

GAINESVILLE CITY SCHOOLS 2026 - 2027

Schoolwide School Improvement Plan-Consolidating Funds

District Name	Gainesville City Schools	School Name	Gainesville Exploration Academy	Fiscal Year	2026 - 2027
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 2025-2026 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, GAA), 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 2026, 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 foundational literacy skills, including Writing, Math and Science • Additional academic support for English Learners, Students with Disabilities, McKinney-Vento students, and Migrant Students (PFS and non-PFS) • Professional development for teachers on the implementation of high quality instructional strategies and data analysis (including mentors for new teachers), particularly those that are effective with English Learners • Support mechanisms for behavior and social-emotional needs					
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 2026-2027 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 2027, increase achievement on state assessments in the area of ELA by 3 percentage points.
<i>School Subgoal #1</i>	Improve Foundational Literacy Skills, including writing and comprehension skills: - By May 2027, increase the proficiency rate on the Universal Screeners by 3% as compared to May 2026-(DIBELS - 28% to 31%, - and IReady Reading-35% to 38%).
District Goal #2	By June 2027, increase achievement on state assessments in the area of Math by 3 percentage points.
<i>School Subgoal #2</i>	Improve Conceptual Understanding of Math Skills, Build Math Fluency Skills: By May 2027, increase the proficiency rate on the Universal Screener by 3% as compared to May 2026-(I-Ready Math 35% to 38%).
District Goal #3	By June 2027, 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>	By June 2027, decrease the number of students receiving minor incident referrals in Educator's Handbook by 2% points as compared to May 2027 (166 or 24%).

School Improvement Actions (Aligned to Subgoal)		Assessments, Resources, & Materials	Timeline	Methods of Evaluation	Funding Sources	Person(s) Responsible
1	Subgoal 1: Implement evidence-based instructional models to effectively deliver the Georgia's K-12 ELA standards	- Bookworms Components: Differentiated Instruction, Shared Reading, ELA/Writing - Heggerty- Phonemic Awareness UFLI- Tier 1 (grades k-2) - Paraprofessionals- small group instruction - Wilson Reading- Tier 3 instructional support - Co-Teaching Models: ESOL, SWD, and Migrant students High Leverage Practices- focusing on Teacher Clarity, Success Criteria and Feedback - Writing Instruction- modeling, process, presentations, DBQ, and RACE - Explicit Vocabulary Instruction- including visuals, vocabulary games, and a focus on prefixes and suffixes - StemScopes-science text comprehension, academic vocabulary, and experiments; STEAM, PBL, and presentations to promote engagement and hands-on learning - Extended Learning/after-school opportunities - Provide additional support for ELs, SWD, McKinney-Vento, and migrant students (PFS and non-PFS) - Instructional Materials/ Supplies	Aug-May Screener Results: BOY, MOY, & EOY	Universal Screener Results GaLEADS Feedback Cycle Walk-throughs Unit Assessments Culminating Writing Tasks with teacher feedback StemScopes- Science Assessments Milestones ACCESS CF Quarterly Data Review	Consolidated Funds District Funds IDEA	Administration, Federal Programs Director, Director of Elementary Schools, ESOL Team Media Specialist, Literacy Coach, SPED Coach

School Improvement Actions (Aligned to Subgoal)		Assessments, Resources, & Materials	Timeline	Methods of Evaluation	Funding Sources	Person(s) Responsible
2	Subgoal 2: Implement evidence-based instructional models to effectively deliver the Georgia's K-12 Math Standards	- Effective use of math manipulatives - Paraprofessionals- for small group instruction - Touch Math Tier 3 instructional support - Co-Teaching models: ESOL, SPED, and Migrant students - Explicit Vocabulary Instruction for math - Text comprehension and academic vocabulary; visuals - Math Fact Fluency - GADOE Math lessons - High Leverage Practices- focusing on Teacher Clarity, Differentiation, Success Criteria and Feedback - StemScopes- Science and Math connections - Data Chats/Goals/Notebooks - Extended Learning/after-school opportunities - Provide additional support for ELs, SWD, McKinney-Vento, and migrant students (PFS and non-PFS). - Instructional Materials/ Supplies	Screeners: BOY, MOY, & EOY Aug.-May	Universal Screener Results GaLeads Feedback Cycle Walk-throughs Unit Assessments Milestones CF Quarterly Reviews	Consolidated Funds District Funds IDEA	Administration, Title III Director, Director of Elementary Schools, ESOL Team Media Specialist, Literacy Coach, SPED Coach

School Improvement Actions (Aligned to Subgoal)		Assessments, Resources, & Materials	Timeline	Methods of Evaluation	Funding Sources	Person(s) Responsible
3	Subgoal 3: Provide evidence-based programs to support academic and behavioral interventions (social-emotional learning) as tools for success	Resources and Materials: • Behavior Academies • Character Strong- Tiers 1 and 2 • SAEBRS Survey- SEL groups • Trauma-Informed PL (part 1 for new hires) • Suicide Prevention Training • McKinney-Vento Training • Calm Down Corners- self-regulation • PBIS- implementation with fidelity by all Staff • De-escalation Training for teachers and paras • Student and Staff incentives to promote a positive learning environment and well-being • Mentors for students • Attendance Contracts/ Truancy Incentives • SPED Hygiene Supplies • Supplies	Aug-May Monthly Check-in Meetings	SEL Surveys Educator's Handbook GaTSS Data Mentoring Surveys Teacher Feedback on CICO SAEBRS SFT TFT Attendance Contracts	Consolidated Funds District Funds	Administration, Title III Director, Director of Elementary Schools, Counselor, Social Worker, School Level Mentors, ESOL Team, Literacy Coach, SPED Coach & Team Mental Health Clinician Teachers
4	Professional Learning: Ongoing, embedded professional development related to literacy and Math skills: Comprehension, writing, and academic vocabulary instruction	• Vertical Alignment w/ grade-levels • Data Chats-progress monitoring • SPDG Training- Tier I Instruction • GOMTSS portal Training • GaLEADS Training • Effective use of math manipulatives • Data analysis -universal screeners • GaDOE Literacy Modules- Science of Reading • Mentors for new staff- Induction Training • ESOL, Gifted, and SPED Leads providing PL: WIDA standards, CanDo Descriptors, HLP Strategies, and Co-Teaching • ESOL and Gifted Endorsements • Peer to Peer Observations • Gifted Conferences • Leadership Summit • Paraprofessional Training • Instructional Materials/ supplies	Aug-May	GaLEADS Feedback Cycle Walk-throughs Sign-in Sheets Agendas Roles and Responsibilities Report Surveys SPDG Agendas	Consolidated Funds District Funds IDEA	Administration, Title III Director, Director of Elementary Schools, ESOL Team Media Specialist, Literacy Coach, SPED Director

Adapted from Template Provided by Barrow County School District

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School Improvement Actions (Aligned to Subgoal)		Assessments, Resources, & Materials	Timeline	Methods of Evaluation	Funding Sources	Person(s) Responsible
5	Parent Engagement: Engage parents and students in Literacy and Math events, including supplemental learning opportunities, particularly designed to increase language, vocabulary, and access to text.	• Parent Camps- Literacy, Math, Science, Assessments • After-school/ Extended Learning/ Language Opportunities for ESOL, Migrant, SWD, and McKinney-Vento students • PK - Kinder & 5th - 6th Grade Transition activities • Language Line and Translate Live • Parent Resource Center • Provide emergency medical (immunizations, dental, & vision) for Migrant PFS and non-PFS students • Translators, transportation, and/or child care to assist with family events (migrant PFS/non-PFS) • Other pay for presenters, translators, and childcare as needed. • Instructional Materials/ Supplies	Quarterly Aug-May	Sign-in Sheets Agendas Surveys Immigrant/newcomer outreach materials List	Consolidated Funds District Funds IDEA	Administration, Title III Director, ESOL Team Media Specialist, Literacy Coach, SPED Director Parent Liaison

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.