

Gainesville City School System Schoolwide Plan

YEAR: 2022 - 2023

NAME OF SCHOOL: GAINESVILLE EXPLORATION ACADEMY

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

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

A thorough review of data was conducted on a monthly basis throughout the 2021-2022 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), Panorama 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, 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 2022, 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 literacy
- Additional literacy support for English Learners, Students with Disabilities, and Migrant Students
- Professional development for teachers on implementation of quality instructional strategies and data analysis (including mentors for new teachers), particularly those that are effective with English Learners
- Additional academic support for McKinney-Vento students
- 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, paraprofessionals, the academic coach, counselor, post-secondary providers, and community partners such as Boys and Girls Club and Hall County Family Connections. The plan will remain in effect for the 2022- 2023 school year and will be monitored monthly during Principal meetings, Leadership meetings and School Governance Council meetings. The plan will be revised as necessary in order to ensure that all students are provided the opportunity to meet the challenging State academic

standards. The simplified format of the schoolwide reform strategies, as detailed in the following section, is designed to be available and clearly understandable to a variety of stakeholders.

Goal #1

By June 2023, increase achievement on state assessments in the area of ELA by 3 percentage points.

Goal #2

By June 2023, decrease the percentage of students in Tiers 2 and 3 by 2 percentage points (MTSS).

Goal #3

By June 2023, increase achievement on state assessments in the area of Math by 3 percentage points.

OBJECTIVE, STRATEGY OR ACTIVITY	ASSESSMENTS, RESOURCES AND MATERIALS	TIMELINE	METHOD(S) OF EVALUATION	FUNDING SOURCE(S)	PERSON(S) RESPONSIBLE
Utilize evidence-based instructional models to ensure quality delivery of GSE and successful pre-K /Kinder and middle school transitions and promote a positive learning environment.	Paraprofessionals (1000:140); Supplemental learning opportunities (1000:199); STEAM supplies to supplement instruction and promote engagement (1000:610); Reading and Math Resources-Bookworms Components, eBooks and iReady Personalized Learning to promote online and hands-on learning (1000:612,640), student and staff incentives/ supplies (PBIS) to promote a positive learning environment and well-being; supplies and software to supplement instruction for SWD students including Wilson Reading and Touch Math (1000: 610, 612, 640); Translators , transportation and/or childcare to assist with	August-May	Agendas, Sign-in sheets, monthly budget reports, MTSS data	Consolidated Funds District Funds	Administration Grade Level Chairs SWD Team

	<p>family engagement events and Parent Camps(2100:199); Language Line to promote and connect home-school communication among families in order to build successful and positive partnerships (2100:530); Stipends and substitutes provided during professional development opportunities utilizing technology to identify at risk students, track interventions, monitoring academic progress, as well as providing collaborative opportunities for 5th to 6th grade teachers and PK to Kinder teachers (2210:113,116); Stipends for mentors for new staff, ESOL-(\$10 per student) and SPED-(\$20 per student) leads as well as grade-level leads (2100: 116) Supplies, books, ebooks and bilingual readers to promote engagement through a broad range of topics such as employability skills, emotion regulation skills, career awareness and STEAM integration(1000:640); Dues and Fees for literacy opportunities (2400:810)</p>				
<p>Improve access to the curriculum and text for English Learners, SWD and Migrant students through professional development, coaching, and evidence-based programs.</p>	<p>Supplies including STEAM-related material to support instruction and promote engagement (1000:610); Supplemental language learning opportunities to increase language development (1000:199); Reading and Math Resources-Bookworms Components (Vocabulary), eBooks and iReady personalized learning to promote online and hands-on learning; Wilson Reading and</p>	<p>August-June</p>	<p>Agendas, Sign-in sheets, Budget Report, MTSS Data, Book orders, PD Book order</p>	<p>Consolidated Funds</p>	<p>Administration Title III Director Director of Elementary Schools ESOL Team Media Specialist</p>

	<p>Touch Math for Tier 3 instructional support (1000:610); Translators, transportation and childcare to assist with family engagement events (2100:199); Stipends and substitutes (provided during professional development opportunities focusing on effective use of technology and using online systems to track intervention data for at-risk students (EL, SWD and Migrant) and EL book study- 38 Great Academic Language Builders (2213:113,116); Stipends for ESOL Lead -(\$10 per student) and SPED Lead-(\$20 per student) (2100:199) Books, ebooks and bilingual readers to promote engagement through a broad range of topics such as (SEL) employability skills, emotion regulation skills, and STEAM integration (2220:642; 1000:640))</p>				
<p>Identify areas of high needs to support mechanisms for behavior (employability skills and emotion regulation skills) and provide evidence-based programing to support academic and behavioral interventions as tools for success</p>	<p>Supplies including STEAM-related and Career Awareness (workforce development) materials to increase engagement and promote real-life connections (1000:610); Supplies for “Calm Down” Areas-Emotion Regulation (media center and classrooms) (1000:199); Supplemental learning opportunities for identified students utilizing mentors and/or school-based employees implementing the check in/check out system; student and staff incentives/ supplies (PBIS) to promote a positive learning environment and well-being; Stipends and/or substitutes provided for</p>	<p>August-May</p>	<p>Educators Handbook referrals, MTSS data, SEL surveys,Teacher/Parent/ Self Mentor referrals, Mentoring surveys, Teacher feedback on Check in/Check out</p>	<p>Consolidated Funds, District Funds, ESSER Funds</p>	<p>Administration, Counselor Social Worker SWD Coordinator School-Level Mentors</p>

	professional development opportunities focusing on the PBIS framework implementation: including SEL, Employability skills, CharacterStrong and Emotion Regulation skills, Behavior and Academic RTI, Trauma-Informed Training part 1(new hires), Suicide Prevention Training and McKinney Vento Trainings as well as utilizing online technology systems to identify, monitor and address the needs of at-risk students (ELs, migrant, immigrant, SWDs and McKinney-Vento); (2213:113,116)				
Engage parents and students in literacy events and supplemental learning opportunities, particularly those designed to increase language nutrition and access to text.	Supplies including books and eBooks to be distributed during school-based activities and events including preschool families (1000:610); Supplemental language learning opportunities addressing the learning and language needs of ELs, migrant, immigrant, SWDs and McKinney-Vento students (1000:199); Language Line for parent communication (2100:530); Translators, transportation and/or child care for Family engagement events and Parent Camps (2100:199)	August-May	Agendas, Sign-in sheets, Student data, book distribution lists	Consolidated Funds	Administration School Literacy Team Parent Coordinator ESOL Team SWD Team
Increase extracurricular opportunities and/or participation rates	Supplies including Lego Robotics Kits, Coding, Soccer, TOME recommended books and extracurricular programs (1000:610); Supplemental language-infused learning opportunities addressing the needs of ELs, migrant, immigrant, SWDs and McKinney-Vento students (1000:199)	August- May	Participation Rates, Extracurricular Clubs' Agendas	Consolidated Funds	Administration, Teachers

Use prescribed assessments as detailed in CLIP and applications.	DIBELS, IReady (Math and Reading) and K WIDA(1000:610)	3 Times per year	Assessment results, DIBELS Materials, K-WIDA Screener Kits	Consolidated Funds District Funds	System Testing Coordinator
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ESSA Requirements: The school will use and implement effective parent and family engagement strategies under Section 1116, Section 1112 (b)(7), and Section 1112E(3)(C) by:

- Involving parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under Title I, Part A, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan.
- Updating the school parent and family engagement policy periodically to meet the changing needs of parents and the school, distribute it to the parents of participating children, and make the parent and family engagement policy available to the local community.
- Providing full opportunities, to the extent practicable, for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under Section 1111 of the ESSA in an understandable and uniform format, including alternative formats upon request and, to the extent practicable, in a language parents understand.
- Being governed by the following statutory definition of parent and family engagement and by carrying out programs, activities, and procedures in accordance with this definition:
 - Parent and Family Engagement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring:
 - (A) Parents play an integral role in assisting their child's learning
 - (B) Parents are encouraged to be actively involved in their child's education at school
 - (C) Parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child
 - (D) Other activities are carried out, such as those described in Section 1116 of the ESSA

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