.</p> <p>Staff who may require additional technical assistance are identified through the use of classroom observations, communication, data review and monitoring of student progress. The district provides professional learning for staff requiring support in identified areas.</p> <p>There are consistent district procedures and practices in place summarizing how students' needs are being met. The Gainesville City Special Education Playbook addresses special education implementation requirements and special education coordinators deliver on-going professional learning related to its content.</p>
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IDEA Performance Goals:

<p>Describe how the district will meet the following IDEA performance goals:  <b>IDEA Performance Goal 4: Improve compliance with state and federal laws and regulations.</b>          How procedures and practices are implemented in your district to ensure overall compliance?          Include: LEA procedures to address timely and accurate data submission          LEA procedures to address correction of noncompliance (IEPs, Transition Plans)          Specific PL offered for overall compliance, timely &amp; accurate data submission, and correction of noncompliance          Supervision and monitoring procedures that are being implemented to ensure compliance</p>	<p>The district put procedures in place to ensure timely data submission. The district has a "Director's Month by Month Reference and Planning Guide" that details activities and due dates. It includes both state and local activities and state due dates. The document is utilized as an agenda item at monthly collaborative meetings to ensure each activity - including data submission - is completed.</p> <p>The district maintains procedures to address correction of noncompliance (ie iep, transition plans). An IEP rubric is utilized to analyze IEPs. Coordinators analyze IEPs using the rubric. Coordinators work with the case managers to correct IEPs as needed.</p> <p>Coordinators attend training annually on transition plans. The district has written procedures in its Special Education Playbook (serves as a supplement to the state's implementation manual) for transition plans. It includes a checklist of items to be included in transition plans. Transition plans are reviewed annually or as needed depending on the need of the child. Case managers complete revisions if transition plans are found out of compliance by the director or coordinator.</p> <p>The district offers professional learning for overall compliance and monitoring/supervision of timely and accurate data submission. Professional learning for overall compliance and monitoring/supervision is provided both annually and monthly throughout each year. District wide professional learning occurs at the beginning of each year for all special education staff. Coordinators lead monthly professional learning sessions at each school addressing elements of the Special Education Implementation manual. Teachers, Coordinators, and the Director collaboratively plan professional learning topics. The district director attends all required DOE training and RESA/GLRS director meetings.</p>
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## 4. REQUIRED QUESTIONS

### 4.6 Title IV Part A

Required Questions

Title IV, Part A – Activities and Programming

<p><b>Provide a description of the Title IV, Part A needs-based activities and programming intended to improve students' academic achievement the LEA will implement:</b></p> <ol style="list-style-type: none"> <li><b>1. In support of well-rounded educational opportunities, if applicable</b></li> <li><b>2. Include measurable objective and/or intended outcome specific to activity; indicate if this is a new or continuing activity; reference the overarching need and action step</b></li> <li><b>3. In support of safe and healthy students, if applicable</b></li> <li><b>4. Include measurable objective and/or intended outcome specific to activity; indicate if this is a new or continuing activity; reference the overarching need and action step</b></li> <li><b>5. In support of the effective use of technology, if applicable</b></li> <li><b>6. Include measurable objective and/or intended outcome specific to activity; indicate if this is a new or continuing activity; reference the overarching need and action step</b></li> </ol>	<p>The district has identified establishing a positive learning climate as a need during the Comprehensive Needs Assessment process and has identified use of evidence based strategies as part of the goals in this area in the District Improvement Plan. As such, the district is committed to providing trauma-informed professional development for staff and implementing practices throughout the district for students. Major goals include implementing PBIS with fidelity (WR and SH, cross-cutting), as measured by required assessments and tools, providing Youth Mental Health First Aid training for secondary staff members (SH) and creating a centralized location for access to services that support well-rounded, safe, and healthy students (The Hub, aligned through the use of external funding + The Herd community buses) (WR, SH). Intended outcomes for these initiatives include reductions in discipline referrals and increased academic achievement. The Hub, a district student success center, will ensure that the challenges identified during the needs identification and root cause analysis (1. increased access to college and career counseling (WR) and 2. increased access to school-based mental health services and counseling (SH) will be addressed.) The Herd (community buses) will be an extension of The Hub that can provide these services as well. The district has identified implementing and monitoring quality instructional practices and supports as a need during the Comprehensive Needs Assessment process and has identified the use of literacy frameworks at all levels including discovering, adapting, and sharing high-quality resources and providing needed professional learning (ET). As such, the district will implement a professional learning program to build the capacity of district educators and leaders using digital tools to ensure every student meets his/her academic potential. The goals of the program are to ensure each school has identified and capable staff to lead the way in converting student learning tasks to consistently and effectively use digital learning (ET), to model transformational uses of technology for their colleagues (ET) and will consistently and effectively employ the 4 C's which include critical thinking by problem-solving real world issues; authentic communication with internal and external audiences; effective collaboration in order to reach a common goal with a diverse group of people; and creativity and innovation to meet the challenges of a modern society (ET).</p>
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Title IV, Part A – Ongoing Consultation and Progress Monitoring

<p><b>Describe how and when the LEA will const any stakeholders/community-based partners in the systematic progress monitoring of Title IV, Part A supported activities for the purposes of implementation improvement and effectiveness measurements.</b></p>	<p>GCSS meets regularly with a variety of partners. The district hosts quarterly meetings with stakeholders to support progress monitoring of literacy activities, data, and programming. Other monthly and quarterly opportunities include consultations with United Way, university/college teacher education advisory committees, P-20 Collaborative committees, Boys and Girls Club, the Hall County Library System, the Chamber of Commerce, the Gainesville Housing Authority, the Economic Development Council, and the Northeast Georgia Health System.</p>
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## 4. REQUIRED QUESTIONS

### 4.7 Reducing Equity Gaps

Required Questions

Reducing Equity Gaps: Reflect on the previous year’s LEA Equity Action Plan

<p><b>Equity Gap 1</b> Was the LEA Equity Action Plan effective in reducing the equity gap selected for the year? Intervention Effective – Equity Gap Eliminated Intervention Effective – Maintain Activities/Strategies Intervention Effective – Adjust Activities/Strategies Intervention Not Effective – Adjust Activities/Strategies Intervention Not Effective – Abandon Activities/Strategies</p>	<p>Equity Gap #1: Student achievement                  Action Step #1 - Intervention Effective - Maintain Activities/Strategies                  Action Step #2 - Intervention Effective - Adjust Activities/Strategies</p>
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<p>Provide a brief description of LEA’s success in implementation of the prior year LEA Equity Action Plan and effectiveness/ineffectiveness in addressing the selected equity gap.</p>	<p>The district experienced an increase in the number of African American students, English Learners, and Students with Disabilities scoring at level 1 in the area of ELA at all school levels. This can be attributed to the absences related to the pandemic. Additionally, a decrease in the number of Out-of-School Suspension incidents for African American boys was observed due to increased use of trauma-informed strategies and fidelity of PBIS implementation.</p> <p>The equity gap for English Learners in the area of ELA still exists, even with the implementation of a strong literacy framework and the use of new instructional models for content delivery. It is difficult to ascertain whether this result is symptomatic of ineffective practices, a byproduct of COVID-related absences, or the fact that more time may be needed for students with regards to language acquisition.</p>
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<p><b>Equity Gap 2</b> Was the LEA Equity Action Plan effective in reducing the equity gap selected for the year? Intervention Effective – Equity Gap Eliminated Intervention Effective – Maintain Activities/Strategies Intervention Effective – Adjust Activities/Strategies Intervention Not Effective – Adjust Activities/Strategies Intervention Not Effective – Abandon Activities/Strategies</p>	<p>Equity Gap#2: Graduation Rate                  Action Step #1 - Intervention Effective - Maintain Activities/Strategies                  Action Step #2 - Intervention Effective - Maintain Activities/Strategies                  An additional action step with focus on workforce development and employability skills to promote engagement and real world experiences will be included in FY22.</p>
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Reducing Equity Gaps: Reflect on the previous year’s LEA Equity Action Plan

<p><b>Provide a brief description of LEA’s success in implementation of the prior year LEA Equity Action Plan and effectiveness/ineffectiveness in addressing the selected equity gap.</b></p>	<p>While Gainesville City Schools witnessed its largest graduating class in recent years, both student enrollment and Milestones achievement scores decreased districtwide. Generally, schools witnessed a decrease in the # of students in Tiers II &amp; III from the beginning of the year until the end of the year, but Milestones achievement data and universal screener data indicate that grade level/content achievement decreased overall. This data has to be interpreted within the proper context due to the pandemic. It is important to continue the interventions/strategies in an effort to increase effectiveness.</p>
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## 4. REQUIRED QUESTIONS

### 4.8 Overarching Needs for Private Schools

In this section, summarize the identified needs that will be addressed with FY22 federal funds for private schools. Include results from ongoing consultation with private schools receiving services from the LEA's federal grants (ESSA Sec. 1117 and 8501; 20 U.S.C. 1412(a)(10)(A)(iii); and 34 C.F.R. §300.134). Information is available on the State Ombudsman [website](#). (Add "No Participating Private Schools" as applicable.)

Title I, Part A	No Participating Private Schools
Title II, Part A	No Participating Private Schools
Title III, Part A	No Participating Private Schools
Title IV, Part A	No Participating Private Schools
Title IV, Part B	No Participating Private Schools
Title I, Part C	No Participating Private Schools
IDEA 611 and 619	No Participating Private Schools