

# Gainesville City School System Schoolwide Plan Template

**YEAR: 2021 - 2022**

**NAME OF SCHOOL: GAINESVILLE HIGH SCHOOL**

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

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

Throughout the 20-21 academic year, Gainesville High School administrators, faculty leaders, department chairs, content teams, and the school governance council members were engaged in a continual process of data review, disaggregation, and analysis. A wide range of data was reviewed to include Panorama SEL student surveys, attendance logs, behavior logs, universal screener results, state testing results, student performance on teacher-created common assessments, student, parent, and faculty surveys, and walk-through and observation data. In the analysis we sought to understand the performance of a number of student subgroups including, English Language Learners, students with disabilities, migratory students, economically disadvantaged students, gifted students, McKinney-Vento students, and students who were off-track for graduation. The CNA process culminated in a series of leadership meetings involving district leaders, school leaders, and community representatives where the team worked to prioritize needs, determine root causes, and formulate SMART goals.

**List identified needs:**

- School-wide literacy and system of academic supports for all students
- Wrap-around services and SEL supports for all students
- Increased access to early post-secondary learning experiences and college and career advisement
- School-wide professional learning to support effective strategies for ELLs
- Opportunities for parent engagement

**Schoolwide Plan Development:** The schoolwide plan has been developed during a 1-year period. It was developed with the involvement of (list stakeholders). The plan will remain in effect for the 21 - 22 school year and will be monitored monthly during Principal meetings and School Governance Council meetings. The plan will be revised as necessary in order to ensure that all students are provided the opportunity to meet the challenging State academic standards. The simplified format of the schoolwide reform strategies, as detailed in the following section, is designed to be available and clearly understandable to a variety of stakeholders.

**Goal #1 (Required)**

By June 2022, increase achievement on state assessments in the area of ELA by 3 percentage points (2019 Benchmark).

- By June 2022, increase number of students who qualify to exit ESOL services by 5% (2021 Benchmark)
- By June 2022, increase percentage of students in each grade level scoring “proficient” or above on the Reading Inventory.

OBJECTIVE, STRATEGY OR ACTIVITY	ASSESSMENTS, RESOURCES AND MATERIALS	TIMELINE	METHOD(S) OF EVALUATION	FUNDING SOURCE(S)	PERSON(S) RESPONSIBLE
Development, implementation, and monitoring of a clearly articulated MTSS framework, with emphasis on the area of literacy.	Panorama software to monitor student performance trends in class sections and universal screeners USA Test Prep for development of common formative assessments and opportunities for remediation and enrichment Latino Family Literacy Project to engage our community in literacy initiatives and focus School-Wide Paraprofessionals to support all students Professional Learning for teachers Substitutes for Professional Learning Afterschool/ Extended learning opportunities Teacher Mentors to support instruction	July-June	Meeting Minutes Panorama Note Entries PLC Agendas (Data Analysis) Student performance data	District Funds (Panorama) Consolidated Funds	Green Sanders Powell Scheman Galt
Development and implementation of a literacy framework supported by high-quality resources and professional learning.	Implementation of RED Time. School-wide protected time for reading. CommonLit for remediation and enrichment opportunities in literacy. HMH Read180 and System44 for students who are off-track HMH Professional Learning for new and returning R180 Teachers. No Red Ink tool to allow teachers to provide more feedback for students in their writing. NewsELA for increased access to leveled text Books for ESOL school-wide professional learning Digital Text Access Expansion of YA Literature EL Specific materials to support core instructional materials High interest content area texts Supplies for teachers and students including English Language Learners, Students with Disabilities, Migrant Students, and McKinney-Vento Students.	July – June	Usage data from software vendors Student performance data on Reading Inventory Purchase Orders PL Agendas and Sign-in sheets	Consolidated Funds	Green Scheman Powell McGarity Galt Covington

	Membership to professional publications and organizations Stipends, Substitutes, and Travel for Professional Learning				
--	--	--	--	--	--

**Goal #2 (Required)**

By June 2022, increase percentage of students on track to graduate by 2% points

- By June 2022, decrease the percentage of students missing 6 days or more by 3%.
- By June 2022, reduce number of failed course segments by 2%
- By June 2022, increase the number of students completing a CTAE, Fine Arts, World Language, or Advanced Studies pathway by 2%
- By June 2022, increase the number of number of students taking a post-secondary course (AP, Dual Enrollment, or Work-Based Learning) by 2%

OBJECTIVE, STRATEGY OR ACTIVITY	ASSESSMENTS, RESOURCES AND MATERIALS	TIMELINE	METHOD(S) OF EVALUATION	FUNDING SOURCE(S)	PERSON(S) RESPONSIBLE
Improve implementation of school-wide PBIS program to include data driven processes, evidence-based intervention practices, and trauma informed systems of support of students and teachers.	Screencastify subscription to allow the recording and sharing of professional learning sessions Smore Newsletter to keep parents, students, and faculty informed of school initiatives Trauma Informed Professional Learning New Teacher Mentor Program PBIS Training Paraprofessionals to support all students Professional Learning for teachers of SWD Professional Learning for PBIS Academic Support Coach for Off-Track and At-Risk students Staff and supplies at the Hub to support students with needs outside of academics Youth Mental Health First Aid training Subs, Stipends, and Travel for Professional Learning	July-June	PL Agendas TFI (21-22) School Climate Rating Job Descriptions Panorama SEL Surveys	Consolidated Funds	Green Scheman Sanders Cromwell Covington Galt
Post-Secondary/ Workforce Development/ Advisement	YouScience administration High School Transition Program for rising 9 <sup>th</sup> graders ACT/SAT Tutoring SAT School Day test administration fee.	July – June	YouScience report SAT School Day Rosters Lunch and Learn Agendas AP Class Rosters Dual Enrollment rosters	Consolidated Funds	Green Sanders Smith Scheman

	<p>AP Tests and Tutoring so that all students can take the exam and to encourage participation of non-traditional AP students.</p> <p>Employability Skills Programs</p> <p>College and Industry Visits/ Lunch &amp; Learn Events</p> <p>Staff and supplies at the Hub to support students with needs outside of academics</p> <p>Equipment and Supplies for students in certification programs.</p>				
Parent communication and engagement	<p>Language Line</p> <p>SMORE newsletter</p> <p>International Student and Families Coordinator</p> <p>Parent Meetings</p> <p>Parent and family mailers</p> <p>Translators</p> <p>Staff and supplies at the Hub to support students with needs outside of academics</p> <p>Refreshments and supplies for parent events</p>	July June	<p>Job Descriptions</p> <p>Parent event sign-ins</p> <p>Parent School Survey</p> <p>participation rates</p>	Consolidated Funds	<p>Green Sanders</p> <p>Powell</p> <p>McGarity</p> <p>Galt</p>

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

- Involving parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under Title I, Part A, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan.
- Updating the school parent and family engagement policy periodically to meet the changing needs of parents and the school, distribute it to the parents of participating children, and make the parent and family engagement policy available to the local community.
- Providing full opportunities, to the extent practicable, for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under Section 1111 of the ESSA in an understandable and uniform format, including alternative formats upon request and, to the extent practicable, in a language parents understand.
- Being governed by the following statutory definition of parent and family engagement and by carrying out programs, activities, and procedures in accordance with this definition:

Parent and Family Engagement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring:

- (A) Parents play an integral role in assisting their child’s learning
- (B) Parents are encouraged to be actively involved in their child’s education at school
- (C) Parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child
- (D) Other activities are carried out, such as those described in Section 1116 of the ESSA

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