

GAINESVILLE CITY SCHOOLS 2025 - 2026

Schoolwide School Improvement Plan-Consolidating Funds

District Name	Gainesville City Schools	School Name	Fair Street International Academy	Fiscal Year	2025 - 2026
Comprehensive Needs Assessment					
Describe the process/es and data sources used in conducting the school’s comprehensive needs assessment: A thorough review of data was conducted on a monthly basis throughout the 2024-2025 school year in order to create a comprehensive needs assessment. This needs assessment took into account information on the academic achievement of students in relation to the challenging State academic standards, particularly the needs of those students who are failing or are at-risk of failing. Data sources that were analyzed included universal screeners, state assessments (ACCESS, GKIDS and GA Milestones), SAEBRS SEL survey, behavioral information from Educators’ Handbook, grades, attendance logs, surveys, and other feedback from faculty, students, parents, and community stakeholders. The needs of the following groups were considered: students from economically disadvantaged backgrounds, English Learners, migratory students and families, students with disabilities, immigrants, gifted, and students from a variety of demographic subgroups. The professional learning needs of staff members (including mentors for new staff members) in order to help support the needs of these students and families were also considered. This comprehensive needs assessment process culminated in a two-day district retreat in May of 2025, during which district and school staff worked with a variety of stakeholders in order to develop an initial draft of the schoolwide improvement plan, including reform strategies for addressing identified needs.					
List Identified Needs: • A focus on increasing growth and delivering Tier 1 strategies across all content areas (Literacy, Math, Writing, Science) to all students • Provide academic and behavioral support along with interventions to English Language Learners, Students with Disabilities, Migrant & McKinney Vento students through direct instruction and small groups • Professional development for all staff on Tier 1 strategies and targeted Tier 2 intervention strategies in Literacy, Writing, Math and Science particularly those strategies that are effective with English Language Learners .					
Schoolwide Plan Development: The schoolwide plan has been developed during a 1-year period. It was developed with the involvement of parents, teachers, school and district administrators, paraprofessional, the academic coach, counselor, post-secondary providers, and community partners such as Boys and Girls Club. We look forward to more opportunities to collaborate with our community partners in the future. The plan will remain in effect for the 2025-2026 school year and will be monitored quarterly during principal meetings, Consolidated Funds Quarterly Reviews, and School Governance Council meetings. The plan will be revised as necessary in order to ensure that all students are provided the opportunity to meet the challenging State academic standards. The simplified format of the schoolwide reform strategies, as detailed in the following section, is designed to be available and clearly understandable to a variety of stakeholders.					

District Goal #1	By June 2026, increase achievement on state assessments in the area of ELA by 3 percentage points.
<i>School Subgoal #1</i>	Provide effective Tier 1 strategies in all areas of Literacy (Writing, Reading, Speaking and Comprehension) By June 2026, increase the percentage of students demonstrating proficiency by 3% from May 2025 on Iready Screeners & GA Milestones
District Goal #2	By June 2026, increase achievement on state assessments in the area of Math by 3 percentage points.
<i>School Subgoal #2</i>	Provide effective Tier 1 strategies in all areas of Math and Science Integration By June 2026, increase the percentage of students demonstrating proficiency by 3% from May 2025 on Iready Screeners & GA Milestones
District Goal #3	By June 2026, increase the percentage of students on track to graduate by 2% points at the high school level and decrease the percentage of students in Tiers 2 and 3 by 2 percentage points.
<i>School Subgoal #3</i>	Provide professional development in Tier 1 instruction and Tier 2 interventions specifically for ELL students. By June 2026, 100% of instructional staff will participate in ongoing professional development focused on Tier 1 instructional strategies and targeted Tier 2 intervention strategies in Literacy, Writing, Math, and Science, with an emphasis on evidence-based practices for English Language Learners (ELLs), by increasing the number of ESOL exits by 3% on the ACCESS assessment

School Improvement Actions (Aligned to Subgoal)		Assessments, Resources, & Materials	Timeline	Methods of Evaluation	Funding Sources	Person(s) Responsible
1	Apply the Science of Reading to the GA Standards of Excellence in Literacy, Science, Social Studies and Writing that meets the needs of ED, EL, SWD and Migrant (PFS and non-PFS) & MV students. Leverage word study, fluency, and comprehension routines to accelerate progress and deepen understanding that are aligned to High Yield Strategies for Tier 1 instruction.	• Bookworms & components of Differentiated Instruction and Personalized Learning as needed. • Heggerty • Sound Wall • UFLI for interventions and Tier 2 • IReady Reading Pathways, Grouping Tool • Stemsopes & Gallopade/SSWeekly/DBQs • Professional Development with Consultant • Utilize Accelerate, Teach Enrich protocol • GADOE Literacy Modules on GA Learns • Differentiated Groups and small group targeted instruction • Provide extended learning opportunities for your students either before/afterschool, or Saturday school • Learning Targets in lessons • Wilson Reading SWD • WIDA CanDo Descriptors • Media Specialist on Connection rotation to provide equitable access to literacy	August 2025 -May 2026	• Progress Progress Monitoring • Data Driven PLCs • Learning Targets • Formative Assessments • Iready, Dibels 8, GKIDS, • Heggerty • UFLI • TKES Walkthroughs • Planbook Assessments • Milestones • ACCESS • Bookworms Culminating Tasks • District Pacing Guides • Wilson Reading • DBQ • EIP Checklist • TKES • CF Quarterly Data Review	Consolidated Funds	Administration, Instructional Coach, ESOL Lead SPED Lead Gifted Lead STEAM Teacher Media Specialist All Teachers All Paraprofessionals Consultant

School Improvement Actions (Aligned to Subgoal)		Assessments, Resources, & Materials	Timeline	Methods of Evaluation	Funding Sources	Person(s) Responsible
2	Create routines to accelerate progress to effectively deliver the GA Standards of Excellence in Math that meets the needs of ED, EL, SWD and Migrant(PFS and nonPFS) MV students. Leverage fluency, and math routines that include manipulatives to accelerate progress and deepen understanding that are aligned to High Yield Strategies for Tier 1 instruction.	• District Pacing Guides • Comprehensive Guides for grades K-5 • Interdisciplinary Guides • Touch Math (SWD) • Paraprofessionals • ESOL teachers during math segments • Using teaching of explicit academic vocabulary • Accelerate Teach Enrich Protocol • Deconstructing Math Standards • Iready Pathways • EIP Checklists • Use of Math Specialist from GCSS • Use of GA DOE Resources: ○ <u>K-12 Instructional Resources</u> ○ <u>Georgia Numeracy Project</u> ○ <u>K-12 Mathematical Modeling Framework</u> ○ <u>K-12 Framework for Statistical Reasoning</u> ○ <u>List of Math Manipulatives</u>		• Progress Monitoring • Data Driven PLCs • Formative Assessments • TKES Walkthroughs & Feedback • Planbook • CF Quarterly Review Assessments • Milestones • ACCESS • District Pacing Guide • Iready Screeners • Unit Assessments	Consolidated Funds	Administration, District Math Specialist Instructional Coach, ESOL Lead SPED Lead Gifted Lead STEAM Teacher All Teachers All Paraprofessionals

School Improvement Actions (Aligned to Subgoal)		Assessments, Resources, & Materials	Timeline	Methods of Evaluation	Funding Sources	Person(s) Responsible
3	Provide all staff with ongoing professional development focused on Tier 1 instructional strategies and targeted Tier 2 intervention strategies in Literacy, Writing, Math, and Science, with an emphasis on evidence-based practices for English Language Learners (ELLs),	• aCCESS Simulations • WIDA Can Do Descriptors • Bookworms & Bookworms Intensive (BWI) • Heggerty Lessons • UFLI • STEMscopes. SS Weekly & Gallopede • EIP Checklists • IReady Reading Pathways • IReady Professional Development • Professional Development Consultant • Professional Learning Communities • GADOE Literacy Modules on GA Learns • Bookworms Annual Conference • WIDA Resource Banks and Can Do Cycle • GoMTSS	August 2025-May 2026	• PLC Meeting Agendas • Sign in sheets • Leadership Minutes • Grade level PLC minutes • District Pacing Guides • WIDA Resource Bank and Lessons • CF Quarterly Review	Consolidated Funds	Administration, Instructional Coach, ESOL Lead SPED Lead Gifted Lead STEM Teacher Media Specialist All Teachers All Paraprofessionals Consultants (Iready, Bookworms, STEMscopes

School Improvement Actions (Aligned to Subgoal)		Assessments, Resources, & Materials	Timeline	Methods of Evaluation	Funding Sources	Person(s) Responsible
4	Conduct workshops & host family events to educate parents on how they can support Literacy, including Writing, Science & Math at home with their children to facilitate smoother PreK-K and 5th to 6th transition.	• Provide resources for literacy & math so that parents can use them with their children in english & spanish • Language Line & Translate live • Local library partnerships • Provide access to a wide range of books in different genres • Community reading volunteers and mentorship programs. • Book Fair, Math Night at Talpa, Science Night • Extended Learning Opportunities • Public Access to Cox Campus Literacy Modules in English https://learn.coxcampus.org/courses/ or Spanish https://coxcampus.org/en-espanol/ • Provide emergency medical (immunizations, dental, & vision) for Migrant PFS and non-PFS students • Provide transportation to migrant PFS/non-PFS to family events • Parent and family outreach and training activities for immigrant families • The Butler Center • Parent Resource Center • The Hub at GHS	August 2025- May 2026	• Agendas, Sign in Sheets • Copies of Parent Workshop presentations in print, email and on social media • Parent Surveys • Immigrant and Outreach printed materials • Parent Coordinator Office logs	Consolidated Funds	Administration, Instructional Coach Media Specialist Parent Coordinator School Counselor School Social Worker MV Social Worker ESOL Lead

School Improvement Actions (Aligned to Subgoal)		Assessments, Resources, & Materials	Timeline	Methods of Evaluation	Funding Sources	Person(s) Responsible
5						
6						
7						

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

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

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

- (A) Parents play an integral role in assisting their child’s learning
- (B) Parents are encouraged to be actively involved in their child’s education at school

- (C) Parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child
- (D) Other activities are carried out, such as those described in Section 1116 of the ESSA

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