



# Comprehensive Needs Assessment 2024 - 2025 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)	Denise Haltrecht
Multiple Program(s)	School Leader (#2)	Jamie Green
Multiple Program(s)	Teacher Representative (#1)	Amanda Toney-Velazquez
Multiple Program(s)	Teacher Representative (#2)	Kristin Rowland
McKinney-Vento Homeless	Homeless Liaison	Abbegale Malone
Neglected and Delinquent	N&D Coordinator	Ashley McDuffie
Rural	REAP Coordinator	NA
Special Education	Special Education Director	Dayna Kiley
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	Peyton Ricketts
Title II, Part A	Title II, Part A Coordinator	Shea Ray
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

Recommended and Additional Team Members

Program	Position/Role	Name
Multiple Program(s)	Student Support Personnel	Abbegale Malone/Peyton Ricketts
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	Kristen Rowland
Multiple Program(s)	Local School Governance Team Representative (Charter Systems only)	Jessica Garrish, Kendria Cantrell, Lindsay Burton
Multiple Program(s)	ESOL Coordinator	Michelle Cantrell
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	Lynn Jones
Title II, Part A	Principal Supervisors	Jeremy Williams
Title II, Part A	Professional Learning Coordinators	Priscilla Collins
Title II, Part A	Bilingual Parent Liaisons	Juana Maggie Silos
Title II, Part A	Professional Organizations	Kim Davis, Merrienne Dyer
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	
Title II, Part A	The General Public	Jessica Dudley
Title III	Refugee Support Service Staff	Paula Uscanga
Title III	Community Adult ESOL Providers	Dr. Donna Cherveney
Title III	Representatives from Businesses Employing Non-English Speakers	Vanessa Sarazua
Title IV, Part A	Media Specialists/Librarians	Eddie Nemec
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
Multiple Program(s)	Private School Officials	John Simpson, Carol Henderson (AOI)
Migrant	Out-of-School Youth and/or Drop-outs	Paula Uscanga
Title I, Part A	Parent Representatives of Title I Students	Jamisha Willock
Title I, Part A - Foster Care	Local DFCS Contacts	Siobhan Ming
Title II, Part A	Principals	Steven-Kyle Jefferson/Wesley Roach/Renee Boatright/Crystal Brown/Andreka Blackwell/Denise Haltrecht/Misty Freeman/Louis Mair/Jamie Green
Title II, Part A	Teachers	Richard Elsarelli, Aisha Webb
Title II, Part A	Paraprofessionals	Kashauna Storey
Title II, Part A	Specialized Instructional Support Personnel	Chad Crumley
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 III, Part A	Parents of English Learners	Hermeria Camarillo

#### Recommended and Additional Stakeholders

Program	Position/Role	Name
Multiple Program(s)	RESA Personnel	Dr. Charity Roberts
Multiple Program(s)	Technical, College, or University Personnel	Tim Mcdonald, Kelly Brock-Simmons
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

Recommended and Additional Stakeholders

Program	Position/Role	Name
Migrant	Local Head Start Representatives (regular and/or migrant Head Start agencies)	
Migrant	Migrant PAC Members	Darcy Rodriguez Vargas, Jose Tomas Ferrer
Migrant	Local Farmer, Grower, or Employer	
Migrant	Family Connection Representatives	
Migrant	Local Migrant Workers or Migrant Community Leaders	Lorenza Perez Tomas, Francisca Jimenez
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	Casindria Fortson
Special Education	Parent Mentors	
Title II, Part A	School Council Members	

<p>How did the team ensure that the selection of stakeholders created an inclusive group with varied perspectives?</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 four years ago. This group consisted of representatives from government, business and industry, health, afterschool providers, P-20 partners and school personnel. The feedback from that group is still in use today as it was a multi-year plan. Advisory councils continue to meet annually to determine progress and next steps. 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. Annual Title I meetings, Migrant Parent Advisory Councils, and other parent engagement meetings are avenues used to garner stakeholder feedback. 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. Families and stakeholders are invited to attend a culminating CLIP feedback session in June prior to submission to the state.</p>
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<p>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?</p>	<p>The team examines data and provides multiple opportunities through regularly scheduled face-to-face meetings, email communication, surveys, and more informal methods. These include but are not limited to: annual spring input meetings, annual Title I meetings, School Governance Council meetings, parent events/activities, and board meetings.</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		
1. Exemplary	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.	
2. Operational	The district engages and supports all schools in systematic processes for curriculum design to align instruction and assessments with the required standards.	✓
3. Emerging	The district processes for engaging and supporting schools in curriculum design without district process or support.	
4. Not Evident	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.		
1. Exemplary	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.	
2. Operational	The district develops and communicates common expectations for implementing curriculum, instruction, and assessment practices across all schools.	
3. Emerging	The district expectations for implementing curriculum, instruction, or assessment practices are not fully developed or are not clearly communicated to all schools.	✓
4. Not Evident	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		
1. Exemplary	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.	
2. Operational	The district effectively guides, supports, and evaluates the implementation of curriculum, instruction, and assessments.	
3. Emerging	The district provides limited guidance and support for evaluating the implementation of curriculum, instruction, and assessments.	✓
4. Not Evident	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		
1. Exemplary	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.	
2. Operational	The district guides and supports schools in the selection and implementation of effective strategies, programs, and interventions to improve student learning.	✓
3. Emerging	The district provides some limited guidance and support in the selection or implementation of effective strategies, programs, and interventions to improve student learning.	
4. Not Evident	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
1. Instructional Leadership: 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.	2.33
3. Planning and Assessment: The leader effectively gathers, analyzes, and uses a variety of data to inform planning and decision-making consistent with established guidelines, policies, and procedures.	2.22
4. Organizational Management: The leader fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.	2.33
<p>Note: To maximize the validity and reliability of growth measures for evaluating educator performance, GaDOE continued LKES flexibility for school leaders through the 2023-2024 school year, with this flexibility not all LEAs will receive complete scores. All pre-pandemic requirements related to LKES will resume in the 2024-2025 school year. Please see the <a href="#">LKES 2023-2024 Implementation Handbook</a> for further guidance regarding LKES scores.&lt;br&gt;</p>	



## Teacher Keys Effectiveness System- Standard

Standard	Score
2. Instructional Planning: 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.	2.06
3. Instructional Strategies: 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.	2.09
4. Differentiated Instruction: The teacher challenges and supports each student's learning by providing appropriate content and developing skills which address individual learning differences.	2.05
5. Assessment Strategies: 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.	2.01
6. Assessment Uses: 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.	2.02
8. Academically Challenging Environment: The teacher creates a student-centered, academic environment in which teaching and learning occur at high levels and students are self-directed learners.	2.07
<p>Note: To maximize the validity and reliability of growth measures for evaluating educator performance, GaDOE continued TKES flexibility for school teachers through the 2023-2024 school year, with this flexibility not all LEAs will receive complete scores. All pre-pandemic requirements related to TKES will resume in the 2024-2025 school year. Please see the <a href="#">TKES 2023-2024 Implementation Handbook</a> for further guidance regarding TKES scores.&lt;br&gt;</p>	

## 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		
1. Exemplary	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.	✓
2. Operational	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.	
3. Emerging	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.	
4. Not Evident	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		
1. Exemplary	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.	✓
2. Operational	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.	
3. Emerging	The district inconsistently allocates and monitors the use of time, materials, equipment, and fiscal resources to support learning and teaching.	
4. Not Evident	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		
1. Exemplary	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.	
2. Operational	The organization and allocation of personnel, expertise, and services are sufficient to achieve district and individual school goals.	✓
3. Emerging	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.	
4. Not Evident	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		
1. Exemplary	A collaborative, data-driven planning process results in aligned, comprehensive plans at the district and school levels for improving student learning.	
2. Operational	At the district and school levels, staffs engage in a collaborative, data-driven planning process to improve student learning.	
3. Emerging	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.	✓
4. Not Evident	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		
1. Exemplary	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.	
2. Operational	The district uses protocols and processes for problem solving, decision-making, and removing barriers.	✓
3. Emerging	District use of protocols and processes for problem solving, decision-making, or removing barriers is limited or inconsistent.	
4. Not Evident	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		
1. Exemplary	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.	
2. Operational	The district uses processes to monitor and provide timely guidance, support, and feedback to individual schools as they implement improvement plans and initiatives.	✓
3. Emerging	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.	
4. Not Evident	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		
1. Exemplary	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.	✓
2. Operational	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.	
3. Emerging	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.	
4. Not Evident	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
1. Instructional Leadership: 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.	2.33
2. School Climate: The leader promotes the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.	2.33
3. Planning and Assessment: The leader effectively gathers, analyzes, and uses a variety of data to inform planning and decision-making consistent with established guidelines, policies, and procedures.	2.22

Leader Keys Effectiveness System- Standard

Standard	Score
4. Organizational Management: The leader fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.	2.33
5. Human Resources Management: The leader fosters effective human resources management through the selection, induction, support, and retention of quality instructional and support personnel.	2.07
6. Teacher/Staff Evaluation: 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
7. Professionalism: The leader fosters the success of students by demonstrating professional standards and ethics, engaging in continuous professional development, and contributing to the profession.	2.33
8. Communication and Community Relations: The leader fosters the success of all students by communicating and collaborating effectively with stakeholders.	2.33
<p>Note: To maximize the validity and reliability of growth measures for evaluating educator performance, GaDOE continued LKES flexibility for school leaders through the 2023-2024 school year, with this flexibility not all LEAs will receive complete scores. All pre-pandemic requirements related to LKES will resume in the 2024-2025 school year. Please see the <a href="#">LKES 2023-2024 Implementation Handbook</a> for further guidance regarding LKES scores.</p>	

Teacher Keys Effectiveness System- Standard

Standard	Score
9. Professionalism: 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.	2.3
<p>Note: To maximize the validity and reliability of growth measures for evaluating educator performance, GaDOE continued TKES flexibility for school teachers through the 2023-2024 school year, with this flexibility not all LEAs will receive complete scores. All pre-pandemic requirements related to TKES will resume in the 2024-2025 school year. Please see the <a href="#">TKES 2023-2024 Implementation Handbook</a> for further guidance regarding TKES scores.</p>	

## 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		
1. Exemplary	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.	
2. Operational	Processes that increase the effectiveness of leaders, teachers, and staff have been established and consistently implemented throughout the district.	✓
3. Emerging	Processes that increase the effectiveness of leaders, teachers, and staff are not fully developed or are implemented unevenly or inconsistently across the district.	
4. Not Evident	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		
1. Exemplary	The district collects and analyzes comprehensive data from the state-approved evaluation system to inform staff retention, salaries, and professional learning throughout the district.	
2. Operational	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.	✓
3. Emerging	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.	
4. Not Evident	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		
1. Exemplary	The district fosters a culture of systematic, quality, and relevant professional learning that consistently addresses the needs of its adults and its students.	✓
2. Operational	The district ensures that professional learning at the school and district levels is relevant and addresses adult and student needs.	
3. Emerging	The professional learning at the school and district levels is not consistently relevant or is not consistently linked to adult or student needs.	
4. Not Evident	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		
1. Exemplary	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.	
2. Operational	The impact of professional learning on staff practices and student learning is assessed and adjustments are made as needed.	
3. Emerging	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.	✓
4. Not Evident	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
4. Organizational Management: The leader fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.	2.33
5. Human Resources Management: The leader fosters effective human resources management through the selection, induction, support, and retention of quality instructional and support personnel.	2.07
6. Teacher/Staff Evaluation: 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
7. Professionalism: The leader fosters the success of students by demonstrating professional standards and ethics, engaging in continuous professional development, and contributing to the profession.	2.33
8. Communication and Community Relations: The leader fosters the success of all students by communicating and collaborating effectively with stakeholders.	2.33
Note: To maximize the validity and reliability of growth measures for evaluating educator performance, GaDOE continued LKES flexibility for school leaders through the 2023-2024 school year, with this flexibility not all LEAs will receive complete scores. All pre-pandemic requirements related to LKES will resume in the 2024-2025 school year. Please see the <a href="#">LKES 2023-2024 Implementation Handbook</a> for further guidance regarding LKES scores. 	



## Teacher Keys Effectiveness System- Standard

Standard	Score
1. Professional Knowledge: The teacher demonstrates an understanding of the curriculum, subject content, pedagogical knowledge, and the needs of students by providing relevant learning experiences.	2.17
9. Professionalism: 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.	2.3
10. Communication: The teacher communicates effectively with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning.	2.09
<p>Note: To maximize the validity and reliability of growth measures for evaluating educator performance, GaDOE continued TKES flexibility for school teachers through the 2023-2024 school year, with this flexibility not all LEAs will receive complete scores. All pre-pandemic requirements related to TKES will resume in the 2024-2025 school year. Please see the <a href="#">TKES 2023-2024 Implementation Handbook</a> for further guidance regarding TKES scores.&lt;br&gt;</p>	

## 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		
1. Exemplary	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.	
2. Operational	Expectations for schools to engage families and the community to support learning and teaching are established and communicated throughout the district.	✓
3. Emerging	Expectations for family and community engagement are inconsistent, varying from school to school, or are unevenly communicated across the district.	
4. Not Evident	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		
1. Exemplary	The district implements and continuously monitors structures for reliable, ongoing, and interactive communication between the schools and stakeholders.	
2. Operational	Structures which promote clear and open communication between schools and stakeholders have been effectively established.	✓
3. Emerging	The district structures between schools and stakeholders result in communication that sometimes may not be consistent, clear, or timely.	
4. Not Evident	Structures which promote clear and open communication between schools and stakeholders have not been effectively established or implemented.	

Family and Community Engagement Data

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

GDPS - Governance (Standard 3): Communicates district policies and procedures in a timely manner to relevant audiences		
1. Exemplary	Strategic, comprehensive processes and protocols are in place for clearly and continuously communicating policies and procedures in a timely manner to all stakeholders.	
2. Operational	The district consistently communicates policies and procedures in a timely manner to relevant audiences.	✓
3. Emerging	Communication of policies and procedures to relevant audiences is sometimes inadequate or inconsistent.	
4. Not Evident	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		
1. Exemplary	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.	
2. Operational	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.	✓
3. Emerging	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.	
4. Not Evident	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
2. School Climate:The leader promotes the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.	2.33
8. Communication and Community Relations:The leader fosters the success of all students by communicating and collaborating effectively with stakeholders.	2.33
Note: To maximize the validity and reliability of growth measures for evaluating educator performance, GaDOE continued LKES flexibility for school leaders through the 2023-2024 school year, with this flexibility not all LEAs will receive complete scores. All pre-pandemic requirements related to LKES will resume in the 2024-2025 school year. Please see the <a href="#">LKES 2023-2024 Implementation Handbook</a> for further guidance regarding LKES scores. 	

Teacher Keys Effectiveness System- Standard

Standard	Score
10. Communication:The teacher communicates effectively with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning.	2.09
Note: To maximize the validity and reliability of growth measures for evaluating educator performance, GaDOE continued TKES flexibility for school teachers through the 2023-2024 school year, with this flexibility not all LEAs will receive complete scores. All pre-pandemic requirements related to TKES will resume in the 2024-2025 school year. Please see the <a href="#">TKES 2023-2024 Implementation Handbook</a> for further guidance regarding TKES scores. 	

## 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		
1. Exemplary	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.	✓
2. Operational	The district develops and implements effective processes to maintain facilities and equipment to ensure an environment which is safe and conducive to learning.	
3. Emerging	Irregular or insufficient processes are in place to maintain facilities and equipment to ensure an environment which is safe and conducive to learning.	
4. Not Evident	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		
1. Exemplary	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.	
2. Operational	The district provides, coordinates, and monitors student support systems and services.	✓
3. Emerging	The district provides some student services, but improvements are needed in some areas such as program coordination and monitoring.	
4. Not Evident	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		
1. Exemplary	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.	
2. Operational	The district defines the roles, responsibilities, skill sets, and expectations of leaders at all levels to increase student learning and staff performance.	✓
3. Emerging	The general roles, responsibilities, skill sets, or expectations for leaders are not fully developed by the district.	
4. Not Evident	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
1. Instructional Leadership: 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.	2.33
2. School Climate: The leader promotes the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.	2.33
3. Planning and Assessment: The leader effectively gathers, analyzes, and uses a variety of data to inform planning and decision-making consistent with established guidelines, policies, and procedures.	2.22
4. Organizational Management: The leader fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.	2.33
5. Human Resources Management: The leader fosters effective human resources management through the selection, induction, support, and retention of quality instructional and support personnel.	2.07
6. Teacher/Staff Evaluation: 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
7. Professionalism: The leader fosters the success of students by demonstrating professional standards and ethics, engaging in continuous professional development, and contributing to the profession.	2.33
8. Communication and Community Relations: The leader fosters the success of all students by communicating and collaborating effectively with stakeholders.	2.33
Note: To maximize the validity and reliability of growth measures for evaluating educator performance, GaDOE continued LKES flexibility for school leaders through the 2023-2024 school year, with this flexibility not all LEAs will receive complete scores. All pre-pandemic requirements related to LKES will resume in the 2024-2025 school year. Please see the <a href="#">LKES 2023-2024 Implementation Handbook</a> for further guidance regarding LKES scores. 	

## Teacher Keys Effectiveness System- Standard

Standard	Score
1. Professional Knowledge: The teacher demonstrates an understanding of the curriculum, subject content, pedagogical knowledge, and the needs of students by providing relevant learning experiences.	2.17
2. Instructional Planning: 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.	2.06
3. Instructional Strategies: 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.	2.09
4. Differentiated Instruction: The teacher challenges and supports each student's learning by providing appropriate content and developing skills which address individual learning differences.	2.05
5. Assessment Strategies: 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.	2.01
6. Assessment Uses: 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.	2.02
7. Positive Learning Environment: The teacher provides a well-managed, safe, and orderly environment that is conducive to learning and encourages respect for all.	2.26
8. Academically Challenging Environment: The teacher creates a student-centered, academic environment in which teaching and learning occur at high levels and students are self-directed learners.	2.07
9. Professionalism: 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.	2.3
10. Communication: The teacher communicates effectively with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning.	2.09
Note: To maximize the validity and reliability of growth measures for evaluating educator performance, GaDOE continued TKES flexibility for school teachers through the 2023-2024 school year, with this flexibility not all LEAs will receive complete scores. All pre-pandemic requirements related to TKES will resume in the 2024-2025 school year. Please see the <a href="#">TKES 2023-2024 Implementation Handbook</a> for further guidance regarding TKES scores. 	

## 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>What perception data did you use? [examples: student perceptions about school climate issues (health survey, violence, prejudice, bullying, 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>The Georgia Student Health Survey was administered Spring 2023, and we are anticipating results Fall 2023. Surveys for students, staff, parents, and community members were utilized during the 2022 Cognia review. For staff members, stay surveys were also 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, and PBIS Team members complete the Tiered Fidelity Inventory (TFI) at least twice per year annually. 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 also gauged using health survey information and SEL surveys through Panorama. Student voice surveys are conducted annually on a wide range of topics.</p>
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<p>What does the perception data tell you? (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>All GCSS schools maintain a school climate rating of 4 or higher which includes annual survey components. Additionally, 5 out of 8 schools achieved PBIS "Operational" status in 22-23. Perception data points continue to highlight to an increased need for behavioral health support (specifically emotion regulation) in the district and for more consistent approaches systemwide ensuring equity of service. As such, GCSS will use the SAEBRS screener beginning in 23-24 to more effectively target needs. Middle and high school programs are still in need of more student-focused interventions, even though there has been progress at both levels related to behavior Rtl. Perception data gathered through districtwide meetings indicated the need for digitized data collection for MTSS using the DOE sponsored Go MTSS platform which will be fully functional in 23-24. Using Cognia survey results, the district continues to evolve based on the feedback from families and the needs of the students to provide the appropriate academic and social learning. Parents feel supported and up-to-date. Parent surveys indicate that overall we communicate well and value parent input. Our students are encouraged and pushed by their teachers while looking at the whole child. Opportunities are provided across the district for students to be involved in clubs, extracurricular activities, or any interest that is shared with an educator. Leadership and teachers use information to make decisions with students in order to advance individual targets. The professional and collegial atmosphere in Gainesville City School System is supported in the results as all parties work together as One Gainesville.</p>
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<p>What process data did you use? (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, Instructional Coaching, Counseling, Workforce Development, Attendance, and Community Outreach. Student participation in extracurricular activities continues to increase after COVID. 100% of students in elementary, middle, and ninth grade completed college and career awareness activities. Accelerated course participation increased by 3% while pathway completion increased 5%. The number of participants increased to 500+ in AP courses, increased to 250+ in dual enrollment, and increased to 250+ in work-based learning.</p>
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<p>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?”)</p>	<p>Consistent processes continue to be an area of focus across all areas to increase equity and sustainability. 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, especially at the secondary level. As reported from the most recent Cognia review, the system lacked engaging in documented processes for collecting, analyzing, and making decisions with available data over a longitudinal period (minimum 3-years) to support reflection, planning, and decision-making related to academic achievement, programmatic effectiveness, and non-instructional measures. Efforts have been made to streamline data reporting to ensure that there are methods to view and use data over longitudinal periods including the utilization of Panorama and ultimately a system-tailored data reporting tool through ClassLink. Also, the system lacks processes to ensure seamless horizontal and vertical articulation of curriculum across all grade levels and subject areas. Efforts in 23-24 will include two instructional coaches at the secondary level and a math coordinator K-8 to assist with better curriculum articulation. Additionally, the system lacks formulating and evaluating the effectiveness of a high-quality professional learning community (PLC) model at each level of education (elementary, middle, and high schools). PLCs have continued, and informal district monitoring has occurred with visits from district staff and Atlas Data Protocol utilization at annual leadership summits. Finally, the system lacks a process and schedule for the review of curriculum at all levels to ensure that there is a formal research-based system-approved curriculum and resources in all classrooms throughout the school system. New instructional coaches and a K-8 math coordinator will help in these areas as well. The annual Leadership Summit data dig also resulted in robust conversations concerning school processes and how to improve upon them.</p>
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<p>What achievement data did you use?</p>	<p>Milestones and universal screeners (reading and math) measuring student achievement and growth in reading and mathematics.</p>
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<p>What does your achievement data tell you?</p>	<p>Despite efforts toward continuous improvement, GCSS as a whole loss momentum in closing the achievement gap after experiencing encouraging improvements the previous year on statewide assessment and after a two-year return to the traditional instructional setting. When compared to the district's performance on the Spring 2022 Milestones EOG assessments, the percentage of students determined Proficient decreased for students in grades 3-5 in ELA and mathematics. While overall performance for middle school students decreased, achievement levels slightly increased in ELA for students in grades 7 and 8, and in Math for students in grade 8.</p> <p>When compared to performance on the Spring 2022 Milestones EOG assessments, English Learners (EL) continued the downward trend of the percentage of students determined Proficient in ELA and Math at all grade levels. Discouragingly, none of the grade 6 English Learners were determined Proficient in ELA or Math. There was a slight increase (+1%) in the percentage of Proficient English Learners in Math for students in grade 8.</p> <p>Results for Students with Disabilities mirror that of the general and EL populations with the percentage of students considered Proficient plummeting when compared to proficiency rates during the spring 2023 administration of EOGs.</p> <p>Results from universal screeners proved to be more promising for students in grade 3 with reading showing a proficiency rate of 46% compared to a 20% proficiency rate on the ELA Milestones assessment. Students in grades 4 and 5, struggle on reading universal screeners at a similar rate as ELA Milestones. Students in grades 4 and 5 showed greater promise on the universal screeners, but that progress did not transfer to performance on the Milestones.</p>
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<p>What demographic data did you use?</p>	<p>Subgroups, including English Learners, Students with Disabilities, Gifted, 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>What does the demographic data tell you?</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 district initiated a plan in FY22 to have 90% of it's teachers ESOL endorsed within three years - 50% the first year, 70% the second year, and 90% the third year. As of June 2023, 70% of teachers and staff have the ESOL Endorsement. 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 increased in 2022 - 2023, and talent development courses were broadened to reach more students. Additional gifted service delivery models will be added in 23-24 to widen the scope of support for gifted and talented learners. Enrollment in more rigorous courses has increased at the secondary</p>
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level. The number of Hispanic and Black students taking AP exams continues to increase.

Gainesville High School has a constant enrollment of 2,300 students. However, due to the transiency of the population and the challenges, more than 3,500 students attend over a 4-year period. Consistently, one-third of the students enroll after 9th grade entry, one-third of the students withdraw, and approximately 20% enroll and withdraw. A non-traditional high school is needed to meet the ever-growing demand of transiency, off-track students, and even accelerated options. A series of non-traditional routes will be provided to students to help each of them attain a high school diploma, including a personalized education plan.

With the Workforce Development Plan enacted in 2019, the career pathways at high school mirror the community demand. The growth in CTAE has allowed the WBL program to serve more than 250 students annually and possibly increase to three instructors. While the district is seeing growth, the opportunities for career transitions with special education students need improving. Currently, the PAES Lab and partnership with Vocational Rehab meet a basic need, but the department and the district will redesign the career pipeline for special education students so that the workforce includes all students. To further support students with disabilities in CTAE, a CTI teacher is coming on board.

### 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>Coherent Instructional: 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 technology, 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. Technological tools have been used in order to more effectively monitor student progress through an early warning system using Panorama and Go MTSS will be fully functional at the end of 23-24. Identification of long-term ELs and their unique instructional needs has been a focus along with a 50/70/90 percent goal for staff ESOL endorsement to better meet the needs of ESOL students; continued training and strategies in order to support this group's needs is necessary. An online course with several modules to introduce staff to instructional technology tools to support ESOL students is being developed and will be available in the 2023-2024 school year. Gainesville High School has a constant enrollment at 2,300 students. However, due to the transiency of the population and the challenges, more than 3,500 students attend over a 4-year period. Consistently, one-third of the students enroll after 9th grade entry, one-third of the students withdraw, and approximately 20% enroll and withdraw. A non-traditional high school is needed to meet the ever-growing demand of transiency, off-track students, and even accelerated options. A series of non-traditional routes will be provided to students to help each of them attain a high school diploma, including a personalized education plan.</p> <p>Fidelity of implementation at the school level continues to be a challenge, as does communication (as it relates to instruction) 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 are needed in order to develop instructional leadership. Embedded district support at the school level will also ensure enhanced instructional leadership. In the last five years, only five leaders (two school-based principals and three district-based) have retired. In the next five years, more than 10 leaders will retire. The district previously partnered with GLISI to</p>
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## Strengths and Challenges Based on Trends and Patterns

	<p>establish a leadership cohort, most of which are now in leadership positions. The district will create and implement an internal administrative pipeline focused on the day-to-day roles of assistant principals, principals, coordinators, directors, and officers. A hands-on practical approach will ensure the nuances of the district while building capacity for the future. There has been minimal turnover over the last five years in Gainesville, but the demand is increasing for quality leaders that can serve in their respective role for 5-10 years. Similarly, 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> <p>As reported from the most recent Cognia review, the system lacked engaging in documented processes for collecting, analyzing, and making decisions with available data over a longitudinal period (minimum 3-years) to support reflection, planning, and decision-making related to academic achievement, programmatic effectiveness, and non-instructional measures. Efforts have been made to streamline data reporting to ensure that there are methods to view and use data over longitudinal periods, including the utilization of Panorama and ultimately a system-tailored data reporting tool through ClassLink/Infinite Campus in 23-24. Also, the system lacks processes to ensure seamless horizontal and vertical articulation of curriculum across all grade levels and subject areas. Efforts in 23-24 will include two instructional coaches at the secondary level and a math coordinator K-8 to assist with better curriculum articulation. Additionally, the system lacks formulating and evaluating the effectiveness of a high-quality professional learning community (PLC) model at each level of education (elementary, middle, and high schools). PLCs have continued, and informal district monitoring has occurred with visits from district staff and Atlas Data Protocol utilization at annual leadership summits. Finally, the system lacks a process and schedule for the review of curriculum at all levels to ensure that there is a formal research-based system-approved curriculum and resources in all classrooms throughout the school system. New instructional coaches and the K-8 math coordinator will help in these areas as well. The annual Leadership Summit data dig also resulted in robust conversations concerning school processes and coherent instructional systems and how to improve upon them.</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. Quarterly data reviews for federal programs are also required to help monitor for effectiveness. In 23-24, district leadership</p>
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# NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

## Strengths and Challenges Based on Trends and Patterns

	<p>will offer tri-annual data conversations after each screener administration.</p> <p>Once assessment 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 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 allows 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 Director of Elementary Schools meets monthly with elementary principals. The Director of Secondary Schools and Student Services meets monthly with secondary principals to ensure vertical alignment and to provide support. Additionally, meetings are held with the Hub Coordinator weekly and school counselors monthly to ensure student needs are met. There are also quarterly systemwide meetings for PBIS, SPED, MTSS, and ESOL.</p> <p>For 22-23, a leadership meeting structure has been established to further support needs including regular leveled meetings, and professional learning specifically to develop current and future leaders. In the last five years, only five leaders (two school-based principals and three district-based) have retired. In the next five years, more than 10 leaders will retire. The district previously partnered with GLISl to establish a leadership cohort, most of which are now in leadership positions. The district will create and implement an internal administrative pipeline focused on the day-to-day roles of assistant principals, principals, coordinators, directors, and officers. A hands-on practical approach will ensure the nuances of the district while building capacity for the future. There has been minimal turnover over the last five years in Gainesville, but the demand is increasing for quality leaders that can serve in their respective role for 5-10 years.</p>
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<p>Professional Capacity: 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. Ten members of the Aspiring Teachers Program have been hired to teach at our elementary, middle and high schools for the 2023-2024 school year. A new teacher induction program is a strength, and each new teacher has an assigned mentor.</p>
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## Strengths and Challenges Based on Trends and Patterns

	<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 four percent of respondents to Professional Development Needs Assessment stated that they participated in PLCs at their schools. Eight six percent of respondents stated that the professional development that they received helped them better prepare their students. Seventy 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. Cognia recommends that we collect data related to PLCs at all levels and analyze the data to measure the effectiveness of the PLCs. Additionally, the data analysis can further be used to make data-based decisions regarding the future direction of PLCs.</p>
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<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>The most recent Cognia review found that Gainesville City School System (GCSS) parents and community are active, engaged, and work closely in alignment with the system to best serve the needs of the students in preparation for post-secondary education and employment opportunities. Interviews with parents and the community corroborated the overarching state of engagement with the school district. Comments were made regarding support for the school district and schools in support of preparing students at all levels for our continuous improvement journey through K - 12 and beyond. District technical support for parent and family engagement is a strength as noted by DOE's cross functional monitoring. While survey and interview results confirmed the work GCSS does with engaging parents, the system needs to continue to explore avenues to maintain and increase engagement with the parent and community stakeholder groups. Additionally, results of the district's most recent cross functional monitoring revealed that additional work in the area of parent and family engagement is needed. The areas include: providing specific opportunities for staff to participate in capacity building activities, increasing parent engagement activities for families of English Learners, and documenting parent events and capacity-building opportunities as required by the cross functional</p>
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## Strengths and Challenges Based on Trends and Patterns

	<p>indicators.</p> <p>The district currently partners with a wide variety of businesses and service organizations. These partnerships allow the expansion of The Hub, a centralized, one-stop-shop for some of the most challenging barriers standing in the way of students' success to thrive. The services at The Hub are primarily offered during the school day and a need for evening and weekend services is present. Through ARP funds, the district is partnering with Ninth District Opportunity, United Way, Hall County, City of Gainesville, Gainesville Housing Authority, Georgia Mountain Food Bank, and many others to extend services to the Butler Center. The Butler Center was the segregated high school in Gainesville and portions of the building are available for renovation and services, which will meet an extended need for families. Additionally, the district will pursue community service learning projects and add strategic partners to best meet the needs of students and families.</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." All GCSS schools maintain a school climate rating of 4 or higher which includes annual survey components. Additionally, 5 out of 8 schools achieved PBIS "Operational" status in 22-23. 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 these professional learning opportunities 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 be addressed 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, mental health clinicians, 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> <p>As expected, the pandemic has also affected attendance rates as percentages of students missing 15 or more days substantially rose to double digits at most schools after 2020. Consistent messaging, constant communication, and comprehensive support systems have been provided to families to re-emphasize the importance of regular, daily attendance. In response to Covid, the district also instituted multiple Open-House days to increase parent engagement and establish positive relationships at the beginning of the school year. Additionally, each school's climate rating is a 4 or 5 indicating an</p>
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## Strengths and Challenges Based on Trends and Patterns

	<p>overall positive school climate. To better meet the needs of families, GCSS also requests feedback from families in an ongoing manner through multiple survey opportunities. The district continues to evolve based on feedback from families and the needs of students to provide appropriate academic and social learning.</p> <p>Based on feedback from the most recent Cognia review, the staff is committed and caring to students' best interests as the center of its teaching and learning practices. Interviews with teachers throughout the district confirmed that they consistently framed their work around the needs of their students. Student interviews revealed that teachers are nurturing academically and social-emotionally. They also noted that they had advocates at their school that knew them by name. The team encourages the staff to continue to individually examine its roles, nurturing relationships with students to continue to provide such an environment for students.</p>
<p>Demographic and Financial: 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. Cross functional monitoring revealed that some financial processes need additional monitoring. 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.</p> <p>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, Special Education, and Gifted has improved intentionality in serving the needs of students, teachers, and leaders. Processes have been created and additional staff have been added to help support the federal programs department.</p>
<p>Student Achievement: 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>Despite efforts toward continuous improvement, GCSS as a whole loss momentum in closing the achievement gap after experiencing encouraging improvements the previous year on statewide assessment and after a two-year return to the traditional instructional setting. When compared to the district's performance on the Spring 2022 Milestones EOG assessments, the percentage of students determined Proficient decreased for students in grades 3-5 in ELA and mathematics. While overall performance for middle school students decreased, achievement levels slightly increased in ELA for students in grades 7 and 8, and in Math for students in grade 8.</p> <p>When compared to performance on the Spring 2022 Milestones EOG assessments, English Learners (EL) continued the downward trend of the percentage of students determined Proficient in ELA and Math at all</p>

## Strengths and Challenges Based on Trends and Patterns

	<p>grade levels. Discouragingly, none of the grade 6 English Learners were determined Proficient in ELA or Math. There was a slight increase (+1%) in the percentage of Proficient English Learners in Math for students in grade 8.</p> <p>Results for Students with Disabilities mirror that of the general and EL populations with the percentage of students considered Proficient plummeting when compared to proficiency rates during the spring 2023 administration of EOGs.</p> <p>Results from universal screeners proved to be more promising for students in grade 3 with reading showing a proficiency rate of 46% compared to a 20% proficiency rate on the ELA Milestones assessment. Students in grades 4 and 5, struggle on reading universal screeners at a similar rate as ELA Milestones. Students in grades 4 and 5 showed greater promise on the universal screeners, but that progress did not transfer to performance on the Milestones.</p> <p>It is identified that unique support is needed for EL students who are new to American schools. Therefore, more targeted supports will be in place for the "newcomers" with innovative instructional strategies, flexible scheduling, and personalized professional development for this staff.</p>
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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.

<p>Strengths</p>	<p>We have a core group of special education support staff including an assistant Sped director and two SPED coordinators 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.</p>
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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.

Challenges	<p>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.</p>
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## Title I - Part A - Improving Academic Achievement of Disadvantaged

Strengths	<p>All of GCSS schools are school wide Title I schools which allows them to use Title I funds to benefit all students without singling out the disadvantaged. The 2022 Cognia review found that the system's diverse student population is engaged and committed to their preparation for post-secondary academics and/or career path. The students revealed that they recognized the support offered for academics (such as supplemental resources and activities) and overall social-emotional well-being for themselves.</p> <p>GCSS participated in Cohort 3 of Consolidated Funds. One of the deciding factors in choosing to consolidate was demographics. Prior to consolidation, the district was often in the difficult position of trying to determine which supplemental service a student should receive when that student might qualify for multiple supplemental services such as low-achieving, migrant, and English for Speakers of Other Languages (ESOL). This position would often spread human resources thin and present numerous challenges in regards to scheduling, supplies, and transportation. For example, consolidated funds have opened up services to students in multiple ways such as increasing Schoolwide Paraprofessional assistance in each school. Before the consolidation of funds, GCSS was forced to view federal programs in isolation, each having its own rules and requirements to consider. It was challenging, and many times, inefficient in supporting student learning outcomes. Federal programs are now viewed holistically, while still meeting the intent and purpose of each program. Each school is still held accountable for meeting identified school improvement goals, but planning and decision making is much easier using consolidated funds. Consolidated funds have also promoted more collaboration between the school and district. The beauty in consolidating funds is that</p>
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# NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

## Title I - Part A - Improving Academic Achievement of Disadvantaged

	<p>bureaucratic borders are removed, and GCSS is free to focus on meeting the needs of all students.</p> <p>Quarterly data reviews and monthly expenditure reviews are completed by each school and district staff to determine progress toward identified targets including subgroups. District staff work closely with schools to identify areas of need and provide focused support for identified target areas such as ESOL, Special Education (SPED), coaching, and mentoring support. District support is differentiated and based on the need to assist in routing instructional and/or operational help to schools while revisiting effectiveness through regular leadership meetings with district executive staff, directors, and coordinators. Examples of differentiated support have included specialized coaching for administrators to expand capacity, tiered professional development on a range of topics to better equip staff with knowledge and skills to meet the academic needs of a diverse student population such as curriculum-based walkthroughs, Georgia Leadership Institute for School Improvement (GLISI) and RESA-sponsored leadership coaching, aspiring leader program facilitation with 14 individuals in cohorts one and two being currently placed in existing leadership roles, mentorships for staff and students, induction teacher programming, as well as timely trauma-informed mental health trainings for staff, de-escalation behavior techniques, and restorative practices. The district has also streamlined and refined curriculum planning to address the need for increasing academic gains. This planning, with the help of instructional coaches, has included work with pacing guides and curriculum resources.</p>
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Challenges	<p>Principals often struggle with spending funds in a timely manner or with accounting for expenditures for staff salaries through the remainder of the fiscal year. 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 have positively impacted student achievement. The most recent Cognia review indicated the system lacks engaging in documented processes for collecting, analyzing, and making decisions with available data over a longitudinal period (minimum 3-years) to support reflection, planning, and decision-making related to academic achievement, programmatic effectiveness, and non-instructional measures.</p> <p>The decrease in overall ELA and Math performance on EOGs and in Math EOCs is concerning. Though bright spots in certain grades can be seen, overall growth was not what we had expected.</p>
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# NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

## Title I, Part A - Foster Care

Strengths	<p>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. The district responded quickly to the needs of HB 855 requiring local school systems to immediately and deliberately assess whether exposure to trauma has had or is likely to have an adverse impact on the educational performance of students in foster care. With a social worker dedicated to this subgroup, we work with community partners on specialized programs for foster care students as well as monitor the academic and social emotional needs of this group.</p>
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Challenges	<p>Transportation for foster care students can be a challenge as can be the identification of foster care students when they enter the district. We have a partnership with a local transportation agency to assist at no or low cost transportation when a need is identified.</p>
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## Title I, Part A - Parent and Family Engagement

Strengths	<p>Each school in GCSS has a Parent Liaison who coordinates with teachers, administrative staff, and families to provide family and community enrichment programs throughout the school year. Quarterly meetings are held with parent coordinators. Most schools also have 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.</p> <p>The most recent Cognia review found that Gainesville City School System (GCSS) parents and community are active, engaged, and work closely in alignment with the system to best serve the needs of the students in preparation for post-secondary education and employment opportunities. Cognia results also revealed that the system's 'Hub' is an innovative, full-service, and community-oriented operation that is designed to meet the academic, social-emotional, and physiological needs of system stakeholders. Recognizing the need for additional wraparound supports in order for students to be successful academically, The Hub was designed to be a centralized, one-stop-shop for some of the most challenging barriers standing in the way of students' success. As evidenced previously. The Hub has a strong partnership with school level staff (pre-k -12) as well as community agencies and local non-profits. The Hub coordinates</p>
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# NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

## Title I, Part A - Parent and Family Engagement

	<p>appropriate levels of support and resources on site. Listening to students and aligning with community needs, The Hub focuses on three main areas: academic &amp; workforce guidance; mental &amp; behavioral health; and daily basic needs. The Hub is able to serve students and families for these three focus areas on site, and when that is not possible, referrals to outside agencies are made. Specifically related to mental and behavioral health, The Hub has a full time mental health clinician on site, mental health clinicians in all schools, as well as five other agencies who work regularly with students. As an extension of The Hub's services and using information provided by a community focus group, community buses, serving as fully stocked classrooms on wheels, have been piloted at Housing Authority Complexes and with various early learning providers to further extend outreach to ultimately support academic achievement in school.</p>
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Challenges	<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 clearly 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. Not all schools have a fully functional parent resource center.</p> <p>It was also noted during the cross functional monitoring review that additional work in the areas of providing and documenting parent events according to the indicators is needed at all levels. Also, more work is needed to ensure staff are participating in activities that will build their capacity in communicating and working with families.</p> <p>Student services team members, which includes social workers and mental health clinicians, continue to focus on providing mental health awareness and access to community resources. This is done to decrease the stigma of mental health and equip families with tools to address needs.</p> <p>Services at the Hub are primarily available during the school day. There is a need to expand these services into the evening hours.</p>
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# NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

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.)

Strengths	<p>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 consistently receives glowing evaluations from DOE and district staff who observe lessons/supports she provides. The SSP spends at least 20% of their time in local neighborhoods, recruiting migrant families in our district. 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 during the regular school year and health-related needs during the summer. Most OSY/DO students meet or exceed their supplemental learning targets.</p> <p>Pre-School age student strengths: Preschool students consistently make 5% incremental growth as measured by pre and post assessments given. 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> <p>K - 12 Students: screener data indicate that while students may not attain grade-level status in literacy and math, growth does occur. 5% of ESOL exits, were migrant students in FY23.</p>
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Challenges	<p>There is still a need to better align the supplemental services needs identified on the school SWPs 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. With the lack of state recruiting support, we worry that our recruiting efforts will be impacted negatively.</p> <p>Preschool-age student challenges: The percentage of P3's served remains the same as previous years which is somewhat 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: Grade level literacy and math attainment is a challenge based on state assessments and universal screener data.</p> <p>OSY/DO challenges: Recruitment and provision of service continues to be a challenge in our community. Even when services such as English</p>
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# NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

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.)

	classes are offered and paid for, attendance is inconsistent.
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Title I, Part A and Title I, Part D - Neglected and Delinquent Children

Strengths	This section does not apply to our district. There are no institutions in our area.
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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

If transferring 100% of Title II, Part A, INSERT the following statement in the STRENGTHS/CHALLENGES: "100% transfer of FY25 Title II, Part A funds."

Strengths	100% transfer of FY24 Title II, Part A funds.
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Challenges	100% transfer of FY24 Title II, Part A funds.
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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 progress towards 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.

Strengths	<p>The system has added additional support to the ESOL program with a K - 12 ESOL Assistant Director. Job-embedded coaching is provided with ESOL leads at all schools in order to more effectively support teachers. The ESOL Assistant Director utilizes the ESOL Playbook to support ESOL leads, teachers, and administrators 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>The district EL graduation rate (70.7%) is higher than the state EL graduation rate (66.2%). At the elementary level, progress in English Language Proficiency continues to see an upward trend year after year. ACCESS data comparisons from 2022 to 2023 show that our elementary scores gained an average of 40 scale score points. This is an increase of 2 percentage points from last year's growth. Writing is the stronger of all of the domains.</p> <p>Based on the most recent Cognia review, the system encourages and incentivizes staff to earn an English for speakers of other languages (ESOL) endorsement to best meet the needs of its student population, which is commendable. The System Overview presentation and interviews with the superintendent, academic cabinet, school administrators, and staff referenced the system's goals for ESOL Endorsements for staff. The system also has a plan identifying the partnerships with post-secondary institutions, individuals who qualify (academics and wraparound), the status of the system calling for the need of a plan, an incentive for becoming ESOL endorsed, and identification of the funding source. Given that ESOL strategies are commonly accepted and respected as quality teaching overall, this initiative should simultaneously support the education of ESOL students, special education students, and the general student population. The system is targeting its growing number of ESOL students and indirectly supporting education in general. The team suggests that the system continue to support educators, including future new hires, in earning their ESOL endorsement and other qualifying credentials based on the diverse needs of the student population.</p>
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# NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

## 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 progress towards 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.

Challenges	<p>It is important to note ongoing, global challenges related to meeting academic targets. Mobility rates for GCSS in 2020 ranged from 8% to 18% among schools. Though most GCSS students are born in the United States, students represent 46 countries around the world, and GCSS students speak 25 different languages and multiple dialects from Guatemala. The district has the highest percentage of English Learners (ELs) in the state of Georgia at approximately 30% of the total student population. As such, meeting targets can be challenging unless staff members have the tools necessary to effectively meet needs. With a total ESOL enrollment of 2,286 students in 2023, progress towards ACCESS proficiency rates has increased from 2016 with rates ranging in the 70s, 80, and 90s among elementary grades to all elementary schools achieving rates of 90 or above in 2022. The same cannot be said for secondary. English Language Proficiency growth at the secondary level continues to trend downward. While EL students are making growth on local universal screeners it is not translating to grade level proficiency on Milestones EOCs or EOGs. When compared to performance on the Spring 2022 Milestones EOG assessments, English Learners (EL) continued the downward trend of the percentage of students determined Proficient in ELA and Math at all grade levels. ACCESS scores reveal that ELs struggle most with performance in the Speaking and Reading domains. The percentage of ESOL students exiting from ESOL with has decreased over the last three years. This is concerning considering the amount of strategies and interventions implemented in the district. At both elementary and secondary levels, use of evidence-based strategies to support English language development is needed as is administrative monitoring of instructional expectations at Tier I for ELs.</p>
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## Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth

Strengths	<p>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.</p>
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# NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

## Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth

Challenges	With transportation challenges better addressed and retention of MV staff this year being a strength, the challenge most identified is the monitoring of academic progress.
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## Title IV, Part A - Student Support and Academic Enrichment

If transferring 100% of Title IV, Part A, INSERT the following statement in the STRENGTHS/CHALLENGES: "100% transfer of FY25 Title IV, Part A funds."

Strengths	100% transfer of FY24 Title IV, Part A funds.
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Challenges	100% transfer of FY24 Title IV, Part A funds.
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## Title I, Part A - Equitable Access to Effective Educators

Strengths	<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>Leader retention rate is 100% for 2021.</p> <p>Inexperienced leaders percentages have improved from 60% in 2019, 58% in 2020 to 35% in 2021.</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>
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## Title I, Part A - Equitable Access to Effective Educators

Challenges	<p>Low student achievement - TKES ratings are not indicative of student achievement rate.</p> <p>Teacher retention rate is 85% for 2021.</p> <p>Inexperienced teachers rate is 36%</p>
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## Title V, Part B - Rural Education

Strengths	This area does not apply to the district.
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Challenges	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 and math.
How severe is the need?	High
Is the need trending better or worse over time?	Worse
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 instructional coach meetings is needed in order for continued improvement to take place. In addition, access to high-quality resources in the area of literacy and the science of reading, including digital resources, videos, and assessment items, and professional development needed to support these items is a continued need. Continued work is needed in the implementation of a Multi-Tiered System of Supports (particularly at the secondary level) for academics, behavior, and SEL. Go MTSS will be fully functional in 23-24 to streamline MTSS processes. In addition to the existing supports, secondary instructional coach positions were created to support new and struggling teachers as well as curriculum alignment. Also, a K-8 coordinator for math has been added as well.
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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

Overarching Need # 2

Can Root Causes be Identified?	Yes
Priority Order	2

Additional Considerations	<p>Ownership at the school, department, and teacher level is needed, particularly at the secondary level with regards to the implementation of PBIS and MTSS. Continued organization and communication of plans for wraparound services (in particular, the continued development of The Hub Student Success Center) 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, mental health clinicians, counselors, and training is needed at the school and teacher levels, particularly in the area of mental health and counseling support.</p> <p>We are placing a specialized focus on EL students who are new to American schools (Newcomers) by identifying quality staff and culturally responsive teaching practices through a targeted program. This focus will allow these students to experience more success in school and graduation. In a partnership with a community agency, we are establishing a community center that will focus on needs identified in the community. We will co-fund the director position in an effort to develop appropriate program needs that align with both school and community needs. Gainesville High School has a constant enrollment at 2,300 students. However, due to the transiency of the population and the challenges, more than 3,500 students attend over a 4-year period. Consistently, one-third of the students enroll after 9th grade entry, one-third of the students withdraw, and approximately 20% enroll and withdraw. A non-traditional high school is needed to meet the ever-growing demand of transiency, off-track students, and even accelerated options. A series of non-traditional routes will be provided to students to help each of them attain a high school diploma, including a personalized education plan.</p>
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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 and math.

Root Cause # 1

Root Causes to be Addressed	Consistent, evidence-based literacy and math 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	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 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. Elementary will also be adding iReady Reading and Math personalized learning to increase available banks of intervention. At the secondary level, there is the need for ongoing implementation of evidence-based, Tier 1 literacy and math practices. This will be supported by the addition of two instructional coaches at the secondary level and a K - 8 Math coordinator.
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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 will be supported by the addition of two instructional coaches at the secondary level and a K - 8 math coordinator.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes

Root Cause # 2

Impacted Programs	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 III - Language Instruction for English Learners and Immigrant Students
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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. Personalized learning for Reading and Math will be added in 23-24 and will serve as additional literacy and math interventions. As such, Go MTSS will be fully functional in 23-24. Due to high teacher attrition in recent years and lack of embedded MTSS processes, secondary schools would benefit from continued 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	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 III - Language Instruction for English Learners and Immigrant Students

Additional Responses	Teachers indicate that there is a need for professional learning in this area, and walkthroughs confirm the need.
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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. Tier 1 instructional expectations must be clearly articulated and monitored.
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 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 III - Language Instruction for English Learners and Immigrant Students
Additional Responses	Schools will use what was learned from Tier 1 and Tier 2 PBIS training. Classroom systems training in relation to PBIS will be offered in 23-24.



# District Improvement Plan 2024 - 2025



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)	Consolidation of Funds – Fund 150: Consolidation of State/Local and Federal Funds
Select the Funds that the LEA anticipates will be consolidated	Title I, Part A Title I, Part C Title II, Part A Title III, Part A, EL Title III, Part A, Immigrant Title IV, Part A
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:	Title I, Part A
Cumulative Percentage of Allocation to be Transferred to the Selected Grant(s)	100%

Transfer Title IV, Part A to:	Title I, Part A
Cumulative Percentage of Allocation to be Transferred to the Selected Grant(s)	100%

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 and math.
Is Need # 1 also an Equity Gap?	Yes
Root Cause # 1	Consistent, evidence-based literacy and math 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. This will be supported by the addition of two instructional coaches at the secondary level and a K - 8 math coordinator.
Goal	By June 2024, increase achievement on state assessments in the areas of ELA and Math 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)	Economically Disadvantaged Race / Ethnicity / Minority

Equity Gap

Equity interventions	EI-1 Provide targeted teacher development on content, pedagogy and student supports and interventions
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Action Step # 1

Action Step	Development, implementation, and monitoring of a clearly articulated MTSS framework, with emphasis on the areas of literacy and math.
Funding Sources	IDEA Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	TKES, LKES, Literacy & Math Walkthroughs, Informal Observations, Triannual Data Talks in conjunction with screeners
Method for Monitoring Effectiveness	DIBELS, iReady Reading and Math, Common Lit data, Milestones and ACCESS scores, Mastery Connect data
Position/Role Responsible	Deputy Superintendent, Director of Elementary Programs, Director of Secondary Programs, K - 8 Math Coordinator, Secondary Instructional Coaches
Evidence Based Indicator	Strong

Timeline for Implementation      Quarterly

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)?	GCSS has strong partnerships, so afterschool providers and others who interact with our students will be 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, math strategies, SEL, tutoring, and mental/behavioral health will be utilized. iReady Reading replaced Reading Inventory as the screener for grades 2-9 to provide more data at the subdomain level for targeted instruction. Common Lit will replace Reading Inventory at the secondary level to better align with GSE. Mastery Connect will be used for common assessments at the secondary level. Go MTSS will be fully operational in 23-24 to streamline processes associated with MTSS. Reading components of personalized learning will be included at the elementary level to make banks of intervention more robust.
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Action Step # 2

Action Step	Monitoring of Literacy Framework at the elementary level 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.
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Impact Checks at Quarterly Meetings, Triannual Data Talks in conjunction with screeners, Instructional Coaches and Math Coach

Action Step # 2

Method for Monitoring Effectiveness	DIBELS, iReady Reading, Common Lit, 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, Instructional Coaches and Math Coach
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 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 will be utilized. iReady Reading will replace Reading Inventory as the screener for grades 2-9 to provide more data at the subdomain level for targeted instruction. Common Lit will replace Reading Inventory at the secondary level to better align with GSE. Go MTSS will be fully operational in 23-24 to streamline processes associated with MTSS. Reading components of personalized learning will be included at the elementary level to make banks of intervention more robust.
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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. Tier 1 instructional expectations must be clearly articulated and monitored.
Root Cause # 2	Use of evidence-based strategies for engaging students instructionally and emotionally is not consistent across schools.
Goal	By June 2024, 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.

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

Equity Gap

Subgroup(s)	Economically Disadvantaged Race / Ethnicity / Minority
Equity interventions	EI-7 Provide equitable access to student support programs and interventions

Action Step # 1

Action Step	Continue to implement PBIS and use data to provide appropriate behavioral interventions and supports through MTSS.
Funding Sources	IDEA 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	PBIS Walkthroughs, Data Talks
Method for Monitoring Effectiveness	PBIS, SAS, TFI, and other tools, Decrease in discipline referrals as measured by Educators Handbook tools
Position/Role Responsible	Deputy Superintendent, Director of Elementary Schools, Superintendent, Principals
Evidence Based Indicator	Strong

Timeline for Implementation Monthly

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. Community partners such as Elachee Nature Center and Boys & Girls Club have also been trained in PBIS by GCSS district leaders to establish greater consistency in expectations in before/after school programming. Schools will use what was learned from Tier 1 and Tier 2 PBIS training. Classroom systems training in relation to PBIS will be offered in 23-24.
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Action Step # 2

Action Step	Engagement in high-quality professional learning, professional learning communities, 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.
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, Panorama SEL Survey
Method for Monitoring Effectiveness	Climate Star Rating, Panorama data platform

Action Step # 2

Position/Role Responsible	Deputy Superintendent, Director of Elementary Schools, Director of Secondary Schools, Director of Federal Programs, Superintendent
Evidence Based Indicator	Strong

Timeline for Implementation Quarterly

Does this action step support the selected equity intervention? No

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. By utilizing targeted software platforms such as Panorama, GoMTSS, and the Social Work Activity and Referral Module (SWARM) in Infinite Campus, GCSS has captured accurate and timely data to better drive wraparound support positions such as school social workers, mental health clinicians, and Multi-tiered Systems of Support (MTSS) coordinators. While there may appear to be an increase in students at higher tier levels, there is now a more accurate picture of needs captured and fully supported. We look forward to using more advanced tools to help GCSS provide additional proactive assistance and support to all in need.
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Action Step # 3

Action Step # 3

Action Step	Establish district wide college and career activities including the immersion of employability skills across all content areas.
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, student surveys, YouScience
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
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Action Step # 3

	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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Action Step # 4

Action Step	Addition of non-traditional high school to meet the ever-growing demand of transiency, off-track students, and even accelerated options.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Completion of units and courses
Method for Monitoring Effectiveness	Grades, graduation rate, state assessments
Position/Role Responsible	High School Principal, Program Coordinator, Secondary Director, ESOL Assistant Director
Evidence Based Indicator	Strong

Timeline for Implementation      Yearly

Does this action step support the selected equity intervention?      Yes

Action Step # 4

<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>The district currently partners with a wide variety of businesses and service organizations (Ninth District Opportunity, United Way, Gainesville Housing Authority, Georgia Mountain Food Bank). These partnerships allow the expansion of The Hub to thrive and we expect they will do the same for the nontraditional program, Horizon Academy. The services at The Hub are primarily offered during the school day. Students in the nontraditional program will have access to the same resources.</p>
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## 4. REQUIRED QUESTIONS

### 4.1 Stakeholders, Coordination of Activities, Serving Children, and 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:</p> <ol style="list-style-type: none"> <li>1. ineffective teachers</li> <li>2. out-of-field teachers</li> <li>3. inexperienced teachers</li> </ol> <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 teachers and school leaders (serving both the district and individual schools). The description might include:</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.</p> <p>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.</p> <p>The Gainesville City School System operates a three-tiered professional learning system:</p> <p>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.</p> <p>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.</p> <p>Tier 3 is targeted intervention to address areas of concern often resulting from an Individual Professional Learning Plan (PLP).</p> <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.</p> <p>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> <p>As a Title I, consolidated funds district, GCSS works to analyze data regularly and revisit school improvement planning efforts so that corresponding initiatives are purposeful, focused, and produce results. Quarterly data reviews are completed by each school and district staff to determine progress toward identified targets including subgroups.</p>
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Professional Growth Systems

	<p>District staff work closely with schools to identify areas of need and provide focused support for identified target areas such as ESOL, Special Education (SPED), coaching, and mentoring support. District support is differentiated and based on the need to assist in routing instructional and/or operational help to schools while revisiting effectiveness through regular leadership meetings with district executive staff, directors, and coordinators. Examples of differentiated support have included specialized coaching for administrators to expand capacity, tiered professional development on a range of topics to better equip staff with knowledge and skills to meet the academic needs of a diverse student population such as curriculum-based walkthroughs, Georgia Leadership Institute for School Improvement (GLISI) and RESA-sponsored leadership coaching, aspiring leader program facilitation with 14 individuals in cohorts one and two being currently placed in existing leadership roles, mentorships for staff and students, induction teacher programming, as well as timely trauma-informed mental health trainings for staff, de-escalation behavior techniques, and restorative practices. The district has also streamlined and refined curriculum planning to address the need for increasing academic gains. This planning, with the help of instructional coaches, has included work with pacing guides and curriculum resources.</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>for all teachers (except Special Education service areas in alignment with the student's IEP), or</li> <li>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> <li>● content assessment is required in the assigned field, a related field or any field</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, Content Assessment in any field</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 had one school, Fair Street International Academy (Pk-5), identified as a Promise School, but it successfully came off the list in Fall 2022. The Gainesville City School System partnering with the school through consolidation of funds to provide professional learning with the literacy framework for greater fidelity of implementation. A district MTSS coordinator conducted monthly progress meetings with the school's MTSS coordinator.</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, Education, Manufacturing, Business, FACS, Engineering, Information Technology, Construction, Law and Public Safety, and Marketing. The CTAE Assistant Director 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 23-24 school year is to reduce discipline referrals for this subgroup by 2 percentage points. The district implements PBIS in every school and conducts at least two walkthroughs annually for each school. Regularly scheduled meetings and professional learning opportunities provide feedback to schools regularly 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</p>
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Efforts to Reduce Overuse of Discipline Practices that Remove Students from the Classroom

	evidence-based practices for supporting students from a background of poverty and culturally relevant teaching strategies. Additionally, a task force was created consisting of district and school team members to address diversity, equity, and inclusion.
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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: high school visits for rising 9th graders in the spring of each year, dual enrollment, BRIDGE activities, local vocational rehab services, TEAC committees, and a variety of other activities take place. 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, University of North Georgia, Kennesaw State University, and several local employers serve as partners. Carroll Daniel Construction provides internships that are a springboard into post secondary construction management degrees. 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 using Frogstreet have been provided to all Pre-k teachers, in an effort to create a more seamless transition for students. Additionally, elementary instructional 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 consultation 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 multi-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>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.</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 interventions are provided as part of the regular school day 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>Consortium LEAs describe how they collaborate with the MEP Consortium staff at Abraham Baldwin Agricultural College (ABAC) to support the records transfer process for students moving in and out of the school (including academic and health records), and how the use of the occupational survey during new student registration and back-to-school registration for all returning students is coordinated and reviewed. Consortium LEAs and Direct-funded LEAs describe how the Migrant Student Information Exchange (MSIX) is used in the records transfer process (both interstate and intrastate):description includes who in the LEA accesses MSIX when migratory children and youth enroll and depart:description includes how the information in MSIX, when available, is used for enrollment and course placement decisions for migratory children and youth.</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, 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 (currently a vacant position) 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.</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.</p> <p>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 education data to school systems. GCSS uses MSIX</p>
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Title I, Part C – Migrant Intrastate and Interstate Coordination

	<p>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

<ol style="list-style-type: none"> <li>1. Consortium LEAs describe how academic and non-academic services are coordinated with Abraham Baldwin Agricultural College (ABAC).</li> <li>2. Direct-funded LEAs describe:</li> <li>3. how the needs of preschool children and families are identified and how services are implemented and evaluated during the regular school year and summer.</li> <li>4. how the needs academic and non-academic needs of out-of-school youth and drop-outs are identified, how the OSY profile is used to support the identification of needs and the delivery of appropriate services, and how services are implemented and evaluated during the regular school year and summer.</li> </ol>	<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. Instructional services provided will be based on Instructional Plan FY24 (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.</p> <p>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. 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 Service (PFS) were prioritized for spacing in summer programming offered through the district and Boys and Girls Club.</p> <p>A non-traditional high school program is being implemented this school year to meet the ever-growing demand of transiency, off-track students,</p>
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Title I, Part C – Migrant Supplemental Support Services

	<p>and accelerated options. A series of non-traditional routes will be provided to students to help each of them attain a high school diploma, including a personalized education plan. Migrant students may participate in this program as identified.</p> <p>For OSY/DO participants, the SSP will conduct an iSOSY profile while visiting the home. During the meeting, the SSP will determine what needs the OSY/DO has – whether instructional or health-related. Based on previous interviews, classes in English are requested. These will be made available on an individual basis as well as in partnership with the Hispanic Alliance.</p>
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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:                  IDEA Performance Goal 1: Improve graduation rate outcomes for students with disabilities.                  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 Gainesville City School System prioritizes graduation for our students with disabilities. We recognize the importance of making sure as many of our students as possible are able to graduate with a regular diploma. We strive to ensure our students are able to achieve their post-secondary goals as identified in their individualized education 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). It is through this process that targeted efforts will be made to reduce referrals for evaluation in the areas of Other Health Impairment - Black. Specific behavior strategies will be taught and monitored to ensure students are given the correct supports in general education classrooms reducing the need for referrals.</p> <p>In elementary school, students begin discussions about their interests, preferences and future goals. Prior to entering 6th grade, teachers will conduct an informal interest survey to be included in the student's present levels. In middle school, students have focused discussions and activities centered on post-secondary live to include education, independent living, and employment. Prior to exiting 8th grade, a complete and formal Transition Plan must be developed as a part of the IEP process. The plan must be in place prior to the student entering high school, or turning 16, whichever comes first.</p> <p>Once students enter high school they will take annual assessments in order to update their Transition Plan within the IEP process. Students will take either You Science or the transition assessments in Unique to help guide post secondary goals. Students will create transition goals and objectives that reflect their wants, needs, and preferences for post-secondary success. The school will refer, coordinate, and communicate with appropriate adult service agencies (GVRA, DBHDD, etc.) for post-secondary services. Students will participate in their own educational and transition planning through ASPIRE IEP meetings.</p> <p>In order to ensure we are helping students achieve post-secondary</p>
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IDEA Performance Goals:

	<p>success we will professionally develop the following areas: full implementation of a CTI Coordinator, reduction of students taking the GAA, and parent education.</p> <p>The CTI Coordinator will work closely with CTAE Assistant Director to ensure students with disabilities are being given opportunities to pursue the interests documented in their transition plans. This role will provide support services to students with disabilities enrolled in career and technical programs to ensure successful program completion and enable students to acquire skills through a technical and career educational plan. This role will work closely with case managers to coordinate student's course of study with post-secondary outcomes through an IEP and participate in the development of the transition section of an IEP.</p> <p>Professional learning will be delivered in the areas of Specifically Designed Instruction (SDI) and High Leverage Practices (HLP) to ensure students are correctly supported in the general education curriculum. This PL will focus specifically on the areas of Explicit Instruction and Feedback. PL will be delivered through special education coordinators to special education teachers in regularly scheduled monthly meetings. Identified teachers will also work with the Special Education Coach to implement these practices in their classrooms to ensure student access and growth in the general education curriculum.</p> <p>We will also implement quarterly parent information sessions to be delivered to the parents of high school students with disabilities. Parents will be educated on the following areas: Building Independence and Self-Advocacy, Navigating Post-Secondary Education, Navigating Post-Secondary Disability Services, and Navigating Post-Secondary Workforce.</p> <p>The above activities will be monitored through meeting agendas, observations, and regularly schedule Special Education Leadership meetings. Regular reviews of IEPs will be conducted to provide feedback to case managers on transition goals and planning.</p>
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<p>Describe how the district will meet the following IDEA performance goals: IDEA Performance Goal 2: Improve services for young children (3-5) with disabilities.</p> <p>What specific young children activities (environment, outcomes, and transition) are you implementing in your LEA to improve services for young children (ages 3-5)?</p> <p>Include:LEA proceduresServices that are</p>	<p>Child Find implementation is in place across the district. Parents are informed of child find activities through local agencies, collaboration with local daycares, and advertisements. An in-house referral form is utilized across the district. Individual transition meetings with Babies Can't Wait Service Coordinators and families are held throughout the year. Observations at local daycares are conducted throughout the year.</p> <p>The district provides individualized services to students based on their needs. School readiness classes are in place to address cognitive, adaptive, and social domains. Specific services tied to IEP outcomes</p>
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IDEA Performance Goals:

<p>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 populationCollaboration with outside agencies, including any trainings conducted by the LEAParent trainings</p>	<p>are addressed through speech, occupational therapy, vision, deaf hard of hearing, and physical therapy. Services are provided at a local elementary school with transportation offered through the district to and from school as an option to all students. Students are also served through participation in regular education early childhood programs in the public school or in the community, Head Start, Bright from the Start Pre-Kindergarten, public or private child care/day care, and preschool programs; placement in a separate special education program housed in the public school or in a community-based setting; and/or services in the home as the natural environment for a young child. Collaborative efforts are ongoing with local daycares and Headstart. The district offers onsite professional development for staff at Headstart, local daycares, private schools, as well as parent training sessions throughout the year. Topics include early childhood development milestones, behavior strategies, accommodations and modifications for daily living, early literacy strategies, and school readiness activities. Referrals are made as children are identified. Observations and collaboration with the teachers and staff are ongoing as a part of the MTSS process. Evaluations are held on-site with staff from both programs participating.</p> <p>The Preschool Special Education Coordinator oversees the program and provision of services. The Coordinator maintains community relationships, schedules evaluations, organizes and completes necessary paperwork related to evaluations, and schedules services for students. The program employs two special education teachers and two para-professionals to ensure goals and objectives in the IEP are met. Students are also served by speech therapists, occupational therapists, physical therapists, VI, DHH, BCBA's and schools psychologists as indicated in their IEP's.</p> <p>The district collaborates with the following outside agencies to ensure community education about early intervention and child development:</p> <ul style="list-style-type: none"> <li>● United Way - focus on literacy and underserved populations for ages 3-5;</li> <li>● Head Start Health Services Advisory Committee - ensure services are obtainable to underserved population and their families;</li> <li>● Head Start Readiness Committee - ensure seamless transition to local school systems and identified outcomes are met/addressed;</li> <li>● Member of other local committees as part of collaborative effort to ensure services to all eligible children;</li> <li>● Member of Metro and RESA Consortiums to stay abreast of policies, procedures and changes regarding state guidelines.</li> </ul> <p>Parent trainings and workshops are held 2 times per year as part of our</p>
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IDEA Performance Goals:

	<p>preschool program to provide information on early intervention, literacy and numeracy skills, and IEPs. Children and families are also encouraged to participate in Curriculum Night, Fall Festival and other activities sponsored by the school and/or district.</p>
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<p>Describe how the district will meet the following IDEA performance goals:          IDEA Performance Goal 3: Improve the provision of a free and appropriate public education to students with disabilities.          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 practicesHow LRE is ensuredThe continuum of service options for all SWDsHow IEP accommodations/modifications are shared with teachers who are working with SWDsSupervision and monitoring procedures that are being implemented to ensure that FAPE is being provided</p>	<p>&lt;div In monthly scheduled Professional Learning sessions, Special Education Coordinators will train staff on federal, state, and district policies, procedures, and instructional practices as they relate to the provision of special education programs, services, and FAPE. Supervision, coaching, and technical assistance will provided to SPED teachers by the SPED Coordinators. Special education teachers are trained on eligibility procedures through monthly professional learning sessions with Special Education Coordinators. A monthly special education newsletter also includes professional development and reminders about these procedures. 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. 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>To ensure LRE is provided, a continuum of service options are available from least to most restrictive environments. In the general education setting: supportive services (i.e.: paraprofessional, job coach, interpreter), consultative, collaborative, and co-teaching. Outside the general education classroom: small group instruction for segments of the day or for 80% or more of the day; separate day school program; home based instruction; hospital instruction.</p> <p>Case Managers (SPED teachers) will share the list of IEP accommodations/modifications, IEP goals, and BIP (if one has been written) with general education teachers and staff working with SWDs at the beginning of each school year and immediately following the amendment of an IEP or the writing of a new IEP. Staff will sign a document stating they received it.</p> <p>District LEA training is provided for administrators and staff in each school building to ensure they possess the necessary knowledge to serve as an LEA and ensure that FAPE is being provided. 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:

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<p>Describe how the district will meet the following IDEA performance goals: IDEA Performance Goal 4: Improve compliance with state and federal laws and regulations.</p> <p>How procedures and practices are implemented in your district to ensure overall compliance?</p> <p>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 the 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. GOIEP allows for the timely identification of overdue items in order to work with case managers to keep all required meetings and reports up to date.</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.</p> <p>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> <p>The special education department meetings monthly to review processes and procedures. Topics for training at the school level are determined at this time. Timelines are also reviewed and checked at this time. School psychologists meet weekly to review evaluation timelines and discuss current cases. Potential eligibility categories are reviewed and discussed at this time. Coordinators provide monthly training and technical assistance for special education teachers to ensure adherence to timelines and understanding of policies, procedures, and special education requirements. Special Education Lead teachers will also meet monthly to ensure follow through at the school level.</p> <p>The district is Disproportionate in identification of Other Health Impairment - Black. The district will take steps to correct the disproportionality by establishing an advisory team to review current processes and procedures, establish the root cause of disproportionality, and create action steps to correct the disproportionality. The first step will be a thorough LEA training for all administrators and special education lead staff to review current law and rulings in special education. There will be a focused effort to improve communication with Related Service providers when conducting evaluations to ensure all areas are thoroughly considered and assessed prior to the eligibility determination.</p>
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IDEA Performance Goals:

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4. REQUIRED QUESTIONS

4.6 Title IV Part A

Required Questions

Title IV, Part A – Activities and Programming LEAs must provide a description of each activity/program to be implemented during the fiscal year of allocation and as identified in the District Improvement Plan by focus area and include program objectives/goals/outcomes. (ESSA Sec. 4106)

<p>A. Well-Rounded Activities (WR)—Instruction Provide: Overarching Need number/Action Step number(s) New or Continuing Name/Description of Activity Measurable Goal/Intended Outcome</p>	<p>100% transfer of FY24 Title IV, Part A Funds.</p>
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<p>B. Safe and Healthy (SH)-Climate/Culture Provide: Overarching Need number/Action Step number(s) New or Continuing Name/Description of Activity Measurable Goal/Intended Outcome</p>	<p>100% transfer of FY24 Title IV, Part A Funds.</p>
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<p>C. Effective Use of Technology (ET)-Professional Learning Provide: Overarching Need number/Action Step number(s) New or Continuing Name/Description of Activity Measurable Goal/Intended Outcome</p>	<p>100% transfer of FY24 Title IV, Part A Funds.</p>
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<p>D. Effective Use of Technology 15% (ET15)-Infrastructure Provide: Overarching Need number/Action Step number(s) New or Continuing Name/Description of Activity Measurable Goal/Intended Outcome</p>	<p>100% transfer of FY24 Title IV, Part A Funds.</p>
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Title IV, Part A – Ongoing Consultation and Progress Monitoring

Describe how and when the LEA will consult 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.	100% transfer of FY24 Title IV, Part A Funds.
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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>Equity Gap 1 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 - Development, implementation, and monitoring of a clearly articulated MTSS framework, with emphasis on the area of literacy.                  Intervention Effective - Adjust Activities/Strategies                  Action Step #2 - 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.                  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>Strides were made towards this goal in grades 7 and 8 with an increase of 2% at each grade level. However, achievement for students in grade 6 decreased by 2%. Also encouraging is that American Lit saw an increase in performance. Achievement at the elementary level (all tested grades) decreased (-3% - Grade 3; -1% - Grade 4; -4% - Grade 5 respectively).</p> <p>4 out of 8 schools increased the percentage of students exiting out of Tier 2 and Tier 3 academic support, and the decision was made to move forward with iReady Reading personalized learning pathways in 2023-2024 to increase the literacy bank of interventions for elementary students.</p> <p>The equity gap for English Learners and SWD students in the area of ELA still exists, even with the implementation of a strong literacy framework at the elementary level and the use of new instructional models for content delivery through book studies and ESOL endorsements at all levels. It is difficult to ascertain whether this result is symptomatic of ineffective practices, a byproduct of COVID-related issues, or the fact that more time may be needed for students with regards to language acquisition.</p>
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Reducing Equity Gaps: Reflect on the previous year's LEA Equity Action Plan

<p>Equity Gap 2 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 - Continue to implement PBIS and use data to provide appropriate behavioral interventions and supports through MTSS.                  Intervention Effective - Adjust Activities/Strategies                  Action Step #2 -NA                  Action Step #3 - Establish district wide college and career activities including the immersion of employability skills across all content areas.                  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's graduation dropped slightly from 87% in 2021 to 85% in 2022. Despite the decrease, the SWD and Black subgroups experienced a slight increase in the percentage of students graduating. This is encouraging.</p> <p>Gainesville High School has a constant enrollment of 2,300 students. However, due to the transiency of the population and the challenges, more than 3,500 students attend over a 4-year period. Consistently, one-third of the students enroll after 9th grade entry, one-third of the students withdraw, and approximately 20% enroll and withdraw. A non-traditional high school is needed to meet the ever-growing demand of transiency, off-track students, and even accelerated options. A series of non-traditional routes will be provided to students to help each of them attain a high school diploma, including a personalized education plan.</p> <p>5 out of 8 schools achieved "Operational Status" for PBIS in 2022-2023. A new school was trained as an "Installing" school in 2022-2023. Emotion regulation favorable responses increased at the elementary level but decreased at the secondary level. 8 out of 8 schools maintained a School Climate Rating of 4 or higher. The decision was made to include SAEBRS in 23-24 to better screen for academic, emotional, and behavior competencies to better align interventions with needs.</p> <p>The percent of students receiving interventions increased due to the introduction of mental health clinicians and external partnerships. Ongoing improvement efforts in the area of data collection and reporting oftentimes provide opportunities for even better understanding of student needs. By utilizing targeted software platforms such as Panorama, GoMTSS, and the Social Work Activity and Referral Module (SWARM) in Infinite Campus, GCSS has captured accurate and timely data to better drive wraparound support positions such as school social workers, mental health clinicians, and Multi-tiered Systems of Support (MTSS) coordinators. While there may appear to be an increase in students at higher tier levels, there is now a more accurate picture of needs captured and fully supported. We look forward to using more advanced tools to help GCSS provide additional proactive assistance and support to all in need.</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	Consultation ongoing. Based on teacher observations/feedback and student grades, professional learning on differentiated instruction is needed.
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