

District Code: Fiscal  
Year:

776 2015

LEA Consolidated Application District  
Name:

Gainesville City

## Plan Descriptors

### 1. Title I, Part A; Title I, Part C; Title I, Part D; Title II, Part A and Part D; Title III; Title IV; IDEA; Perkins; EHCY

A description of the process the LEA used to determine the academic needs of its student body including the unique needs of students served through each applicable federal program. An analysis of the results should be included.

Gainesville City Schools has improved academic results over the last decade through strategic initiatives and comprehensive school reform. As one of the first Charter School Systems, the district continues to use flexibility afforded in the charter to innovate and design improved learning environments. We are focused on addressing the implementation of common core standards within the Georgia Performance Standards frameworks, using assessments, **observations, classroom performance, and historical academic data** to inform instructional practices, improving effectiveness of teachers and leaders, and using a comprehensive system of learning supports to **ensure that all schools are high performing schools**, ~~prevent our schools from becoming "low performing schools."~~ The Gainesville City School System is a medium size Title I School-wide System. We are located in Gainesville, Georgia with approximately **7900** ~~7,656~~ students. We have five elementary schools, one middle school, one high school and a non-traditional high school. Our population is comprised of **60%** ~~61%~~ Hispanic, 17% Caucasian, ~~19%~~ **18%** African American, 3% Asian and 2% Multi-racial.

Gainesville City School System has an organizational structure that sustains the improvement process. The structure applies resources where they will yield the maximum benefit to improved student achievement and learning experiences. The Strategic Plan, which is updated each year, is developed with a three-tiered approach as is indicated in the Comprehensive Systems of Learning Supports framework. The tiers include goal-focused teams for **Management, Operations, Instruction, and Student Services** ~~Learning Supports~~. Process and project management strategies are used as learned in the Executive Leadership for Educators Program. The Strategic Plan identifies all goals, aligns the strategies and actions to support goals, identifies the resources needed to reach the goal, and has specific timelines and persons responsible for measuring and supporting progress. The framework is used in a teams-based work model both on the school and district level. The systematic input and feedback from stakeholders from the Charter System Governance process gives on-going feedback and input toward measuring progress. Professional learning is directly linked to completing the goal-focused work. The district utilizes TKES and LKES as professional growth and evaluation tools to improve the quality of teaching and learning. Gainesville City Schools has institutionalized the use of multiple data sources to inform practice. Both professional learning and theory ~~is~~ **are** embedded into classroom practice. Gainesville City Schools has changed our schools to customize and personalize learning for students.

The Gainesville City School System utilizes a variety of assessments to determine academic need. All students including Migrant **(Title IC)** and Homeless students are included in the process to determine academic need. The Director of Learning Supports/Homeless Liaison works cooperatively with Curriculum and Management to ensure that Homeless students are properly identified and included in the process to determine academic need. **The registration center's staff and the migrant staff work cooperatively together to survey families to determine whether they qualify for the migrant program.** The Superintendent works cooperatively with principals, School Data Management Specialists and Academic Coaches at each school, disaggregating data of all students and subgroups and presents the results to the school board, school staff, parents and community members. The results provide an avenue for strategic instructional planning. Our school system utilizes three data systems. The State Longitudinal Data System is supplied by the Georgia Department of Education. It is based on FTE/Student Record uploads. The SLDS currently has 5 years of CRCT data. Effective **fall 2015** ~~SY2015~~, data from the Georgia Milestone Assessment System will be available. An advantage of the SLDS is that it is State-wide, so when a student enrolls in our system from another Georgia school system, all his or her past data ~~are~~ **is** immediately available to teachers to see how that student has performed to that point. SLDS is not designed to evaluate how cohorts or teachers perform over time. It looks at the student data over the years (achievement, attendance, etc.). It would primarily be something that administrators and/or leadership teams look at, as well as teachers familiarizing themselves with their students. Framework Insights disseminates data stored in PowerSchool. The Insight Model looks at cohorts and how they perform year to year. Insight would be something that administrators and school-level leadership teams would find useful to determine how the cohorts perform each year. ~~Data Director is used to show benchmark testing. It is updated manually at this time, but automated uploads are being sought. Data Director will be of vital importance to teachers because it will directly affect instruction on a daily basis. It is an accurate reflection of how students and teachers are performing on the Georgia Performance Standards because of the reading, ELA, math, science, and social studies benchmarks that are created within it. Data are compiled from the following tests: 1- 8th grade Georgia Criterion Referenced Competency Test Grade 3, 5- Georgia Writing Assessment & MGWA, GHSWT, Kindergarten GKIDS, GKAP, EOCT and ACCESS Access data for ELLs. Effective fall SY2015, data from Georgia Milestone Assessments will also be used. Common assessments in core subjects are used to determine student growth throughout the school year.~~

The Balanced Scorecard is utilized as a communication tool to all stakeholders and a means for showing system achievement. Compiled data will be reported to the Superintendent, Board of Education, school leaders and governance boards at each school. **Based on the most recently available standardized assessment data (SY2014)**, ~~Current~~ Gainesville City School System data reports:

1. 91.6% of students are proficient in Reading CRCT
2. 89.8% of students are proficient in English/Language Arts CRCT

3. 77.9% of students are proficient in Math CRCT
4. 71.9% of students are proficient in Science CRCT
5. 77.5% of students are proficient in Social Studies CRCT
6. 80.31% of students are proficient in 9th grade literature EOCT
7. 88.8% of students are proficient in American literature EOCT
8. 76.6% of students are proficient in Biology EOCT
9. 40.7% of students are proficient in US History EOCT
10. 63.6% of students are proficient in Physical Science EOCT
11. 70.5% of students are proficient in Economics EOCT
12. 32.3% of students are proficient in Coordinate Algebra EOCT Additional information gleaned from assessment data Based on CRCT results, school level assessment data reveal the following:

**At Centennial, for 3<sup>rd</sup> grade students,**

- 13% did not meet proficiency in Reading
- 12% did not meet proficiency in English language arts
- 39% did not meet proficiency in Math
- 30% did not meet proficiency in Science
- 30% did not meet proficiency in Social Studies

**4<sup>th</sup> grade** students at Centennial,

- 5% did not meet proficiency in Reading
- 9% did not meet proficiency in English language arts
- 30% did not meet proficiency in Math
- 26% did not meet proficiency in Science v 25% did not meet proficiency in Social Studies

**5<sup>th</sup> grade** students at Centennial,

- 7% did not meet proficiency in Reading
- 4% did not meet proficiency in English language arts
- 21% did not meet proficiency in Math
- 23% did not meet proficiency in Science
- 24% did not meet proficiency in Social Studies

This data suggest that the greatest areas of need are in math, science, and social studies across grade levels. Instructional support, development, and materials at Centennial will place additional emphasis in these content areas.

**At Enota, for 3<sup>rd</sup> grade students,**

- 8% did not meet proficiency in Reading
- 13% did not meet proficiency in English language arts
- 22% did not meet proficiency in Math
- 29% did not meet proficiency in Science
- 23% did not meet proficiency in Social Studies

**4<sup>th</sup> grade** students at Enota,

- 15% did not meet proficiency in Reading
- 21% did not meet proficiency in English language arts
- 22% did not meet proficiency in Math
- 29% did not meet proficiency in Science
- 23% did not meet proficiency in Social Studies

**5<sup>th</sup> grade** students at Enota,

- 6% did not meet proficiency in Reading
- 4% did not meet proficiency in English language arts
- 8% did not meet proficiency in Math
- 16% did not meet proficiency in Science
- 17% did not meet proficiency in Social Studies

This data suggest that the greatest areas of need are in math, science, and social studies in grades 3 and 4, and science and social studies in 5<sup>th</sup> grade. Instructional support, development, and materials at Enota will place additional emphasis in these content areas per grade level.

**At Fair Street, for 3<sup>rd</sup> grade students,**

- 17% did not meet proficiency in Reading
- 15% did not meet proficiency in English language arts
- 12% did not meet proficiency in Math
- 34% did not meet proficiency in Science
- 14% did not meet proficiency in Social Studies

**4<sup>th</sup> grade** students at Fair Street,

- 18% did not meet proficiency in Reading
- 24% did not meet proficiency in English language arts
- 50% did not meet proficiency in Math
- 39% did not meet proficiency in Science
- 28% did not meet proficiency in Social Studies

**5<sup>th</sup> grade** students at Fair Street,

- 29% did not meet proficiency in Reading
- 17% did not meet proficiency in English language arts
- 36% did not meet proficiency in Math
- 44% did not meet proficiency in Science
- 40% did not meet proficiency in Social Studies

This data suggest that the greatest areas of need are in reading, English language arts, and science in grade 3, math, science, and social studies in grade 4, and math, science and social studies in 5<sup>th</sup> grade. Instructional support, development, and materials at Fair Street will place additional emphasis in these content areas per grade level.

**At Gainesville Exploration Academy, for 3<sup>rd</sup> grade students,**

- 9% did not meet proficiency in Reading
- 13% did not meet proficiency in English language arts
- 33% did not meet proficiency in Math
- 29% did not meet proficiency in Science
- 21% did not meet proficiency in Social Studies

**4<sup>th</sup> grade** students at Gainesville Exploration Academy,

- 8% did not meet proficiency in Reading
- 17% did not meet proficiency in English language arts
- 34% did not meet proficiency in Math
- 24% did not meet proficiency in Science
- 27% did not meet proficiency in Social Studies

**5<sup>th</sup> grade** students at Gainesville Exploration Academy,

- 2% did not meet proficiency in Reading
- 2% did not meet proficiency in English language arts
- 3% did not meet proficiency in Math
- 16% did not meet proficiency in Science
- 13% did not meet proficiency in Social Studies

This data suggest that the greatest areas of need are in math, science, and social studies in grades 3 and 4, and although 5<sup>th</sup> grade students performed relatively well in all content areas, science and social studies were identified as areas of weakness in 5<sup>th</sup> grade. Instructional support, development, and materials at Gainesville Exploration Academy will place additional emphasis in these content areas per grade level.

**At New Holland Elementary, for 3<sup>rd</sup> grade students,**

- 6% did not meet proficiency in Reading
- 8% did not meet proficiency in English language arts
- 15% did not meet proficiency in Math
- 23% did not meet proficiency in Science
- 15% did not meet proficiency in Social Studies

**4<sup>th</sup> grade** students at New Holland Elementary,

- 4% did not meet proficiency in Reading
- 11% did not meet proficiency in English language arts
- 10% did not meet proficiency in Math
- 11% did not meet proficiency in Science
- 11% did not meet proficiency in Social Studies

**5<sup>th</sup> grade** students at New Holland Elementary,

- 3% did not meet proficiency in Reading
- 2% did not meet proficiency in English language arts
- 9% did not meet proficiency in Math
- 11% did not meet proficiency in Science
- 14% did not meet proficiency in Social Studies

This data suggest that the greatest areas of need are in math, science, and social studies in 3<sup>rd</sup> grade, English language arts, science and social studies in 4<sup>th</sup> grade, and although 5<sup>th</sup> grade students performed relatively well in all content areas, science and social studies were identified as areas of weakness in 5<sup>th</sup> grade. Instructional support, development, and materials at New Holland Elementary will place additional emphasis in these content areas per grade level.

**At Gainesville Middle, for 6<sup>th</sup> grade students,**

- 4% did not meet proficiency in Reading
- 10% did not meet proficiency in English language arts
- 16% did not meet proficiency in Math
- 32% did not meet proficiency in Science
- 19% did not meet proficiency in Social Studies

**7<sup>th</sup> grade** students at Gainesville Middle,

- 12% did not meet proficiency in Reading
- 9% did not meet proficiency in English language arts
- 17% did not meet proficiency in Math
- 24% did not meet proficiency in Science
- 24% did not meet proficiency in Social Studies

**8<sup>th</sup> grade** students at Gainesville Middle,

- 6% did not meet proficiency in Reading
- 8% did not meet proficiency in English language arts
- 22% did not meet proficiency in Math
- 33% did not meet proficiency in Science
- 23% did not meet proficiency in Social Studies

This data suggest that the greatest areas of need are in math, science, and social studies across grade levels. Instructional support, development, and materials at Gainesville Middle will place additional emphasis in these content areas.

**At Woods Mill, for 6<sup>th</sup> grade students,**

- There were no students enrolled at Woods Mill during CRCT testing window

**7<sup>th</sup> grade** students at Woods Mill,

- Fewer than ten students tested in Reading; the state does not report scores for groups of students less than ten
- Fewer than ten students tested in ELA; the state does not report scores for groups of students less than ten
- Fewer than ten students tested in Math; the state does not report scores for groups of students less than ten
- Fewer than ten students tested in Science ; the state does not report scores for groups of students less than ten
- Fewer than ten students tested in SS; the state does not report scores for groups of students less than ten

**8<sup>th</sup> grade** students at Woods Mill,

- 17% did not meet proficiency in Reading
- 19% did not meet proficiency in English language arts

- 68% did not meet proficiency in Math
- 74% did not meet proficiency in Science
- 74% did not meet proficiency in Social Studies

Wood's Mill Academy is a nontraditional high school in Gainesville City School System. **Effective SY2015, Wood's Mill Academy will serve students in grades 9-12**, serving students in grades 6-12. During the CRCT testing window, there were no sixth grade students enrolled. Fewer than ten students participated in CRCT testing in the seventh grade, so results were not reported. Based on the data reported for 8<sup>th</sup> grade students at Woods Mill, the greatest areas of need are in math, science, and social studies. Instructional support, development, and materials at Woods Mill Academy will place additional emphasis in these content areas.

When considering all of Gainesville City School System's 6<sup>th</sup> grade students participating in the spring 2014 administration of the CRCT, for 6<sup>th</sup> grade students—

- v 4% did not meet proficiency in Reading—
- v 10% did not meet proficiency in English language arts—
- v 16% did not meet proficiency in Math—
- v 32% did not meet proficiency in Science—
- v 19% did not meet proficiency in Social Studies—

7<sup>th</sup> grade students at Gainesville City School System,—

- v 12% did not meet proficiency in Reading—
- v 10% did not meet proficiency in English language arts—
- v 18% did not meet proficiency in Math—
- v 25% did not meet proficiency in Science—
- v 25% did not meet proficiency in Social Studies—

8<sup>th</sup> grade students at Gainesville City School System,—

- v 6% did not meet proficiency in Reading—
- v 8% did not meet proficiency in English language arts—
- v 23% did not meet proficiency in Math—
- v 34% did not meet proficiency in Science—
- v 24% did not meet proficiency in Social Studies—

This data suggest that the greatest areas of need throughout the school system are in math, science, and social studies across grade levels. Instructional support, development, and materials at Gainesville City Schools will place additional emphasis in these content areas.

End of Course Testing Data revealed the following for the **winter 2013** administration: At Gainesville High School,

- 23% did not meet proficiency in Ninth Grade Literature
- 9% did not meet proficiency in American Literature
- 22% did not meet proficiency in Biology
- Fewer than 10 students tested in Physical Science; the state does not report scores for groups smaller than 10
- 56% did not meet proficiency in US History
- 35% did not meet proficiency in Economics
- 71% did not meet proficiency in Mathematics II
- 65% did not meet proficiency in Coordinate Algebra
- 37% did not meet proficiency in Analytic Geometric

At Woods Mill Academy,

- Fewer than 10 students tested in 9<sup>th</sup> Grade Literature; the state does not report scores for groups smaller than 10
- 6% did not meet proficiency in American Literature
- Fewer than 10 students tested in Biology; the state does not report scores for groups smaller than 10
- Fewer than 10 students tested in Physical Science; the state does not report scores for groups smaller than 10
- Fewer than 10 students tested in US History; the state does not report scores for groups smaller than 10
- 50% did not meet proficiency in Economics
- Fewer than 10 students tested in Mathematics II; the state does not report scores for groups smaller than 10
- Fewer than 10 students tested in Coordinate Algebra; the state does not report scores for groups smaller than 10
- Fewer than 10 students tested in Analytic Geometry; the state does not report scores for groups smaller than 10

This data suggest that the greatest areas of need are in math, science, and social studies across grade levels. Instructional support, development, and materials at the high school level will place additional emphasis in these content areas. End of Course Testing

Data revealed the following for the **spring 2014** administration: At Gainesville High School,

- 24% did not meet proficiency in Ninth Grade Literature
- 13% did not meet proficiency in American Literature
- 23% did not meet proficiency in Biology
- Fewer than 10 students tested in Physical Science; the state does not report scores for groups smaller than 10
- 60% did not meet proficiency in US History
- 18% did not meet proficiency in Economics
- 71% did not meet proficiency in Mathematics II
- 69% did not meet proficiency in Coordinate Algebra
- 64% did not meet proficiency in Analytic Geometric

At Woods Mill Academy,

- 8% did not meet proficiency in Ninth Grade Literature
- 15% did not meet proficiency in American Literature
- 53% did not meet proficiency in Biology
- 20% did not meet proficiency in Physical Science
- Fewer than 10 students tested in US History; the state does not report scores for groups smaller than 10
- 40% did not meet proficiency in Economics
- 83% did not meet proficiency in Mathematics II
- 86% did not meet proficiency in Coordinate Algebra
- Fewer than 10 students tested in Analytic Geometry; the state does not report scores for groups smaller than 10

This data suggest that the greatest areas of need are in math, science, and social studies across grade levels. Instructional support, development, and materials at the high school level will place additional emphasis in these content areas.

#### **Description of How Internal and External Stakeholders are Involved in the Planning Process**

In March of 2014, **During the spring of 2015** Gainesville City School System conducted an online needs assessment survey for administrators, teachers and paraprofessionals. The survey addresses meeting the diverse needs of all students, professional learning needs, retention and recruitment and state and national standards. It is used in the design process for the school improvement plan, **Title I Schoolwide plan and the district's professional development plan.** **Survey results will be shared with stakeholders including, but not limited to teachers, paraprofessionals, parents, and community members, which is due to the Superintendent by July 1.** ~~Survey results are shared with stakeholders to include teachers, paraprofessionals, parents, community members, higher education and local government.~~ The annual survey, **the balanced scorecard, academic achievement data** Charter System Survey, the balanced scorecard, Student Health Survey, data from MYSPA, academic achievement data via EOCT and CRCT and in-house data systems and comparability report are analyzed annually.

**Each Spring, stakeholder surveys are administered. The intention of the survey is to gather data that will assist staff with making informed decisions about the management, instruction and learning supports for the system. Additionally, school leadership teams, community, parents and students are active participants in the development and/or the review/revision of school improvement plans, comprehensive local improvement plan (CLIP), and parent involvement plans. Stakeholders are given multiple opportunities to provide input into the educational process. Annual needs assessment – Stakeholders are provided opportunities to provide feedback concerning their perceptions of academic needs in Gainesville City Schools. Educators are provided the opportunity to participate in the annual Professional Learning Survey. Parents participate in an annual needs assessment survey and provide feedback in school and district improvement and parent involvement plans. In addition, School Governing Council, which consists of parents, staff and community representatives, PTA committees, and teacher leadership teams at all schools are involved in planning for student success.**

**Prioritized needs – All academic and anecdotal data are analyzed and shared to determine and prioritize the needs assessment for each school. School and district office leaders collaboratively make decisions concerning staff development needs for the next year.**

School level administrators will conduct two formative evaluations and at least 4 walkthroughs using the Teacher Keys Effectiveness System during the **year**. School level and district level administrators will continue to be trained and credentialed on TKES so that evaluation measures remain consistent with all teachers. Academic coaches will work closely with teachers modeling lessons and providing informal feedback using the Teacher Keys Effectiveness System.

A comprehensive induction program will occur this school year. Induction phase teachers will be provided with an assigned Teacher Leader for mentorship. Induction teachers will receive training prior to the start of the school year in: ~~Classroom-~~

Management Standards and Assessment, Instructional Technology, Student Information System (PowerSchool), Document-Based Questioning (DBQ), and Teacher Keys Effectiveness System (TKES). — Common Core Strategic Plans for District School Improvement Plans Orientation to the District Principals will assign Teacher Leaders to Induction Teachers based on geographic locations and job-alike criteria. Principals will assign duties and responsibilities to Induction Teachers in a manner that can be supported by Teacher Leaders based on experience and logistical arrangements. Teacher Induction Mentor teams will be identified through principal interview and selection process. Teacher Induction Mentors will be designated as Teacher Leaders. Teacher Leaders will receive:

- a. ~~Teacher Assessment on Performance Standards (TAPS)~~ Teacher Keys Effectiveness System (TKES) Orientation
- b. Roles and responsibilities of being a Mentor
- c. Periodic Meetings via face to face and video-conferencing Correlation to School Keys -During this school year, we will (1) evaluate teachers with Teacher Keys Evaluation System – elements and strands. (2) The annual professional learning survey was designed in alignment with Teacher Keys Evaluation System. By doing that, the survey becomes a tool that can measure effectiveness. (3) Professional learning was job embedded focused with academic coaches driving the learning at each school. (4) School Improvement/Title I Plans will focus on designing professional learning around critical need. (5) Professional learning plans will include offerings to paraprofessionals.

Professional Learning - Each school will design a professional learning and technology plan which will be embedded in the School Improvement Plan. It will be used to determine the type of professional learning that will be offered. The plan is based upon the critical need at that particular school. Each principal will ensure that all teachers and paraprofessionals are participating in professional learning related to the critical need of the school. Induction Phase Teachers will create Professional Learning Plans inside the TLE Electronic Platform. Teachers who received Level III or higher during the 2014-2015 school year will create Professional Learning Goals inside the TLE Electronic Platform.

Resources or Materials Needed – Scientifically based professional learning in the areas of Differentiated Instruction, Balanced Assessment, Designing Rubrics and Classroom Assessments, Examining Student Work, Using Data Analysis to Inform Instruction, Critical Thinking and Questions Skills, Problem-Based Learning, Teen Pregnancy Prevention, Physical Education and Health Standards, CTAE Career Pathways, Positive Behavior Support, Parent Engagement, classroom use of technology, Communities In Schools Teacher Keys Evaluation System, Leader Keys, Common Core, Student Learning Objectives, Core Content, RTI, ESOL and Gifted Education, and Professional Learning Communities.

Person or Position Responsible for Monitoring and Evaluation – The Chief Professional Services Officer and the Title II-A Coordinator Director of State and Federal Accountability are responsible for monitoring and evaluation.

Timeline for Implementation – Deadline for submission of School Improvement Plans is July 27, 2015 22, 2014. The timeline is July 1, 2015 2014 – June 30, 2016 2015.

Means of Evaluation – Student achievement data (Georgia Milestones Assessment and local assessments) and information from our data systems will be used to evaluate the action/strategy/intervention. Annual teacher/paraprofessional survey tied to Teacher Keys Evaluation System will be used. Evaluations from individual professional learning will be used.

The second Equity Indicator that was chosen by our school system in FY 14 for Focus is HIGHLY QUALIFIED.

- i. A remediation plan will be written for each non -highly qualified teacher that is developed in collaboration with the teacher at the time of hire or assignment and is signed by the teacher, principal and Chief Operations Officer Chief Professional Services Officer
- ii. The Chief Operations Officer Chief Professional Services Officer will be responsible for ensuring the process is implemented and the Human Resources Manager will be responsible for maintaining the documentation.
- iii. The Title II, Part A Coordinator will work with The Chief Professional Services Officer, Operations Officer and Human Resources Manager to ensure that Title II, Part A Compliance is met. The following is a summary of the findings for Recruitment, Retention, Professional Learning, Class Size Reduction, Equitable Opportunities for all Students in the Areas of Teacher Quality, Teacher Experience, and HiQ status of teachers:

Teacher Quality and Experience – MYSPA data findings reveal shows the following: 17.67 15.83% having high level experience, 73.56 74.58% having mid-level experience and 8.77 9.58% having low level experience.

Training to meet Meeting the Needs of Diverse Student Learners needs – There is evidence that additional training is needed in the areas of differentiated instruction, curricular and assessment alignment, building quality classroom assessment, teacher and leader quality, and using data to inform instruction. The survey data shows that more training in the areas of differentiated instruction, Balanced Assessment, Designing Rubrics and Classroom Assessments, Examining Student Work, Using Data Analysis to Inform Instruction, Critical Thinking and Questions Skills, Problem-Based Learning, CTAE Career Pathways, Positive Behavior

Support, classroom use of technology, Communities In Schools, Teacher Keys Evaluation System, Leader Keys, Common Core, Student Learning Objectives, Core Content, writing, RTI, ESOL, Career Readiness and Gifted Education.—

**Class size** -Class size is monitored by the Superintendent. Class size equity is monitored and maintained through the Title I comparability report. According to the current report, we are equitable with regard to teacher to pupil ratio. Gainesville City School System works to maintain small class sizes within the constraints of the system budget. We utilize waivers.

**Recruitment** -Our recruitment plan has been an effective measure for determining our need. The quality of the applicants has been an indicator. The following are the *prioritized needs* for improvement of student achievement in our system: Use of Title IIA Funds—

*Academic Coaches* -Funds will be used to fund academic coaches that observe and assist teachers in order to improve their teaching skills. Job duties include:—

Collaborate with teachers to deepen their understanding of content knowledge and pedagogy, required curriculum standards and assist them in the collaborative planning of instructional units.—

Work with teachers to design and use multiple types of assessments to improve students learning.—

Analyze data in the identification of trends, target training and support needs—

**Retention** – Survey data and evaluations show that teachers value mentoring programs and professional learning that impacts their content areas with a significant need for professional learning in teaching writing. Support from school and district administrators are also deemed important in retaining quality teachers.

**Professional Learning** – Professional learning will be provided to administrators, teachers and paraprofessional. There is evidence that additional training is needed in the areas of differentiated instruction, curricular and assessment alignment, building quality classroom assessment, teacher and leader quality, and using data to inform instruction, and Professional Learning Communities. and will focus on the following areas based on school improvement plans: Differentiated Instruction, Balanced Assessment, Designing Rubrics and Classroom Assessments, Examining Student Work, Using Data Analysis to Inform Instruction, Critical Thinking and Questions Skills, Problem Based Learning, Teen Pregnancy Prevention, Physical Education and Health Standards, CTAE Career Pathways, Positive Behavior Support, classroom use of technology, Communities In Schools, Teacher Keys Evaluation System, Leader Keys, Common Core, Student Learning Objectives, Core Content, writing, RTI, ESOL, Career Readiness, and Gifted Education, Professional learning will focus on the needs of Special Education, ESOL and economically disadvantaged students in reading, math and science. Additional professional learning will focus on Differentiated Instruction, Balanced Assessment, Designing Rubrics and Classroom Assessments, Examining Student Work, Using Data Analysis to Inform Instruction, Critical Thinking and Questions Skills, Problem Based Learning, Teen Pregnancy Prevention, Physical Education and Health Standards, CTAE Career Pathways, Positive Behavior Support, classroom use of technology, Communities In Schools, Teacher Keys Evaluation System, Leader Keys, Common Core, Student Learning Objectives, Core Content, writing, RTI, ESOL, Career Readiness and Gifted Education. Professional learning for administrators will focus on shared leadership and decision making, effective communication with all stakeholders and designing, implementing, monitoring and assessing the improvement plan.—

**HiQ status of teachers**-Percentage of highly qualified teachers is 99.76%. Findings indicate that Human Resources works very closely with all new hires to ensure their status is highly qualified. In the one instance where a teacher was found to not be highly qualified, the teacher was reassigned to teach courses for which he was deemed highly qualified. One elementary school teacher was hired recently who has not yet taken the appropriate GACE.—

**HiQ status of paraprofessionals**-Percentage of highly qualified paraprofessionals is 100 %. Findings indicate that Human Resources works very closely with all new hires to ensure their status is highly qualified.

The following are the prioritized needs for improvement of student achievement in our system:

Professional Learning – Professional learning will be provided to administrators, teachers and paraprofessional and will focus on the following areas based on school improvement plans: differentiated instruction, curricular and assessment alignment, building quality classroom assessment, teacher and leader quality, and using data to inform instruction.

### Administrators

Professional learning will focus on providing support to teachers of Special Education, ESOL and economically disadvantaged students in reading, math and science. Professional learning for administrators will focus on shared leadership and decision making, effective communication with all stakeholders and designing, implementing, monitoring and assessing the improvement plan. Additionally, assistant principals will participate in the district's newly organized leadership development academy and will engage in hands-on learning and authentic collaboration. Further, principals will be supported by expert coaches to strengthen their leadership skills.

Teachers/Academic Coaches



Professional learning will focus on the needs of Special Education, ESOL and economically disadvantaged students in reading, math and science. Professional learning for teachers/academic coaches will also focus on shared leadership and decision making, effective communication with all stakeholders and designing, implementing, monitoring and assessing the improvement plan. Additional professional learning will focus on Differentiated Instruction, Balanced Assessment, Designing Rubrics and Classroom Assessments, Examining Student Work, Using Data Analysis to Inform Instruction, Critical Thinking and Questions Skills, Problem-Based Learning, Teen Pregnancy Prevention, Physical Education and Health Standards, CTAE Career Pathways, Positive Behavior Support, classroom use of technology, Communities In Schools, Teacher Keys Evaluation System, Leader Keys Project Management, Common Core, Student Learning Objectives, Core Content, writing, RTI, ESOL, Career Readiness and Gifted Education. Professional learning for teachers/academic coaches will focus on shared leadership and decision making, effective communication with all stakeholders and designing, implementing, monitoring and assessing progress towards goals in the improvement plan.

#### Paraprofessionals

Paraprofessionals' professional learning will focus on the needs of Special Education, ESOL and economically disadvantaged students in reading, math and science. Additional professional learning will focus on Differentiated Instruction, Student Work, Using Data Analysis to Inform Instruction, Critical Thinking and Questions Skills, Problem-Based Learning, Positive Behavior Support, classroom use of technology, Common Core, writing, Student Learning Objectives, Core Content, RTI, ESOL, Career Readiness and Gifted Education.

The Equity Indicator that was chosen by our school system in FY16 15 is TEACHER PREPARATION AND ABILITY TO MEET DIVERSE NEEDS OF STUDENTS (The LEA assesses teachers' ability to differentiate instruction based on the diverse needs of their students, and it plans for and provides continued professional learning in this area. As a result, the LEA can document that all teachers have received training and can effectively differentiate instruction to meet the diverse learning needs of all students.)

The following are the Actions/Strategies/Interventions we will take during the 2014-2015 2015-2016 school year to work toward TARGET:

- Each school will work with parents, community stakeholders, and district level Curriculum and Instruction leaders to develop a comprehensive school improvement plan that embeds the Title I – 18-component requirement. The templates provided by the Georgia Dept. of Education Title I and School Improvement Division will be used.
- Each school will design a professional learning and technology plan that will be embedded within the School Improvement Plan. This will assist with the type of professional learning that will be offered. The plan is based upon the critical need at that particular school.
- Each school will provide professional learning related to the critical need of the school as stated in the School Improvement Plan.
- Principals will conduct two informal and one formal evaluations with multiple walk-through evaluations using Teacher Keys Evaluation System.
- Principals will continue to be trained on TKES so that evaluation measures remain consistent with all teachers.
- Academic coaches will work closely with teachers modeling lessons and providing informal feedback.
- A comprehensive induction program will occur this school year. Induction teachers will be provided with an assigned Teacher Leader for mentorship.

Induction teachers will receive training prior to the start of the school year in:

- (a) Classroom Management
- (b) Standards and Assessment – Common Core
- (c) Strategic Plans for District
- (d) School Improvement Plans
- (e) Instructional Technology (Google Classrooms)
- (f) Student Information System (PowerSchool)
- (g) Orientation to the District Principals will assign *Teacher Leaders* to *Induction Teachers* based on geographic locations and job-alike criteria.

Principals will assign duties and responsibilities to *Induction Teachers* in a manner that can be supported by *Teacher Leaders* based on experience and logistical arrangements. Teacher Induction Mentor teams will be identified through principal interview and selection process. Teacher Induction Mentors will be designated as *Teacher Leaders*. Teacher Leaders will receive in:

- a. TAPS Teacher Keys Effectiveness System (TKES) Orientation
- b. Mentoring

Correlation to School Keys -During this school year, we will (1) evaluate teachers with Teacher Keys Evaluation System – elements and strands. (2) The annual professional learning survey was designed in alignment with Teacher Keys Evaluation System. By doing

that, the survey becomes a tool that can measure effectiveness. (3) Professional learning was job embedded focused with academic coaches driving the learning at each school. (4) School Improvement/Title I Plans will focus on designing professional learning around critical need. (5) Professional learning plans will include offerings to paraprofessionals.

Professional Learning -Each school will design a professional learning and technology plan which will be embedded in the School Improvement Plan. It will be used to determine the type of professional learning that will be offered. The plan is based upon the critical need at that particular school. Each principal will ensure that all teachers and paraprofessionals are participating in professional learning related to the critical need of the school.

~~Resources or Materials Needed – Scientifically based professional learning in the areas of Differentiated Instruction, Balanced Assessment, Designing Rubrics and Classroom Assessments, Examining Student Work, Using Data Analysis to Inform Instruction, Critical Thinking and Questions Skills, Problem-Based Learning, Teen Pregnancy Prevention, Physical Education and Health Standards, CTAE Career Pathways, Positive Behavior Support, classroom use of technology, Communities In Schools Teacher Keys Evaluation System, Leader Keys, Common Core, Student Learning Objectives, Core Content, RTI, ESOL and Gifted Education.~~

Person or Position Responsible for Monitoring and Evaluation – The Title IIA Coordinator –~~Christine Brosky~~ is responsible for monitoring and evaluation.

Timeline for Implementation – Deadline for submission of School Improvement Plans is July ~~30, 2015~~, ~~1, 2014~~. The timeline is July 1, ~~2014~~ ~~2015~~ – June 30, ~~2016~~, ~~2015~~.

Means of Evaluation – Student achievement data (~~CRCT, EOCT~~) and information from our data systems will be used to evaluate the action/strategy/intervention. Annual teacher/paraprofessional survey tied to Teacher Keys Evaluation System will be used. Evaluations from individual professional learning will be used.

~~The system strives to improve the graduation rate for all students, particularly students identified as Students with Disabilities (SWD). The graduation rate between all students and SWDs showed a 36.5% gap in the 2012-2013 school year. The system continues to strive to increase attendance, decrease time out of class due to discipline issues, and improve parent communication to build relationships between school and home moving toward the goal of graduation.~~

## **2. Title I, Part A; Title I, Part C; Title I, Part D; Title II, Part D; Title III; IDEA; EHCY**

A description of high-quality student academic assessments that the LEA and schools will use:

- a. To determine the success of children in meeting the State student academic achievement standards, and to provide information to teachers, parents, and students on the progress being made toward meeting the State student academic achievement standards;
- b. To assist in diagnosis, teaching, and learning in the classroom in ways that best enable low-achieving children served under applicable federal programs to meet State student achievement academic standards and do well in the local curriculum;
- c. To determine what revisions are needed to projects so that such children meet the State student academic achievement standards;
- d. To effectively identify students who may be at risk for reading failure or who are having difficulty reading, through the use of screening, diagnostic, and classroom-based instructional reading assessments;

The following are the high quality student assessments that our system utilizes: ~~Grade 3 – 8 take CRCT. Grades 3, 5, 8 take the Georgia Writing Assessment~~ ~~Students in grades 3 – 12 participate in the Georgia Milestone Assessments. Grade 11 takes the GHSWT. Kindergarten takes GKIDS. EOCT and GHSGT are administered at the high school level. ACCESS is administered~~ for ELL students, and ~~students in~~ grades K-12 will participate in corresponding common assessments as required including Dibels and GAA. Additionally, common assessments will be administered to determine continued growth. ~~Three~~ ~~Two primary~~ sources of assessment information – state longitudinal data system – Insight/Framework – ~~Data Director~~ will be utilized and analyzed, The Director of Data ~~and Student Assessment~~ ~~Systems to Support Curriculum and Instruction~~ will disaggregate and analyze results, compile a report showing attainment of progress at the end of the school year, particularly for high needs students. Compiled data and the balanced scorecard will be reported to the Superintendent, Board of Education, school leaders and governance boards at each school. All parents/guardians including homeless and migrant students can access student's assessment data on the school website or the school will provide a hard copy to parents as requested. All parents including homeless and migrant students are included in the process to deliver high-quality assessments. All parents who have English as a second language register their child at the International Center where the child's home language and ability is documented. Information regarding data systems, parental access to grades and attendance and updated information is located on our system website.

Migrant students take the same assessments that all students in the district take. In addition, if Migrant students are also ELLs, they take the ACCESS assessment for language.

~~Special Education students will take the same assessments that all students in the district take. In certain cases where low~~

cognitive functioning prohibits regular assessments, certain students with disabilities (SWDs) will participate in the Georgia Alternate Assessment (GAA). The determination regarding assessment types will be made through the Individual Education Program (IEP) team.

Test scores are disaggregated by teachers and administrators. Support services from the central office are provided to assist with understanding data. Each school has a data specialist that assists the leadership team with their individual data. These scores are used along with other achievement data to diagnose the needs of each student in order to provide proper expanded learning opportunities before, during and after school. Each year, all programs that provide remediation or enrichment are evaluated by the Superintendent to determine effectiveness. Recommendations from teachers and administrators drive the program planning for the following year. There are remediation and enrichment programs for all students including students with disabilities. Those students that did not meet standards on CRCT to include Reading are recommended for extended learning opportunities and provided with flexible learning opportunities and individual teaching support in the classroom. Students that need more than academic support are referred to the Student Support Team for review. Students that have met or exceeded standards are involved in talent development programs. Gainesville City School System uses Home Language Survey to identify PHLOTE (Primary Home Language Other than English) students. These students are then screened using the WAPT to determine ESOL eligibility. All ESOL students are given ACCESS test to measure annual progress toward English proficiency and determine whether they meet the criteria to exit the program.

Each school has a leadership team that meets regularly to review the school improvement plan. Each school improvement plan consists of the 18 Title I components along with a professional learning plan and technology plan. The school improvement plan is due in July and interval planning is ongoing throughout the year which records benchmarks for that particular school. Revisions are made many times throughout the year to ensure that the needs of all students are being met with regard to academic achievement standards. \

### **3. Title I, Part A; Title I, Part C; Title I, Part D; IDEA; EHCY**

A description of how the LEA will participate, if selected, in the State National Assessment of Educational Progress in 4th and 8th grade reading and mathematics of the National Education Statistics Act of 1994 and how the results will be used in the local educational agency.

The state of Georgia receives NAEP math and reading results biennially based on participating districts in the sample during the state's report years. When selected, Gainesville City School System participates in the NAEP assessment. Homeless, migrant, English learners, and students with disabilities will be included in the State's NAEP administration in 4th and 8th grade reading and mathematics as appropriate. State-level results provide the district with information about how students are performing statewide in math and reading. District-level reports are not provided (with the exception of TUDA participants). Therefore, we do not have information that specifically addresses our students' performance on the assessment. Nonetheless, the NAEP website has proven to be a valuable resource and will be accessed as appropriate to inform instruction, particularly in areas students in the state have found to be most challenging.

### **4. Title II, Part D; E-Rate**

A description of strategies to share system progress, disseminate evaluation results, encourage broad stakeholder involvement, and market the role technology can have in helping students achieve in innovative ways.

The Gainesville City School System has a three year technology plan that is updated on a regular basis. Each school has a technology plan that is submitted with their school improvement plan. All teaching staff have a laptop, desktop or Ipad to be used for classroom instruction. An instructional technology and data specialists are available at each school. These individuals support the teaching and learning process by providing technology instruction and data analysis.

Our school system utilizes three data systems. The State Longitudinal Data System is supplied by the Georgia Department of Education. It is based on FTE/Student Record uploads. The SLDS currently has 5 years of CRCT data. Effective SY2015, data from Georgia Milestone Assessments will also be used. An advantage of the SLDS is that it is State-wide, so when a student enrolls in our system from another Georgia school system, all his or her past data is immediately available to teachers to see how that student has performed to that point. SLDS is not designed to evaluate how cohorts or teachers perform over time. It looks at the student data over the years (achievement, attendance, etc.). It would primarily be something that administrators and/or leadership teams look at, as well as teachers familiarizing themselves with their students. Framework Insights disseminates data stored in PowerSchool. The Insight Model looks at cohorts and how they perform year to year. Insight would be something that administrators and school-level leadership teams would find useful to determine how the cohorts perform each year. Data Director is used to show benchmark testing. It is updated manually at this time, but automated uploads are being sought. Data Director will be of vital importance to teachers because it will directly affect instruction on daily basis. It is an accurate reflection of how students and teachers are performing on the Georgia Performance Standards because of threading, ELA, math, science, and social studies benchmarks that are created within it. A review of the Georgia State Hardware Inventory is conducted to determine need at each school location. It will also ensure that each school is receiving the same quality and quantity of equipment for all programs. Technology will be integrated into the curriculum to improve student performance. Gainesville High School and Wood's Mill High School will offer courses individualized for high achieving students, or those needing remediation, by offering online courses and blended learning via Edgenuity. Gainesville City Schools has long been a leader in instructional technology. The system

was one of the first in the state to publish a website and to offer email to every employee. Today, Gainesville City continues to set itself apart by supplying every teacher and administrator with a laptop computer or tablet and offers complete wireless networking anywhere on any campus. All locations within the school system are interconnected via 10GB fiber and Internet access is supplied through two separate Internet connections, working together to deliver over 1GB on a normal basis, but each acting as a failover for the other. The school system currently has 2962 desktop and laptop computers plus 874 iPad or KUNO tablet computers. For the 2013-2014 school year, Gainesville City Schools will implement its first true 1:1 technology program. Each student in grades 2 - 5 at the new Fair Street IB World School, has a KUNO tablet computer to use throughout his or her time as a student at the school. These students are allowed to take the tablet home so they can complete homework assignment electronically on the device. The KUNO tablet acts as textbook and reference material for all classes and allow the student to receive, complete and submit to the teacher all homework electronically. Tests will also be taken on the device and graded instantly for dynamic feedback to the student. Further information on this innovative educational program will be published on this site as it is implemented. Students are encouraged to bring their own technology to school in an effort to provide more time using technology. Use of devices is aligned with the instruction taking place in the classroom each day. Students that don't bring a device will have access to technology. Teachers are able to use online textbooks, Internet sites, and collaboration tools in the same

ways they are used in the workplace to accomplish tasks. Parents are able to view student's grades and attendance online. PowerSchool Student Information System is purchased and implemented. Implementation and parent participation will be evaluated with the Director of Technology being responsible. Students and parents are informed of activities, school closings and testing via automated telephone messages through Power Announcement. Governance Councils hold regular meetings to discuss and determine academic needs and achievement. Each school maintains individual web pages to be updated on a regular basis, as integral parts of the Gainesville City Schools web site to act as communication and instructional instruments. Every effort will be made to insure that each school receives equal technology funding, based on number of students. It has long been a policy that all computers have Internet access and connectivity to the school's network and this will continue. The Gainesville City Schools website will keep the public aware of any and all events, programs and happenings within the school system. All mailed information is also offered in Spanish translations as well. Technology is used to benefit Special Needs students wherever possible throughout the system. Technology which is a software program that reads the printed material which then converts it to audio (text to talk) is available. All employees of Gainesville City Schools are given an email account and encouraged to use it to its fullest extent and it has proven to be an invaluable communication tool. All computers have software for Word, Excel and PowerPoint and have filtered Internet access for research and informational purposes.

##### **5. Title I, Part A; Title I, Part C; Title II, Part D; Title III; IDEA**

A description of how the LEA will provide additional educational assistance to individual students assessed as needing help in meeting the State's challenging student academic achievement standards. The description must include the following:

- a. Specific mention of disadvantaged students, migrant students, limited English proficient students, and students with disabilities.
- b. Specific steps the LEA will take to ensure that all students and teachers have increased access to technology.
- c. Specific steps on how the LEA will utilize available funds to support after school programs (including before and after school and summer school) and school-year extension programs.

Gainesville City School System provides educational assistance to individual students assessed who need help meeting the State's challenging student academic achievement standards. All students to include disadvantaged students, migrant, LEP and SWD students are provided with opportunities for after school tutorials, extended day, summer school, small group instruction, flexible grouping and talent development. Title I funds will be used to provide materials and instructional support for before and after school tutorials, extended day, summer school, small group instruction, flexible grouping and talent development. Primary emphasis will be placed on mathematics and literacy. In the event that students are identified as most academically at risk in science, and social studies, Title I funds may be used on an as-needed basis. Gainesville Middle Schools' Flexible Learning Program (FLP) provides for instruction during the school day. Providing students with educational opportunities and personalized learning that intertwine with one another is a system initiative. STEAM education is a new movement in American Education to help teachers and their students understand how the academic disciplines of Science, Technology, Engineering, Arts and Mathematics impact their world and prepare them for the workforce of tomorrow. STEAM is multidiscipline based, incorporating the integration of other disciplinary knowledge into a new whole. Technology helps us communicate; Math is the language; Science and Engineering are the processes for thinking; Arts stimulates and develops the imagination and critical thinking - all this leads to Innovation. STEAM Education is more than just presentation and dissemination of information and cultivation of techniques. It is a process for teaching and learning that offers students opportunities to make sense of the world and take charge of their learning, rather than learning isolated bits and pieces of content. In the STEAM environment, there is less emphasis on activities that demonstrate science content and a greater focus on those activities that allow students to engage in real world problems and experiences through project-based, experiential learning activities that lead to higher level thinking. Learning in a STEAM environment compels students to understand issues, distill problems, and comprehend processes that lead to innovative solutions. Students learn through experience where they talk and engage in discourse. They learn by shaping arguments and

solving problems in the course of a continuous process of asking questions, experimenting, designing, creating, and gathering compelling supporting evidence. Through the implementation of STEAM education and the best practices and strategies it promotes, teachers can construct a learning environment where students are given the opportunity to experience, talk, debate, discover, design, create, and build. They can learn to lead the way to innovation... learning today... making a better tomorrow.

Students with disabilities are provided with a variety of supplemental aids and services to address their needs. These services include after-school tutorials, access to a variety of assistive technology, and provision of small group instruction utilizing research-based, peer-reviewed reading and math programs. The school system emphasizes least restrictive environment and access to the general curriculum IDEA funds are utilized to enhance the technology available to special education staff and students when available. All special education students have access to computers in the classroom, rolling carts or computer labs. As needed, specialized technology such as touchscreen monitors, tablets, and adapted keyboards are provided. IDEA funds are used to support extended school year services. The system has been trained and will be using the web-based IEP program GoIEP provided by the GaDOE to streamline the IEP paperwork process. Gainesville City Schools has long been a leader in instructional technology. The system was one of the first in the state to publish a website and to offer email to every employee. Today, Gainesville City continues to set itself apart by supplying every teacher and administrator with a laptop computer or tablet and offers complete wireless networking anywhere on any campus. All locations within the school system are interconnected via 10GB fiber and Internet access is supplied through two separate Internet connections, working together to deliver over 1GB on a normal basis, but each acting as a failover for the other. The school system currently has 2962 desktop and laptop computers plus 874 iPad or KUNO tablet computers. For the 2013-2014 school year, Gainesville City Schools implemented its first true 1:1 technology program. Each student in grades 2 - 5 at the new Fair Street IB World School will have a KUNO tablet computer to use throughout his or her time as a student at the school. These students are allowed to take the tablet home so they can complete homework assignment electronically on the device. The KUNO tablet acts as textbook and reference material for all classes and allow the student to receive, complete and submit to the teacher all homework electronically. Tests will also be taken on the device and graded instantly for dynamic feedback to the student. Further information on this innovation educational program will be published on this site as it is implemented.

Gainesville City School System is a partner with Boys and Girls Club of Hall County. As a benefit of this partnership, our students will participate in the 21st Century Community Learning Center grant for the upcoming 2014-2015 school year through 2019. The grant will serve 330 (K-11) targeted high-risk, low income, and special needs students in efforts to improve their academic outcomes and classroom behaviors at three of our five elementary schools as well as our middle and high schools. ~~Services equal to the grant schools will be provided during the 2014-2015 school year for the two schools not selected (Enota and New Holland).~~ Services will be provided after school at Downey Club, Teen Center, and Fair Street IB World School. Programs will focus on helping students with:

- ? Core Academic Subjects Support
- ? Reading & Math Remediation/Support
- ? Homework Help
- ? STRIDE Academy (game-based online math/reading program)
- ? STEM-integrated Mastery Clubs
- ? Skill Tech (basic computer skills program that develops proficiency in various programs)
- ? Art/Drama/Music/Dance Enrichment
- ? Healthy Lifestyles (programs to help develop fitness, positive use of leisure time, skills for stress management, and social skills)
- ? Family Literacy Involvement focus

## **6. Professional Learning; Title I, Part A; Title I, Part C; Title II, Part A; Title II, Part D; Title III; Title VI, Part B; IDEA**

A description of the strategy the LEA will use to coordinate programs under Titles I, II, III, IV, VI, Part B, Perkins, and IDEA to provide professional learning on the integration of technology into the curriculum and instruction to improve and support teaching, learning, and technology literacy. The description should include purchasing technology, available technology tools, distance learning opportunities, and professional learning for teachers, administrators, pupil services personnel, any other staff, and parents.

Technology to include computers, LCD projectors, SmartBoards, laptops, iPads and software are purchased with local funds and supplemented with federal funds. Blended learning, with the use of Edgenuity is conducted at Wood's Mill High School and Gainesville High School during the school year, extended hours and summer. **Edgenuity is also used in all elementary schools and Gainesville Middle School.** ~~Classworks is used at the elementary level.~~ Located on our system web page is a listing of all the software available for download for teachers to use in the classroom. Gainesville City Schools has long been a leader in instructional technology. **Recently the system has become a GOOGLE district. The Director of STEAM works closely with teachers at all schools to incorporate instructional technology, including but not limited to Google Classroom in to their classrooms.** The system was one of the first in the state to publish a website and to offer email to every employee. Today, Gainesville City continues to set itself apart by supplying every teacher and administrator with a laptop computer or tablet and offers complete wireless networking anywhere on any campus. All locations within the school system are interconnected via 10GB fiber and Internet access is supplied through two separate Internet connections, working together to deliver over 1GB on a normal basis, but each acting as a failover for the other. The school system currently has 2962 desktop and laptop computers plus 874 iPad or KUNO tablet computers. During the 20132014 school year, Gainesville City Schools implemented its first true 1:1 technology

program. Each student in grades 2 - 5 at the new Fair Street IB World School are assigned a KUNO tablet computer to use throughout his or her time as a student at the school. These students are allowed to take the tablet home to complete homework assignments electronically on the device. The KUNO tablet acts as textbook and reference material for all classes and allows the student to receive, complete and submit to the teacher all homework electronically. Tests are also taken on the device and graded instantly for dynamic feedback to the student. Assistive technology is purchased with IDEA funds, if funds are available. The full time Special Education Lead teacher will provide ongoing support to staff and students in order to integrate assistive technology into instruction. Special education staff has access to professional development provided by the Georgia Project for Assistive Technology. Power Announcement will be utilized as a communication tool to parents for academic information, activity updates and emergency information, which is funded locally. In the past, Title II, Part D formula funds have been used for perpetual access to Houghton Mifflin Harcourt Destination Mathematics K-10 and Destination Reading K-8 digital learning content that are aligned to CCGPS Mathematics strands (e.g., Algebra, Geometry and Statistics) of greatest need for improvement based on ~~CRCT and EOCT~~ **state mandated standardized assessments** (effective fall 2015, Georgia Milestones Assessments); teachers will have the ability to collaborate online through professional learning communities including online discussion(s) with Georgia teachers outside their school system; and access to online professional learning that includes videos of teachers demonstrating content, pedagogy, and routines in a GPS standards-based mathematics classroom for grades K-9. ~~Professional learning is provided by instructional technology specialists at each school. They work with teachers on how to be effective and innovative in the classroom with technology. Data specialists are available at each school and they work with the leadership team to disaggregate data to determine greatest area of need.~~ The online teaching endorsement has been offered to teachers that are interested in working with online learning in our system.

Migrant Student Support Personnel attend professional learning on topics that are specific to the needs of our migrant children and families. In addition, staff members also complete on-line professional development units throughout the year. All teachers serving students identified as migrant are provided ongoing support and strategies on how to best address the needs of the migrant student.

**Assistive technology is purchased with IDEA funds, if funds are available. Special education staff has access to professional development provided by the Georgia Project for Assistive Technology. Ongoing training of classroom teachers will continue through STEAM education with individual training for specific SWDs who may require specific enhancements.**

## **7. Title II, Part D**

A description of how the LEA is addressing 8th grade technology literacy by including:

- a. Evidence of the tools or strategies used to determine an estimation of student technology literacy at all grade levels (or bands of grade levels, such as PreK-2nd, 3rd-5th, 6th-8th, 9th-12th);
- b. An estimation of the students' school-based experiences with developing technology skills and technology literacy at all grade levels (or bands of grade levels);
- c. Evidence of the tools or strategies the system is implementing to ensure that all students are technologically literate by the end of 8th grade.

Eighth grade technology literacy is addressed through the use of various strategies to include: Keyboarding, Java, website design, Apple platform, video game design, Microsoft Office Suite, Internet usage, evaluating, selecting and using on-line resources to communicate ideas that persuade, describe, inform and involve; creates, modifies and edits documents using word processing and desktop publishing tools; uses basic design principles to communicate effectively and enhance the message; uses brainstorming/webbing software in planning the writing process; uses technology tools to locate, analyze, synthesize, evaluate and apply information. Teachers adhere to the CCGPS technology at all grade levels. The following highlight the experiences students are exposed to regarding technology literacy and skills: Evaluates, selects, and uses online resources to communicate ideas that persuade, describe, inform and involve; creates, modifies, and edits documents using word processing and desktop publishing tools; uses basic design principles to communicate effectively and enhance the message; uses brainstorming/webbing software in planning the writing process; uses technology tools to locate, analyze, synthesize, evaluate and apply information

In the past, Title II, Part D formula funds have been used for perpetual access to Houghton Mifflin Harcourt Destination, Mathematics K-10, and Destination Reading K-8 digital learning content that are aligned to GPS Mathematics and are on the list of State Recommended Learning Resources. It will have access to the following components for teachers: (a.) an export of the digital learning content to use within a school system's existing learning management system to include Moodle; (b.) digital content will be provided in Spanish in support of English Language Learners; (c.) provision of single sign on access for teachers; (d.) K-8 Language Arts/Reading and K-10 Mathematics standards, elements, framework units, and learning tasks for each unit; (e) K-10 Mathematics teacher's editions containing solutions of tasks, teacher commentary, and sample lesson plans; (f.) sample of K-10 NAEP assessments aligned to the mathematics standards for each grade level; (g.) sample mathematics formative assessments and cumulative unit performance assessment per unit of the frameworks; (h.) notification when new related GPS content is available to teachers; (i.) access to videos of teachers demonstrating content, pedagogy, and routines in a GPS standards-based K-9 mathematics classroom; (j.) access to webcasts that provide instruction on teacher use of manipulative(s), graphing utilities and related differentiation using multiple learning styles within the 6, 7, 8 and 9 grade mathematics classroom; (k.) access to video

instruction regarding strategies for students with disabilities in mathematics; (l.) digital learning content will be aligned to the GPS Mathematics strands (e.g., Algebra, Geometry and Statistics) of greatest need for improvement based on CRCT and EOCT; (m.) teachers will have the ability to collaborate online through professional learning communities including online discussion(s) with Georgia teachers outside their school system; and (n.) access to online professional learning that includes videos of teachers demonstrating content, pedagogy, and routines in a GPS standards-based mathematics classroom for grades K-9. Instructional technology specialists are at each school who work with teachers on how to be effective and innovative in the classroom. Gainesville City Schools has long been a leader in instructional technology. The system was one of the first in the state to publish a website and to offer email to every employee. Today, Gainesville City continues to set itself apart by supplying every teacher and administrator with a laptop computer or tablet and offers complete wireless networking anywhere on any campus. All locations within the school system are interconnected via 10GB fiber and Internet access is supplied through two separate Internet connections, working together to deliver over 1GB on a normal basis, but each acting as a failover for the other. The school system currently has 2962 desktop and laptop computers plus 874 iPad or KUNO tablet computers. During the 2013-2014 school year, Gainesville City Schools implemented its first true 1:1 technology program. Each student in grades 2 - 5 at the new Fair Street IB World School are assigned a KUNO tablet computer to use throughout his or her time as a student at the school. These students are allowed to take the tablet home to complete homework assignments electronically on the device. The KUNO tablet acts as textbook and reference material for all classes and allows the student to receive, complete and submit to the teacher all homework electronically. Tests are also taken on the device and graded instantly for dynamic feedback to the student.

## **8. Professional Learning; All federal programs; E-Rate**

A description of how the local educational agency will ensure that funds are spent on scientifically and/or evidence-based practices and products for all programs including the purchase of technology and technology tools. Where applicable include how the practices and products will impact student technology literacy.

Gainesville City School System complies with selecting and implementing scientifically and or evidence based practices and products targeting assessed needs. The Superintendent along with Title I, Part A Director works with all schools to determine staff development needs and then makes decisions based on those needs. Test scores that have been disaggregated are used to drive professional development along with professional learning surveys and individual teacher needs. During the **2014-2015** **2015-2016** school year, teachers will continue to participate in Common Core Training. Literacy coaches reinforce professional development by mentoring and modeling. CCGPS are aligned with the curriculum taught. Professional learning will focus on the needs of Special Education, ESOL and economically disadvantaged students in reading, math and science. Additional professional learning will focus on Differentiated Instruction, Balanced Assessment, Brain-Based Learning, Multiple Intelligences, Designing Rubrics and Classroom Assessments, Examining Student Work, Using Data Analysis to Inform Instruction, Critical Thinking and Questions Skills, Problem-Based Learning, Physical Education and Health Standards, CTAE Career Pathways, Positive Behavior Support, classroom use of technology, Communities In Schools, ~~Class Keys, Leader Keys~~ **Teacher Keys Effectiveness System**, Project Management, Common Core, Core Content, RTI, ESOL, and Gifted Education. Professional learning for administrators will focus on shared leadership and decision making, effective communication with all stakeholders, and designing, implementing, monitoring and assessing the improvement plan.

The following is a list of research based content that Gainesville City School System utilizes for professional learning. Differentiated Instruction, Thompson, M & Thompson J.; technology classes to include web page and Microsoft Office Suite -Sally Bowman Alden Executive Director, Computer Learning Foundation; Shapiro & Levine, Common Core -Council of Chief State School Officers (CCSSO) and the National Governors Association (NGA) state that the Standards are (1) research and evidence based, (2) aligned with college and work expectations, (3) rigorous, and (4) internationally benchmarked. The Common Core State Standards are for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects. Classroom Management -Harry Wong -The First Days of School The Effective Teacher Core Content Strategies -nsta.org – National Science Teachers Association nctm.org National Council of Teachers of Mathematics socialstudies.org – National Council for the Social Studies Balanced Assessment - Designing Rubrics and Classroom Assessments -Examining Student Work -Using Data Analysis to Inform Instruction -Balanced Assessment – Robin J. Fogarty Brain-Based Learning -Renate and Geoffrey Caine, Making Connections: Teaching and the Human Brain. Leslie Hart, Human Brain, Human Learning. Multiple Intelligences Gardner, Howard (1983; 1993) Frames of Mind: The theory of multiple intelligences, New York: Basic Books. The second edition was published in Britain by Fontana Press. 466 + xxix pages. (All references in this article refer to this second, 10th Anniversary, edition). A major addition to the literature of cognitive psychology being the first full length explication of multiple intelligences. Gardner, Howard (1989) To Open Minds: Chinese clues to the dilemma of contemporary education, New York: Basic Books. This book includes a significant amount of material on Gardner's early life. Gardner, H. (1991) The Unschooled Mind: How children think and how schools should teach, New York: Basic Books. Gardner, Howard (1999) Intelligence Reframed. Multiple intelligences for the 21st century, New York: Basic Books. 292 + x pages. Useful review of Gardner's theory and discussion of issues and additions. Gardner, Howard (1999) The Disciplined Mind: Beyond Facts And Standardized Tests, The K-12 Education That Every Child Deserves, New York: Simon and Schuster (and New York: Penguin Putnam). Critical Thinking and Questions Skills Problem-Based Learning -Critical Thinking: How to Prepare Students for a Rapidly Changing World -Richard W. Paul Critical Thinking: Basic Theory and Instructional Structures Handbook -Richard W. Paul, Linda Elder Positive Behavioral Supports Information for Educators Andrea M. Cohn -Teen Pregnancy Prevention, Gang

Resistance Education, Positive Behavior Support Physical Education and Health Standards Physical Education -Robert Needlman, M.D., F.A.A.P. RTI -RTI – William Bender & Cara Shores RTI Guide – John McCook Class Keys/Leader Keys – Classroom Analysis of State Standards -Georgia Department of Education CTAE Career Pathways -Career Pathways and Tech Prep -Newest Release in the Career Pathways Series: Adult Career Pathways: Providing a Second Chance in Public Education Compiled and Coauthored by: Dan M. Hull and Richard Hinckley, **and MINDSET Crisis Intervention Training**. Gainesville City Schools has long been a leader in instructional technology. The system was one of the first in the state to publish a website and to offer email to every employee. Today, Gainesville City continues to set itself apart by supplying every teacher and administrator with a laptop computer or tablet and offers complete wireless networking anywhere on any campus. All locations within the school system are interconnected via 10GB fiber and Internet access is supplied through two separate Internet connections, working together to deliver over 1GB on a normal basis, but each acting as a failover for the other. The school system currently has 2962 desktop and laptop computers plus 874 iPad or KUNO tablet computers. During the 20132014 school year, Gainesville City Schools implemented its first true 1:1 technology program. Each student in grades 2 - 5 at the new Fair Street IB World School are assigned a KUNO tablet computer to use throughout his or her time as a student at the school. These students are allowed to take the tablet home to complete homework assignments electronically on the device. The KUNO tablet acts as textbook and reference material for all classes and allows the student to receive, complete and submit to the teacher all homework electronically. Tests are also taken on the device and graded instantly for dynamic feedback to the student. [Does the district intend to continue to implement the 1:2 technology program with other schools?]

#### **9. Title I, Part A; Title I, Part C; Title II, Part D; Title III; IDEA, EHCY**

A description of how the LEA will use federal funds to coordinate and integrate services with other educational services at the LEA or individual school level such as:

- a. Technology, professional learning, curriculum, media, Title I, special education, and ELL programs;
- b. Even Start, Head Start, Reading First, Early Reading First, IDEA preschool, and other preschool programs, including plans for the transition of participants in such programs to local elementary school programs;
- c. Services for children with limited English proficiency, children with disabilities, migratory children, neglected or delinquent youth, Indian immigrant children in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program.

Title II, Part A will be used to provide all staff with the opportunity to participate in high quality professional development in areas that reflect goals and objectives set forth in the **2014-2015 2015-2016** Strategic Plan. Title III and Title I, Part C funds are used to provide resources to all schools that will support our limited English proficient students and Migrant students. These resources include books, curriculum and staff. We have 8 state funded preschool programs which serve a total of 176 students. Bright From The Start funds are used for teachers, paraprofessionals, supplies, technology and professional learning. Evaluations of well-run prekindergarten programs have found that children exposed to high-quality early education were less likely to drop out of school, repeat grades, or need special education, compared with similar children who did not have such exposure (Barnett, 1998). Our state funded pre-k classroom includes students with disabilities. Transition plans are based on each individual school's needs assessment, and are addressed within the 18 required components of the school improvement plan.

The school system operates a preschool special education class on-site at the local Head Start program. Preschool students with disabilities receive resource pull-out service, co-teaching, supportive instruction along with related services such as speech, occupational, or physical therapy, in addition to the services provided by HeadStart. IDEA and federal preschool funds are used to provide staff resources, materials and technology for children with disabilities and professional development related to co-teaching in an effort to provide greater levels of access to the general curriculum. Professional development in this area has included administrators, regular and special education teachers, and paraprofessionals.

All departments work cooperatively with the federal programs department to ensure duplication and fragmentation of instructional programming does not occur. The school system works in coordination with the system Social Work Department, the Department of Family and Children Services, the court system, and a host of other community agencies to determine which students are neglected/deprived and provide needed services. These students receive a variety of services to include one-on-one contact with the school social worker, counselor, and added support from community agencies. The school system offers an alternative education program for students that have difficulty in the regular education setting. This placement is a combined effort by the parent, teachers and administration. Mendez and Second Step are taught at various school levels.

The gang task force and chief of police work cooperatively to address issues that occur within the school system. Resources Officers are employed to work in the schools providing services to the school, students and families. Counseling services to include small and large group sessions are provided to students at the alternative learning center by a local counseling service agency - Center Point. The Social Workers, Learning Support Coordinators, and Parent Involvement Coordinators conduct home visits and maintain contact with parents to help mitigate student issues that may arise within the school setting and build better relationships with parents and families.

The Director of Title I **State and Federal Accountability** and the Homeless Liaison for the system work cooperatively to coordinate



services for homeless students and to ensure that duplication of services is not occurring. The homeless liaison assists homeless students and families by connecting them with needed community resources, providing school supplies, and education regarding the rights of homeless children and youth in accordance with McKinney-Vento. Academic assistance is also available in the way of tutorials and other school-based services available to all students. The liaison works to ensure that students that need additional academic support receive those services. During the 2013-2014 school year, Gainesville City Schools had 52 students that were homeless. When needed, the Homeless Liaison will provide technical and educational support to all school staff that register students. In collaboration with school personnel and community organizations, the local liaison will identify children and youth in transition in the district and help get them enrolled in school (if needed) and connect them with needed community resources. The liaison will communicate with local shelters in the community to ensure proper identification and enrollment of all students who are classified as homeless according to McKinney-Vento. The local liaison is responsible for keeping data on the number of homeless children and youth living in the district. This list will be communicated with school personnel to insure that these students are properly monitored. Each homeless child and youth has the right to remain at his or her school of origin or to attend any school in the attendance area in which the child or youth is actually living. Maintaining a student in his or her school of origin is important for both the student and our school district. Gainesville City School System offers a "School of Choice" option. Students can attend any school of their choice with transportation included. Consistent, uninterrupted education is vital for academic achievement. Unaccompanied youth must also be enrolled immediately in school. They may either enroll themselves or be enrolled by a parent, guardian, or caring adult. Due to the realities of homelessness and mobility, homeless students may not have school enrollment documents available readily. Enrollment may not be denied or delayed due to the lack of any document normally required for enrollment, including: Proof of residency, Social Security Card, transcripts/school records, immunization/health/medical/physical records, proof of guardianship, birth certificate or any other document required. Unpaid school fees, lack of uniforms or clothing that conforms to dress codes cannot be a barrier. Under "Schools of Choice", any student can choose which school they would like to attend. Transportation is provided for all students regardless of their transportation zone. Transportation will be provided for the entire time the child or youth has a right to attend that school, including during any pending disputes. If the student in transition is living and attending school in this district, this district will arrange transportation. If the student in transition is living in this district but attending school in another, or attending school in the district but living in another, this district will coordinate with the neighboring district to arrange transportation based on feasibility. The Director of Learning Supports is the homeless liaison for Gainesville City School System and deals with enrollment issues as it relates to homeless students. Any situation that could possibly come under the McKinney-Vento Act is immediately brought to the attention of the homeless liaison. The homeless liaison makes sure that all students who come under the McKinney-Vento Act are immediately enrolled and informed of all provisions under this act. In the absence of the homeless liaison, enrollment issues of this nature are resolved by the Superintendent. If an individual believes the situation qualifies for McKinney-Vento but is denied admission based on the decision of the homeless liaison, the form "Written Notification of Enrollment Decision" is completed and given to the individual attempting to enroll. After receiving this notification, this individual is given the "Appeal Form". This appeal can be submitted to the Superintendent or can be sent directly to the State Coordinator. Contact information for both is listed on the form. After receiving this appeal or being notified of this appeal, the superintendent reviews the complaint. After the evidence is gathered, the individual making the appeal is notified by certified mail of the final decision. The Director of State and Federal Accountability is responsible for Title I, Part A and Title II, Part A. Title III is coordinated by the Director of ESOL, which makes coordination of timelines, budgets and programming efficient. Because all of our schools are Title I School wide, the coordination and integration of services and funding is streamlined. All elementary schools have literacy coaches with some paid by Title II, Part A. All funds work together to address the needs of the stakeholders within state guidelines. Reading/language arts, math, science and social studies materials will be purchased for all schools to be used with students at-risk of academic failure in reading/language arts/math. This will supplement what they currently receive each year. Title I, Part A funds will be used for technology hardware and software as it relates to core content areas. The activities will be a part of the instructional strategy that is designed to improve the academic achievement of at risk students so they meet the State's academic standards. Title I, Part A funds will be used for system-wide professional learning that supports the educational needs in core content areas as defined by the system strategic plans and individual school improvement plans. Summer school will be offered that supplements any programs currently being offered for K-12 students that includes core content strategies and supports Common Core Standards.

#### **10. Title IV**

A description of how the LEA will develop strategies that prevent violence in and around schools and the illegal use of alcohol, tobacco, and drugs including how the prevention activities meet the Principles of Effectiveness; involve parents; and coordinate these efforts and resources with other federal, state, and community entities. In addition the LEA must explain how evaluations of effectiveness will be used to refine, improve, and strengthen the program strategies.

Individual school goals and objectives are annually reviewed by teams and Governance Councils that involve parents, school staff and members of the community. Programs and strategies are evaluated as to their success and revisions and changes are made where determined necessary. Although implementation of the educational strategies and programs falls primarily to the individual school and system staff, they are involved in the support of goal achievement through program participation, planning and evaluation. There are very active parent-teacher organizations in every school that also have opportunity to be involved in program and strategy implementation. The Safe and Drug Free School/Learning Supports plan is developed in coordination with other educational programs including Title I. The seventh National Education Goal, preventing violence in and around schools and

strengthening programs that prevent the illegal use of alcohol, tobacco and other drugs provides the foundation upon which programs and activities in the Safe and Drug Free School plan are built. Parents, school staff and members of the business, law enforcement and health communities participate in the design, implementation and evaluation of these programs and activities through involvement in local governance councils.

Our school system publicly reports progress toward its performance measures through school counselors, governance councils, school resource officers and school newsletters. Our system has developed a crisis management plan approved by GEMA. The drug and violence activities implemented can include the following: Too Good for Drugs, Second Step, GREAT and Mendez. The system's prevention activities met the Principles of Effectiveness by being age appropriate and developmentally based, such as teaching students about the dangers of emerging drugs, recognizing social and peer pressure to use drugs illegally and the skills for resisting illegal drug use and others. Character Education is taught in every classroom from Kindergarten through grade 12. Over the last few years, Centennial Elementary, Gainesville Middle and Gainesville High School have been recognized nationally for their character education efforts. This curriculum provides positive ways for students to address issues such as bullying, listening and tolerance. The city of Gainesville has a gang task force that works cooperatively with the system to address the needs of students and families dealing with gang related issues. School counselors work with small groups of students assisting them with learning how to cope with violence and drug abuse. Evaluation of goal and objective achievement of Gainesville City School's Safe and Drug Free Program will be ongoing. Data will be used to revise, improve and strengthen chosen programs and to refine goals and objectives where deemed needed and appropriate. Documentation will be kept and used to monitor the quality and fidelity of program implementation. A Health and Wellness team, comprised of a representative from each school work at their school to ensure that a safe and drug free plan is in place and then meet as a system headed by the School/Nutrition Director. She reports to the Superintendent all of the initiatives in place as a system.

The school system has adopted a Comprehensive System of Learning Supports (CSLS) under the direction of UCLA. This process helps students deal with the social, emotional and learning challenges that face schools today. It's mission is to ensure that all students have the opportunity to succeed in school and have a strong start in being productive contributors to our society. The district's mapping process has helped school and district leaders understand both their primary barriers to learning, the current resources (budget, staff, programs) that they have in place to address the issues, and what will be needed to fill the gaps. Schools are working to "strengthen ownership" around creating a system/culture of healthy interventions. Two priorities for the district going forward are 1) strengthening the community partnership component of the work, and 2) develop systemic prevention processes to address specific barriers and the needs of students who may be struggling in specific subgroups.

## 11. Title I, Part A; Title II, Part D

A description of the poverty and school eligibility criteria that will be used to select attendance areas for schools eligible for funding through Title I, Part A and school eligibility for grant opportunities through Title II, Part D.

Gainesville City School System provides choice for all elementary schools. We do not utilize attendance lines to determine school placement. This means that all students at the elementary level can choose which school they would like to attend regardless of attendance areas. We have one middle, one high school and one 6-12 school. Our school system addresses many unique needs. We have approximately 7,656 7900 students. Our population is comprised of 55% 60% Hispanic, 19% 17% Caucasian, 20% 18% African American, 3% Asian and 3% 2% Multi-racial. Approximately 76% of all students qualify for the free or reduced price lunch program. We are a Provision 2 school system. There are eight schools in this system and all operate a Title I Schoolwide Program. We have five elementary schools, one traditional-middle, one traditional high, and one 6-12 non-traditional high school. Data that will be used to drive the poverty and school eligibility criteria is the October 2013 FTE with rank ordering of schools driving the funding.

In prior school years, Title II, Part D formula funds have been used for perpetual access to Houghton Mifflin Harcourt Destination Mathematics K-10 and Destination Reading K-8 digital learning content that are aligned to GPS Mathematics and are on the list of State Recommended Learning Resources. It will have access to the following components for teachers: (a.) an export of the digital learning content to use within a school system's existing learning management system to include Moodle; (b.) digital content will be provided in Spanish in support of English Language Learners; (c.) provision of single sign on access for teachers; (d.) K-8 Language Arts/Reading and K-10 Mathematics standards, elements, framework units, and learning tasks for each unit; (e) K-10 Mathematics teacher's editions containing solutions of tasks, teacher commentary, and sample lesson plans; (f.) sample of K-10 NAEP assessments aligned to the mathematics standards for each grade level; (g.) sample mathematics formative assessments and cumulative unit performance assessment per unit of the frameworks; (h.) notification when new related CCGPS content is available to teachers; (i.) access to videos of teachers demonstrating content, pedagogy, and routines in a CCGPS standards-based K-9 mathematics classroom; (j.) access to webcasts that provide instruction on teacher use of manipulative(s), graphing utilities and related differentiation using multiple learning styles within the 6, 7, 8 and 9 grade mathematics classroom; (k.) access to video instruction regarding strategies for students with disabilities in mathematics; (l.) digital learning content will be aligned to the GPS Mathematics strands (e.g., Algebra, Geometry and Statistics) of greatest need for improvement based on state assessment and achievement standards; (m.) teachers will have the ability to collaborate online through professional learning communities including online discussion(s) with Georgia teachers outside their school system; and (n.) access to online

professional learning that includes videos of teachers demonstrating content, pedagogy, and routines in a CCGPS standards-based mathematics classroom for grades K-9.

## 12. Title I, Part A; Title I, Part C; Title IV

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.

All schools in Gainesville City School System are designated Title I Schoolwide. All parents including parents of Migrant students are involved in the development, review and revision of Title I Schoolwide plans. There are no Title I targeted assistance schools in Gainesville City School System.

Migrant SSP staff inform teachers of students who are coded as Priority for Services (PFS). These students receive priority for tutorials, and any other migrant services.

## 13. All Programs

A general description of the instructional program in the following:

- a. Title I schoolwide schools,
- b. Targeted assistance schools,
- c. Schools for children living in local institutions for neglected or delinquent children, and
- d. Schools for children receiving education in neglected and delinquent community day programs, if applicable.

a. All schools adhere to the CCGPS and use this as the basis for curriculum. Each of the five elementary schools has chosen a comprehensive school reform model (fine arts, International Baccalaureate, Core Knowledge, Multiple Intelligences, Science and Technology) that enables them to infuse the model with state standards. Instructional programming that is embedded in scientific research includes: Small group guided reading, flexible grouping and peer interaction. A variety of software is available at each elementary school that reflects state standards and the thematic programming available at that school. Gainesville Middle School Centennial Elementary School is a FOCUS school and Wood's Mill Academy is a Priority school. FLP plans to address the academic needs of the most academically at risk students are being developed with input from stakeholders. They provide intensive academic instruction for students that qualify for the program. Gainesville High School offers an array of vocational programs to include computer programming and repair, construction engineering, health science occupations, drafting, professional foods and marketing. Wood's Mill High School is a blended learning program for students in grades 9-12. Gainesville Middle and Gainesville High School participate in Graduate First. Additional professional learning will focus on Differentiated Instruction, Balanced Assessment, Brain-Based Learning, Multiple Intelligences, Designing Rubrics and Classroom Assessments, Examining Student Work, Using Data Analysis to Inform Instruction, Critical Thinking and Questions Skills, Problem-Based Learning, Physical Education and Health Standards, CTAE Career Pathways, Positive Behavior Support, classroom use of technology, Communities In Schools Class Keys, Leader Keys, Project Management, Common Core, Core Content, RTI, ESOL and Gifted Education. Professional learning for administrators will focus on shared leadership and decision making, effective communication with all stakeholders and designing, implementing, monitoring and assessing the improvement plan.

A reading mentorship program for high school students to provide extra reading assistance and instruction to elementary school children is ongoing. An apprenticeship program for career enrichment is provided to students interested in the workforce that focuses on STEM. The credit recovery program provides the opportunity to regain credit in order to graduate. This is offered during the school year, extended day and in the summer. Wood's Mill High School offers online courses for students that want a different schedule than the traditional high school offers. More information – individualized instruction, blended learning, tutoring for students; opened to all students. More detailed description of Wood's Mill's instructional program as well as specific information about each school's instructional program.

Title I funds are used to reduce class size at all levels and to provide additional support services including teachers, and paraprofessionals. All students will be provided with instruction on drug and safety issues in a manner appropriate to their age and in alignment with the state standards. Student services are provided by counselors and social workers. These services are paid by local funds. ESOL services are provided at each school through both pull-out and push-in delivery models, and are taught by ESOL certified teachers.

Gainesville City School Systems utilizes class size reduction, when appropriate, to afford teachers the opportunity to more effectively implement research-based instructional strategies. Teachers are better equipped to address the needs of all students and are able to provide differentiated instruction, and make adjustments to instructional practices more readily.

A review of data reveals that students' greatest needs of instructional support are in the areas of mathematics and science at Gainesville High School. Gainesville High School's students in Math and Biology benefit from smaller class sizes because smaller classes allow teachers in these areas to move beyond simply delivering instruction in traditional methods such as lecture, and allow teachers to integrate multiple instructional measures to reach more students at different ability levels, particularly students struggling to meet standards in these content areas. Teachers will be able to provide instruction to whole groups to ensure all

students have access to the curriculum, but will have greater flexibility in individualizing instruction for those students needing additional support on (or re-teaching of) specific skills. The smaller class size also affords teachers the flexibility to encourage peer support by utilizing the skill set of more advanced learners to partner with others who might benefit from further clarification in a "language" they find to be more familiar.

Gainesville Middle School students benefit from smaller class sizes because it creates an environment conducive to learning for students who traditionally struggle academically. Although the smaller class sizes will benefit those at risk of academic failure, smaller classes will also benefit other students. Teachers will have a better opportunity to create groups of mixed ability to present "models" for the students experiencing difficulty mastering standards. Smaller classes at the middle school also give students a sense of belonging, which could contribute to fewer disciplinary and attendance issues which often negatively impact the learning environment.

Fair Street IB World School's fourth and fifth grade students will benefit from smaller class sizes in Math. Students will have a greater opportunity to receive more instructional support tailored to their needs than they would if they were placed in larger classes. Teachers are able to provide instruction for all students as well as differentiate instructional methodologies to ensure that students who are experiencing difficulty mastering the standards receive the support they need. Students will also benefit from collaborating with class mates when assigned to small groups.

Gainesville Exploration Academy provides smaller class sizes to second grade students to increase academic achievement levels of all students with particular emphasis on students performing below grade levels. Teachers will be able to differentiate instruction by providing students with multiple opportunities to master the standards. Students receive instruction via whole group, small group and individual support.

- b. Gainesville City School System has no targeted assistance schools.
- c. Gainesville City School System does not have children living in local institutions for neglected or delinquent children.
- d. Gainesville City School System does not have children receiving education in neglected and delinquent community day programs. Professional learning will focus on the needs of Special Education, ESOL and economically disadvantaged students in reading, math and science.

#### **14. Title I, Part A; IDEA; EHCY**

A description of the services the LEA will provide homeless children who are eligible to receive services under applicable federal programs. The description should include the following:

- a. An assessment of the educational and related needs of homeless children and youths;
- b. A description of the services and programs for which assistance is sought to address the needs identified;
- c. A description of policies and procedures, consistent with section 722(e)(3), that the LEA will implement to ensure that activities carried out by the agency will not isolate or stigmatize homeless children and youth.

The homeless liaison assists homeless students and families by connecting them with needed community resources, providing school supplies, and education regarding the rights of homeless children and youth in accordance with McKinney-Vento. Academic assistance is also available in the way of tutorials and other school-based services available to all students. The liaison works to ensure that students that need additional academic support receive those services. During the 2013-2014 school year, Gainesville City Schools had 52 students that were homeless. A set-aside will be placed in Title I for tutorial services for homeless students. The Homeless Liaison will provide technical and educational support to all school staff that register students. In collaboration with school personnel and community organizations, the local liaison will identify children and youth in transition in the district and help get them enrolled in school (if needed) and connect them with needed community resources. The liaison will communicate with local shelters in the community to ensure proper identification and enrollment of all students who are classified as homeless according to McKinney-Vento. The local liaison is responsible for keeping data on the number of homeless children and youth living in the district. This list will be communicated with school personnel to ensure that these students are properly monitored. Each homeless child and youth has the right to remain at his or her school of origin or to attend any school in the attendance area in which the child or youth is actually living. Maintaining a student in his or her school of origin is important for both the student and our school district. Gainesville City School System offers a "School of Choice" option. Students can attend any school of their choice with transportation included. Consistent, uninterrupted education is vital for academic achievement. Unaccompanied youth must also be enrolled immediately in school. They may either enroll themselves or be enrolled by a parent, guardian, or caring adult. Due to the realities of homelessness and mobility, homeless students may not have school enrollment documents available readily. Enrollment may not be denied or delayed due to the lack of any document normally required for enrollment, including: Proof of residency, Social Security Card, transcripts/school records, immunization/health/medical/physical records, proof of guardianship, birth certificate or for any requirement like unpaid school fees, lack of uniforms or clothing that conforms to

dress codes. Any factor related to the student's living situation such as transportation - Under "Schools of Choice", any student can choose which school they would like to attend. Transportations provided for all students regardless of their transportation zone. Transportation will be provided for the entire time the child or youth has a right to attend that school, including during any pending disputes. If the student in transition is living and attending school in this district, this district will arrange transportation. If the student in transition is living in this district but attending school in another, or attending school in the district but living in another, this district will coordinate with the neighboring district to arrange transportation based on feasibility. The Director of Learning Supports is the homeless liaison for Gainesville City School System and deals with enrollment issues as it relates to homeless students. Any situation relating to homelessness as identified by the McKinney-Vento Act is immediately brought to the attention of the homeless liaison. The homeless liaison makes sure that all students identified as homeless under the McKinney-Vento Act are immediately enrolled and informed of all provisions under this act. In the absence of the homeless liaison, enrollment issues of this nature are resolved by the school superintendent. If an individual believes the situation qualifies for McKinney-Vento but is denied admission based on the decision of the homeless liaison, the form "Written Notification of Enrollment Decision" is completed and given to the individual attempting to enroll. After receiving this notification, this individual is given the "Appeal Form". This appeal can be submitted to the school superintendent or can be sent directly to the State Coordinator. Contact information for both is listed on the form. After receiving this appeal or being notified of this appeal, the superintendent reviews the complaint. After the evidence is gathered, the individual making the appeal is notified by certified mail of the final decision.

The Student Support Team process at each school is used to identify needed instructional strategies and supports for homeless students who are experiencing academic or emotional/behavioral difficulties. When needed, the Student Support Team refers students, including students who are classified as homeless, for comprehensive psychoeducational assessments. The Gainesville City School System's Board of Education adheres to the guiding principle that all eligible children and youth who reside within the school system are entitled to a free, appropriate public education. Title VII-B of the Stewart B. McKinney Homeless Assistance Act provides federal regulations for assuring that homeless children and youth have access to a free, appropriate public education which would be provided to the children of a resident of a state and is consistent with the state school attendance laws. It also authorizes the state education agency to adopt a plan that assures that local education agencies shall continue the homeless child or youth's education in the school district of origin for the remainder of the school year or enroll the child or youth in the school district where the child or youth is actually living. It further states that each homeless child or youth will be provided educational services for which the child meets eligibility criteria, such as compensatory education programs for the disadvantaged and education programs for the handicapped, and for students with limited English proficiency; programs in vocational education; programs for the gifted and talented and school meal programs. A parent/guardian and student with a questionable place of residence may present themselves to enroll at a public school. School administrative personnel should make a determination of the student's residential status based upon the definition in Section 103(a) 1, 2 of the McKinney Act. If the student is identified as homeless via the definition, carefully consider options provided by the law, presented in the next item, enroll the student and determine transportation needs. Homeless students have two options for enrollment: continue enrollment in the school/school district attended prior to homelessness; enroll in the school/school district where student is presently living. Before making a decision, school administrative personnel should consult with parent/guardian and/or student and carefully consider what is in the best interest of the student (e.g. family plans, educational services, special programs, transportation, and length of stay in sheltering facility). A homeless parent/guardian and student may want to enroll without a transcript/grade record, birth certificate, and/or immunization and health records. If so, school administrative personnel should contact the former school by telephone to request the student's records and discuss immunization information and tentative placement. They should then request a 30-day in-state, or a 90-day out-of-state, extension certificate for immunization from the superintendent or a designee. The student should then be enrolled. If it is determined that no records are available or exist, the local school should create a cumulative record folder in accordance with established guidelines. Inform parent/guardian to facilitate release of information by former school/school district. The school administrative personnel should contact the local health department to obtain information about the immunization status of a homeless student. If there are no records of the homeless student's immunization status, an appointment for the student needs to be made with the local health department and follow-up provided to ensure that the student has been immunized. A homeless student may arrive at the school without a parent or legal guardian and want to enroll. If so, enroll the student and make every effort to contact the parent/guardian to complete the enrollment process. Maintain documentation of all written-verbal communication and home visits to contact the parent/guardian. In exceptional cases where no parent/guardian can be located, contact the local social services agency (DFACS) to report the homeless child as a child in need of assistance, and in the interim, appoint an adult (relative, friend or volunteer) who will act in place of parent to make education decisions. "A Release of Information" may be used to assist in obtaining the necessary authorization as part of this process. Homeless students often leave school without officially transferring or withdrawing from the school. Receiving school: If a homeless student is transferring without the proper transfer or withdrawal form from the previous school, enroll the student and call the former school for transfer and/or withdrawal information. Sending school: Give requested information by telephone and forward records for the homeless student within 15 days. Complete necessary forms to place student on transfer or withdrawal status at your school. Homeless students may return to their former school or transfer to a new school within the same academic year. In this event, make every effort to remove student from withdrawal status and place on re-entry or transfer status. School administrative personnel should contact the previous school by telephone to request the student's records and discuss educational placement. Student records should be forwarded within 15 days. Any dispute in regard

to providing a public education to a child designated as homeless shall adhere to the following procedure: Any dispute in regard to providing a public education to a child designated as homeless shall be succinctly set forth in writing by the complainant and sent to the building principal within 7 calendar days of the occurrence of the event which is the subject of the dispute. The principal shall submit a decision to the complainant within 3 calendar days of receipt of the complaint. The decision shall include the date and an explanation of the decision reached. If the dispute is not resolved at the first step and the complainant wishes to continue the complaint process, then the complainant has 3 calendar days from the date of the principal's decision to appeal to the superintendent (or the superintendent's designee). This appeal shall include the following items: 1. A clear and succinct written statement of the reasons why the decision at Step 1 did not resolve the dispute. 2. Within 5 calendar days from the receipt of the written appeal, the superintendent (or the superintendent's designee) shall render a decision setting forth the date and an explanation of the decision reached. In the event the dispute cannot be resolved locally, the complainant may request a review of the dispute by the assistant superintendent of special instructional programs, Georgia Department of Education. The assistant superintendent will render a decision relative to the issues of the dispute within 10 days from the receipt of a written request for resolution. The assistant superintendent may, if the issue is not resolved in the written review (Step 3), assign members of the Georgia Department of Education to make an on-site visit to further clarify and resolve the issue. The State Board of Education will review, hear, and rule on grievances from either the student or the Board of Education, which have not been resolved by the assistant superintendent of special instructional programs. The decision of the State Board shall be final. All complaints must be resolved within 60 days from the date the complaint was first filed at Step 1, unless given written extension. During the 2010-2011 school year, the social work department was responsible for the assessment of the educational and related needs of homeless children, services needed to support those students and assist district staff with revising the policy for assuring homeless students have no barriers that will isolate or stigmatize them.

c. In accordance with the McKinney-Vento Homeless Assistance Act, the Gainesville City Schools System will seek to ensure that homeless students have equal access to the same free and appropriate public education and are given meaningful opportunities to succeed in our schools. Gainesville City Schools will also follow the requirements of the federal law under the McKinney-Vento Homeless Assistance Act. In so doing, we will uphold and protect the following rights of homeless children and youth as stated in the law. The right to immediate enrollment in school. The right to attend school in school of origin or in the attendance area where family currently resides. The right to receive transportation to school of origin if requested by parents and is in the best interest of the child. The right to comparable services as other schoolmates including transportation and supplemental services. The right to attend school along with children not experiencing homelessness. A. Definition In accordance with the McKinney-Vento Act (Section 725), "homeless children and youth" are defined as children and youth who lack a fixed, regular, and adequate nighttime residence, including children and youth: Sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; Living in motels, hotels, campgrounds, or trailer parks due to lack of alternative adequate accommodations; are living in emergency or transitional shelters; that are living in a car, park, public space, abandoned building, substandard housing, bus or train station, or similar setting. Who have been abandoned in hospitals; or are awaiting foster care placement. Who have a primary nighttime residence that is a private or public place not designed for or ordinarily used as a regular sleeping accommodation for human beings? Migratory children and youth who are living in a situation described above. A child is considered "homeless" for as long as he or she is in a living situation described above. B. Identification In collaboration with school personnel and community organizations, the LEA homeless liaison will identify children and youth experiencing homelessness in the LEA, both in and out of school. The liaison will train school personnel on possible indicators of homelessness, sensitivity in identifying families and youth who are experiencing homelessness, and procedures for forwarding information indicating homelessness to the liaison. The liaison will keep data on the number of children and youth experiencing homelessness in the district, where they are living, their academic achievement (including performance on statewide and district wide assessments), and the reasons for any enrollment delays and/or interruptions in their education or school transfers. C. School Selection Children and youth experiencing homelessness will remain at their schools of origin to the extent feasible, unless that is against the parent or youth's wishes. Students may remain at their schools of origin the entire time they are experiencing homelessness and until the end of any academic year in which they become permanently housed. The same applies if a child if a child or youth loses his or her housing between academic years. D. Enrollment The school selected for enrollment should immediately enroll any child or youth experiencing homelessness. Enrollment may not be denied or delayed due to the lack of any document normally required for enrollment, including: Proof of residency Transcripts/school records (The enrolling school must contact the student's previous school to obtain school records. initial placement of students whose records are not immediately available can be made based on the student's age and information gathered from the student, parent and previous schools or teachers.) Immunizations or immunization/health/medical/physical/ records (if necessary, the school must refer students to the liaison to assist with obtaining immunizations and/or immunization and other medical records. Health records may often be obtained from previous schools or state registries, and school-based or community-based clinics can initiate immunizations when needed.) Proof of guardianship Birth Certificate Any other document requirements. Unpaid school fees. Lack of uniforms or clothing that conforms to dress codes. Any factor related to the student's living situation. E. Transportation At a parent's request, transportation (where feasible) shall be provided to and from the school of origin for a child or youth experiencing homelessness. Transportation shall be provided for the entire time the child or youth has a right to attend that school, as defined above, including during pending disputes. F. Disputes If a dispute arises over any issue covered in these procedures, the child or youth experiencing homelessness shall be immediately admitted to the school in which enrollment is sought, pending final resolution of the dispute. The student shall also have the rights of a student experiencing homelessness to all appropriate education service transportation, free meals, and Title I services while

the dispute is pending. The school where the dispute arises shall provide the parent or unaccompanied youth with a written explanation of its decision and the right to appeal and shall immediately refer the parent or youth to the homeless liaison, who may consult with the Superintendent as needed. If the dispute remains unresolved at the district level, the parent may request a review of the dispute and the school district's decision by the Georgia Department of Education (Department), in accordance with the dispute resolution guidelines and procedures outlined in the Department's Title I Directors Handbook, which is available on its web site.

Special Education services are available to all students who enroll in Gainesville City School System. A determination will be made as to the status of disability through research on the SLDS and/or through contact with the previous school system.

#### **15. Title I, Part A; Title I, Part C; Title II, Part D; Title III; Title IV; IDEA**

In completing this section you should review the parental involvement strategies already defined in your LEA's parental involvement policy. The policy must include the items below, although other strategies may still be considered. As long as all the strategies below are addressed in your LEA parental involvement policy, it is recommended that you utilize much of that language in the text box below. By doing this, you will have met the requirements in this section for Title I, Part A, however, please be advised you still may need to add additional language for the other federal programs included in this plan descriptor. Please note: You may only include 10,000 characters (which includes letters, numbers, spaces – basically any strike on the keyboard) in the text box below. Therefore, you may need to further summarize the language from your LEA parental involvement policy to address all the required strategies listed.

- a. How the LEA included state and local government representatives, representatives of schools to be served, parents, teachers, students, and relevant community-based organizations in the development of the Comprehensive Plan for Improving Student Academic Achievement.
- b. How the LEA included opportunities for all parents of students receiving Title I services to be included in the development and yearly revision of the LEA parental involvement policy and in the decisions regarding how the 1% set-aside for parental involvement are allotted for parental involvement activities.
- c. How the LEA will provide the coordination, technical assistance, and other support necessary to assist schools in planning and implementing effective parent involvement activities to improve student academic achievement and school performance.
- d. How the LEA will build school and parents capacity for strong parental involvement through the six requirements in law (Section 1118(e)) with particular attention on how to support a partnership among the school, parents, and community.
- e. How the LEA will coordinate and integrate parental involvement strategies under NCLB with other community based programs such as Head Start, Reading First, Even Start, State operated preschool programs, etc.
- f. How the LEA will conduct an annual evaluation of the content and effectiveness of parental involvement.
- g. How the LEA will use data from the annual evaluation to design strategies for a more effective parental involvement policy.
- h. How the LEA will involve parents in schoolwide activities.

The Gainesville City School System Title I, Part A program promotes the belief that all children can learn and acknowledges that parents share the systems' commitment for the educational success for all students. We recognize that all students' education is a responsibility shared by school, family and community. The Title I, Part A staff and Title I schools work jointly to provide opportunities for the regular involvement of parents. To ensure both maintenance and effectiveness of the Parent Involvement Program mandate, the system will provide opportunities for parents to become involved in their child's education that include but are not limited to administrators, teachers, paraprofessionals, parents, students, higher education, and community leaders. Title I Schoolwide parent involvement coordinators at each school and the learning supports director coordinate activities with personnel and refer families to a variety of resources depending on their individual need. All parents are invited to participate in the annual review and/or revision of district and school level Parent Involvement Policies. Meetings, Parent surveys and evaluation instruments are utilized to solicit feedback from parents. Governance Councils, which have parent representatives, are asked to review the district and school level parent involvement policies in the spring. The district learning supports director develops with input from parents and other stakeholders the district parent involvement plan which is designed to improve service to parents and increase parental engagement. Each school will maintain local control of parent involvement activities with the assistance of the Director of Learning Supports, school governance council, parent teacher association and parent involvement coordinator.

Title I funds will be set-aside to provide support and services for parent involvement activities. The Learning Supports Director will work cooperatively with each school's administrative team and Parent Involvement Coordinator to assess the needs of parents at each of the schools via parent surveys. Based on survey feedback, action plans will be developed in each school's District Parent Involvement Plan to address parent needs and seek ways to increase parent engagement. Through the 21st Century Grant, Gainesville City School System will work alongside the Boys & Girls Club to provide programs, workshops, and enrichment activities to assist parents in supporting their child's academic achievement in school. During the 2013-2014 school year, Gainesville City School System committed to the Read and Rise program. Read and Rise is a sustainable and systematic literacy engagement program designed to bring families, schools, and communities together to support children's literacy development, while celebrating the positive impact of family culture and tradition.

Parents have access to student attendance and test scores via the student information system PowerSchool. Each elementary school has a parent resource center with a bilingual parent involvement coordinator. Parents can check out educational materials to be used in at home. School libraries are accessible during the day for parents to check out books to be used at home. Parents are encouraged to volunteer in the classroom or during school activities.

Coordination of services with Migrant will be conducted with the school system to provide parental resources to include adult education, parent and child time, parent training, early childhood education, tutorial services, health and wellness resources, clothing and supplies. Gainesville City School System has eight prekindergarten programs which services 176 children and families. The Pre-K Director works to ensure the program is in compliance. The Preschool Special Education program holds parent meetings and workshops throughout the year. These are coordinated with the local HeadStart and Pre-K programs. The Preschool Extended School Year (ESY) program centers around the inclusion of parents in activities that stimulate interaction between parent and child in the home and in public places. Activities have included walks, library trips, and make and take meetings. These meetings usually occur 4-5 times throughout the summer. The Special Education PreSchool participates in the Read and Rise Program through Scholastic during the school year. Gainesville City School System has a half-time Special Education Parent Mentor to assist parents in the coordination of efforts between school and home. The majority of parent work has been centered on SPED pre-school but will move toward working with all parents to increase the graduation rate. The implementation of ASPIRE, a student-led IEP initiative that provides the student with the opportunity to develop self-determination skills.

Migrant parents are invited to participate in all parental involvement activities at their child's school or district level events. Further, Migrant parents are invited to attend regional, state, and local PAC (Parent Advisory Council) meetings. These meetings provide opportunities to survey parents about the needs of migrant children and families.

When necessary, correspondence to parents is communicated in English and Spanish. Each elementary school has a bilingual parent coordinator to assist with communicating with parents with Spanish as their native language. In the event that there are parents who speak a language other than Spanish, the district makes every effort to have correspondence translated to that language.

Although 1% of Title I funds are allotted for parental involvement, the district does not limit its efforts to what can be obtain through this 1%. All schools in Gainesville City Schools provides support to parents based on needs when possible.

Each school is responsible for conducting a parent survey. Evaluation data will be gathered and evaluated by the Title I, Part A and Title III coordinator. The data is used to determine the system wide parent plan. School Governance Councils and PTA's will recruit parents to participate in schoolwide activities. Newsletters, webpage memos and school announcements will be used to share upcoming events. Parents are annually notified via student handbook and newsletter regarding their right to know about the qualifications of their child's teacher. Additionally, parents are informed if their child's teacher is not highly qualified via US mail. When selected to participate by the state, Special Education parents participate in the Georgia Special Education Parent Survey. The Special Education Parent Mentor actively seeks to increase participation by the parents.

Individual school staff meetings are conducted each week to address school issues to include staff needs. Teachers provide principals with staff development needs. The Superintendent conducts monthly meetings with principals to keep them informed on instructional issues along with determining needs of staff. The principals, in collaboration with Title I, Part A Director determines additional staff and staff development needs. The Superintendent conducts monthly A-Team meetings to review school issues. Any issues discussed at the monthly A-Team meetings are given consideration for implementation. The Superintendent conducts luncheons with students, teachers, paraprofessionals, community leaders and PTA. These groups have the opportunity to express their concerns and ways to solve issues in the school system.

School representatives attended a RESA leadership conference in June- 2014 for training on various educational topics to include data collection and analysis, math, science leadership, school improvement and differentiated instruction.

Migrant parents are invited to attend regional, state, and local PAC (Parent Advisory Council) meetings. These meetings provide opportunities to survey parents about the needs of migrant children and families.

## **Title II, Part A**

Each Spring, teacher, employee, community, parent and student surveys are administered. The intention of the survey is to gather data that will assist staff with making informed decisions about the management, instruction and learning supports for the system. Additionally, school leadership teams, community, parents and students are active participants with regard to school improvement plans, comprehensive local improvement plan, Race To The Top plan and parent involvement plans, and annual needs assessment -All staff are encouraged to participate in the annual Professional Learning Survey. Parents and community members participate in the annual Charter System Survey. The Governing Council, which consists of parents, staff and community representatives, PTA committees, and leadership teams at all schools have the opportunity to provide feedback and help plan with regard to recruitment, retention, professional learning, understanding of non-HiQ staff and equitable opportunities for all students -quality/experience and class size.

Each Spring, teacher, employee, community, parent and student surveys are administered. The intention of the survey is to gather data that will assist staff with making informed decisions about the management, instruction and learning supports for



the system. Additionally, school leadership teams, community, parents and students are active participants with regard to school improvement plans, comprehensive local improvement plan, Race To The Top plan and parent involvement plans.

**Annual needs assessment** -All staff can participate in the annual Professional Learning Survey. ~~Parents and community members participate in the annual Charter System Survey.~~ The Governing Council, which consists of parents, staff and community representatives, PTA committees, and teacher leadership teams at all schools are involved in planning for student success.

**Prioritized needs** -All test scores are analyzed and shared to determine and prioritize the needs assessment for each school. Principals then share this information with central office staff and collaboratively make decisions concerning staff development needs for the next year. English Language Learners, Students with Disabilities in core subjects were targeted as in need of improvement.

**Actions or strategies** – The system focused on providing professional growth in the core content areas with an emphasis on common core/GPS. A significant amount of training was done in-house by system staff which provided a tailored approach to professional learning. Schools meet annually to design their School Improvement Plan which includes the input from staff, parents, community and students. The equity indicator Gainesville City School System will address during the fiscal year 2015 year is Teacher Preparation and Ability to meet Diverse Needs of Students.

#### *Individual Schools*

**Activity** -Staff meetings are conducted each month to address school issues to include staff needs. Representatives from each school to include administrator, academic coach, media specialist and teachers meet monthly. Meeting agenda includes curriculum and instruction, assessment, common core/GPS. Each goal will be composed of a series of objectives that will be reviewed and updated for the Superintendent and the Board of Education.

**Strategies** -Teachers provide principals with staff development needs. Professional learning is based on the greatest area of need at each school and is designed based on classroom evaluations.

#### **Principals**

**Activity** – Central Office staff conducts a monthly meeting with principals to keep them informed on instructional issues along with determining needs of staff. Forty-five day action plans are completed and are regularly reviewed.

**Strategies** -The principals, in collaboration with the Title IIA Coordinator determine additional professional learning needs.

#### **Administration**

**Activity** -The Superintendent conducts monthly meetings to review school issues with all district leadership to include principals and central office support staff. The Superintendent conducts regular district leadership meetings to review system issues with central office support staff.

**Strategies** - Any issues discussed at the monthly meetings are given consideration for implementation.

#### **Superintendent/Community**

**Activity** - The Superintendent meets regularly with students, teachers, paraprofessionals, community leaders, higher education and PTA. These groups have the opportunity to express their concerns and ways to solve issues in the school system. An annual parent survey ~~and community wide Charter System survey~~ is conducted in the Spring of each year ~~to assist with the determination of needs.~~

**Strategies** -Minutes of these meetings are sent to stakeholders.

For the 2014-2015 school year, Gainesville City School will commit to the following actions to enhance parent engagement based off of parent feedback:—

- ~~Conduct parent workshops to assist in increasing parents' understanding of state and district academic information connected to their student's learning and progress, how to monitor their child's progress, Common Core and achievement standards, career pathways, required assessments for Georgia students including alternative forms of assessment.—~~
- ~~Make better use the school newsletters, websites, and ongoing meetings with parents throughout the year to improve communication with parents.~~
- ~~Provide growth reports for parents for students in grades 5-12, and hosting curriculum nights district wide to inform parents of what their child is learning in school.~~
- ~~Provide professional learning conduct two trainings this year for principals and parent coordinators to discuss strategies to increase parent engagement, make parents feel more welcome, and improve school-family communication.~~
- ~~Coordinate training for appropriate staff and faculty focusing on creating welcoming environments at school.—~~

#### **16. Title I, Part A**

A description of the actions the LEA will take to assist its schools identified as Priority Schools, Focus Schools, and Title I, Part A Alert Schools.

Gainesville City School System has one school identified as a Focus School – Gainesville Middle School **Centennial Elementary**

School and one Priority school – Wood’s Mill Academy. District leadership will work closely with the middle school each of these schools to ensure students are receiving supplemental educational services a flexible learning program tailored to the needs of the academically at-risk students in an effort to achieve proficiency on the state academic content standards. Notification to parents of eligible children of the availability of the district’s Gainesville’s FLP will occur at least two times per year. Parent’s FLP request will remain on file indicating the intent of the child to participate in FLP or opt out of FLP services. Timelines are established and procedures in place for parents and staff to follow. Parent workshops are will be scheduled to explain the FLP. Lists of students served in FLP are will be on file at each school. Monitoring procedures are in place for FLP. Students with disabilities, English Learners, Migrant and Homeless students will be provided the same opportunities as other students to participate in FLP. Requirements are posted on the website. The FLP will continue to be evaluated for program effectiveness and customer satisfaction. Professional learning will be provided to FLP instructional staff. Weaknesses in subject areas as determined by state mandated tests will be the focus for additional staff development. The School Improvement Fieldbook will be outlined and used as a guide in the school improvement process.

### 17. Title I, Part A

A description of the actions the LEA will take to implement Flexible Learning Program (FLP) for schools identified as Priority Schools, Focus Schools, and (where applicable) Title I, Part A Alert Schools.

Gainesville Middle School is in the third year of being a FOCUS school Centennial Elementary School is entering its first year as a Focus school and Wood’s Mill Academy is entering its first year as a Priority School. A letter will be sent home to all parents informing them of the status of these schools the middle school in the fall. Parents are will be invited to provide input into the review and revision development of the Flexible Learning Program plan. Notification to parents of eligible children of the availability of FLP at least two times per year. Notification to parents of eligible children of the availability of the district’s Gainesville’s FLP will occur at least two times per year. Parent’s FLP request will remain on file indicating the intent of the child to participate in FLP or opt out of FLP services. Timelines will be are established and procedures in place for parents and staff to follow. Parent workshops will be are scheduled to explain the FLP. A list of students served in FLP will be is on file. Students that are eligible are placed in a Science Literacy class for 50 minutes each day. Students work on literacy, reading informational text, and content specific vocabulary. Not all students are able to receive assistance in the science literacy classes so Gainesville Middle School utilizes an additional service called Science Saturdays. In late February and March Gainesville Middle School will host Science Saturdays for eligible students. Transportation is provided for students eligible and the focus for each Saturday are standards in the content. Multiple Selection Criteria will be used to identify the students performing in the lowest quartile in core content areas. Students identified as most academically at risk in mathematics will be given priority. Students will receive academic support to include academic tutoring before, during, or after school. Monitoring procedures are in place for FLP. Students with disabilities, English Learners, Migrant and Homeless students have access to the FLP. Requirements are posted on the website. The FLP will be is evaluated for program effectiveness and customer satisfaction through surveys and questionnaires for teachers, students, and parents. Professional learning will be provided to FLP instructional staff.

### 18. Title I, Part A; Title II, Part A and Title II, Part D; Title III; IDEA

A description of how the LEA will ensure that teachers and paraprofessionals meet the highly qualified requirements in Title I section 1119, **QUALIFICATIONS FOR TEACHERS AND PARAPROFESSIONALS**. Description must include:

- a. Highly Qualified trend data for LEA and school
- b. Information about numbers of teachers (disaggregated by subject taught and grade level) who lack certification and who are NOT designated as highly qualified;
- c. Activities of how the LEA will develop strategies and use funds to support teachers in becoming highly qualified;
- d. The percentage of teachers and administrators who are technologically literate; the method(s) used to determine teacher and administrator technology literacy; and strategies the school system will implement to increase the percentage of teachers and administrators who are technologically literate;
- e. A description of how the LEA will certify that all teachers in any language instruction educational program for limited English proficient students that is, or will be funded under Title III, are fluent in English and any other language used for instruction, including having written and oral communication skills;

Percentage highly qualified 99.76% - Teachers

Percentage highly qualified 100% - Paraprofessionals

At the beginning of each school year, the Human Resources Department will review all newly hired and certificated employees' certificate and teaching position. Based on the information contained in the certificate, all non-highly qualified employees will review his/her plan of action to become highly qualified and/or obtain a Clear Renewable Certificate with the Principal and Human Resources. A remediation plan is developed at the time of hire with timelines with designated target dates. It is signed by the teacher, the principal and HR. Human Resources is responsible for the progress monitoring.

The plan will include:

- Identifying teachers and paraprofessionals who are not highly qualified and do not hold a Clear Renewable certificate.
- Completing a special form that identifies requirements needed for the teachers and paraprofessionals to become highly qualified and obtain a Clear Renewable certificate, how to accomplish the needs and the date of completion.
- Obtaining signatures from the teachers or paraprofessionals, Principals and Human Resources.
- Documenting what remediation is needed based on the Title IIA regulations and PSC certification using the form created by the Human Resources Department.
- Documenting on the attached form how the teachers and paraprofessionals will be monitored. The Principal and HR will review twice a year (once in December and May).
- Scheduling a time for Principals to be trained on proper hiring procedures. The training will take place during the Spring Administrative Meeting. Each Principal has been given a GCSS Human Resources Handbook with a section entitled "Hiring Procedures".
- Preparing a list of all teachers and paraprofessionals and their positions by the principals and submitting it to the Human Resources Department beginning in October and ending with May.
- Notifying the Human Resources Department of any changes or moves on the "Request for Change" form created by the HR Department. The Chief Operations Professional Services Officer meets with the non-HiQ staff member to create an action plan. A remediation plan is developed at the time of hire with timelines of designated target dates. It is signed and dated by the teacher, the principal and the Chief Operations Professional Services Officer. The Chief Operations Professional Services Officer is responsible for the progress monitoring. HiQ Remediation Plan PART I - Requirements - Specific GACE test and date scheduled; completion of an approved program - A. Enrolled in an approved program and date of completion with attachments B. Applying for enrollment in RESA one year supervised program with attachments 3. Exceptional Child date of completion Employee - Principal and HR signature with date.

Parents are notified of their "right to know" teacher and paraprofessional qualifications in the student handbook. Handbooks are given to parents at the beginning of the school year and parents return a sign off sheet to indicate that the handbook was received. The principal will send a copy of the handbook and the parent sign off to the central office to be kept on file with the Title IIA Director.

Principals will send letters via school mail to parents notifying them if their child is taught for 20 or more consecutive days by a teacher who is not highly qualified. Parents will return the bottom portion of the letter to the teacher as proof that it was received. The principal will send a copy of the letter and the returned portion to the central office to be kept on file with the Title II, Part A director.

Principals will send letters via US mail to parents notifying them when their child is taught by a teacher that is non-HiQ. The principal will send the letters ready to be mailed to the central office and the Title II, Part A director will mail them. An attestation will be signed by the Title, Part A director along with a list of students receiving the letter. A copy of the letter, the attestation and list of students will remain on file at the central office.

**c. Teacher Quality:** Utilizing funds from Title IIA, the system pays for the GACE examination for qualifying teachers.

The system has purchased study guides for teachers to utilize prior to taking the exam.

Academic Coaches - Funds will be used to fund literacy coaches that observe and assist teachers in order to improve their teaching skills. Job duties include: Conduct scientifically based research in core subjects, Observe teachers in the classroom, and Role model lessons for teachers, Mentor new teachers, Conduct staff development in core subjects, Unpack standards and align with curriculum.

The Gainesville City School System's equity belief is to ensure that all students have effective teachers who have the subject matter knowledge and the teaching skills to help all of their students achieve at high academic standards, regardless of individual learning styles or needs. Because of this diversity and high poverty, no student is taught more frequently by a teacher that is not highly qualified. Starting in 2009-2010 and continuing to present, teachers with the least amount of experience at all schools were spread throughout the grade levels to ensure that no child is with an inexperienced teacher two consecutive years. The Superintendent meets with each principal to review their school roster to ensure that this does not occur. All ESOL teachers are highly qualified and have ESOL endorsements. The Gainesville City School System's goal is to help our school district ensure that all students have effective teachers who have the subject matter knowledge and the teaching skills to help all of their students achieve at high academic standards, regardless of individual learning styles or needs.

- d.** All staff has access to an instructional technology specialist at each school. Staff can work with them to streamline their technology needs. Technology literacy is determined by the school principal when the self-assessment is conducted under TKES.
- e.** Approximately 30% of all classroom teachers are ESOL endorsed. During the 2013-2014 school year, ESOL endorsements will be offered through a cohort group for teachers. The goal is to have 50% of all classroom teachers ESOL endorsed. Human Resources meets with the non-highly qualified staff member to create an action plan. A remediation plan is developed at the time of hire with timelines of designated target dates. It is signed by the teacher, the principal and the Assistant Superintendent. Human Resources is responsible for the progress monitoring. PLAN OF ACTION FOR

TIMELINE FOR MEETING THE NCLB HIGHLY QUALIFIED REQUIREMENTS:

Name of Specific Test to be taken: GACE Assessments  
\_\_\_\_\_ Computer Skills Competency Test  
\_\_\_\_\_ Approved Program Completion  
\_\_\_\_\_

Exceptional Child Course \_\_\_\_\_ Other \_\_\_\_\_ PART II  
DATES TAKING OR STARTING GACE ASSESSMENTS COMPUTER SKILLS COMPETENCY TEST STATE-APPROVED PROGRAM  
EXCEPTIONAL CHILD COURSE PART III DATES PASSED OR COMPLETED PASSING OF THE GACE ASSESSMENTS PASSING OF THE  
COMPUTER SKILLS COMPETENCY TEST COMPLETE STATE-APPROVED PROGRAM COMPLETE EXCEPTIONAL CHILD COURSE PART IV  
CLEAR RENEWABLE CERTIFICATE TEACHER'S SIGNATURE: \_\_\_\_\_ DATE: \_\_\_\_\_ PRINCIPAL'S  
SIGNATURE \_\_\_\_\_ DATE: \_\_\_\_\_ ASSIST SUPT. FOR HUMAN RESOURCES' SIGNATURE

**19. Professional Learning; and all federal programs**

A description of how the LEA will provide training and/or incentives to enable teachers to:

- a. Teach to the needs of students, particularly students with disabilities, students with special learning needs (including those who are gifted and talented), and those with limited English proficiency;
- b. Improve student behavior in the classroom;
- c. Involve parents in their child's educations; and
- d. Understand and use data and assessments to improve classroom practice and student learning.
- e. Become and remain technologically literate.

a. All teachers of students with disabilities, special learning needs and limited English proficiency are certified in the area in which they teach. EZ CBM, which is a universal screener for reading and math, will give us initial data and as students' progress through the school year. Professional development will be provided on effective co-teaching practices regarding special education. Professional learning will focus on Differentiated Instruction, Balanced Assessment, Brain-Based Learning, Multiple Intelligences, Designing Rubrics and Classroom Assessments, Examining Student Work, Using Data Analysis to Inform Instruction, Critical Thinking and Questions Skills, Problem-Based Learning, Physical Education and Health Standards, CTAE Career Pathways, Positive Behavior Support, classroom use of technology, Communities In Schools, Teacher Keys Evaluation System, Leader Keys Effectiveness System, Project Management, Common Core, Student Learning Objectives, Core Content, RTI, ESOL and Gifted Education, professional learning communities, Document-Based Questioning, and Number Talks. Professional learning for administrators will focus on shared leadership and decision making, effective communication with all stakeholders and designing, implementing, monitoring and assessing the improvement plan.

b. Principals conduct formal and informal evaluations during the school year. If a teacher is having difficulty with classroom management, the principal provides support by having the academic coach cooperatively work with the teacher to strengthen his or her skills. Staff development is offered throughout the year for teachers struggling with management and those that would like more information and in some instances, stipends are provided. A comprehensive induction program was implemented this school year is in place for Induction Phase Teachers (teachers with fewer than 3 years of teaching experience or who are new to our district). With the guidance of the Georgia Department of Education School Improvement Division, an action plan was designed. Induction teachers were provided with an assigned Teacher Leader for mentorship. Induction teachers received training prior to the start of the school year in: (f) Classroom Management (g) Standards and Assessment (h) Strategic Plans for District (i) School Improvement Plans (j) Orientation to the District. Principals were assigned Teacher Leaders to Induction Teachers based on geographic locations and job-alike criteria. Principals assigned duties and responsibilities to Induction Teachers in a manner that can be supported by Teacher Leaders based on experience and logistical arrangements. Teacher Induction Mentor teams were identified through principal interview and selection process. Teacher Induction Mentors were designated as Teacher Leaders. Teacher Leaders received training in: (b) TAPS Orientation.

c. The school system utilizes the student information system PowerSchool. This resource allows parents to access student grades and attendance. Teachers conduct parent conferences in which they review academic and social progress. All schools have an open door policy and encourage parents to volunteer. Parent resource rooms are located at each elementary school. Valuable resources to include, books on tape, games, educational lessons that parents can follow and videos are available. Parents are encouraged to join and participate in the governance council and attend parent teacher association meetings. During the 2013-2014 2015-2016 school year, Family and Community Engagement programs will be offered at various schools throughout the school year. Schools used needs assessment data to determined what the most significant need was for parents and created programming to support the need.

Migrant staff members attend professional development sessions that pertain to migrant children and families. SSP staff also participate in online training sessions. Professional development is then shared with teachers and parents as appropriate.

d & e. Common assessments based on the CCGPS are administered. Flexible grouping and one-on-one instruction are provided to

assist students with increasing achievement. Each school has an instructional technology specialist. Gainesville City Schools strives to be a leader in educational technology.

Gainesville City Schools has long been a leader in instructional technology. The system was one of the first in the state to publish a website and to offer email to every employee. Today, Gainesville City continues to set itself apart by supplying every teacher and administrator with a laptop computer or tablet and offers complete wireless networking anywhere on any campus. Recently, the district became a GOOGLE APPS district. The Director of STEAM works closely with teachers at all schools on how to integrate technology into their classrooms, specifically how to turn their classroom into a Google Classroom. All locations within the school system are interconnected via 10GB fiber and Internet access is supplied through two separate Internet connections, working together to deliver over 1GB on a normal basis, but each acting as a failover for the other. The school system currently has 2962 desktop and laptop computers plus 874 iPad or KUNO tablet computers. During the 20132014 school year, Gainesville City Schools implemented its first true 1:1 technology program. Each student in grades 2 - 5 at the new Fair Street IB World School are assigned a KUNO tablet computer to use throughout his or her time as a student at the school. These students are allowed to take the tablet home to complete homework assignments electronically on the device. The KUNO tablet acts as textbook and reference material for all classes and allows the student to receive, complete and submit to the teacher all homework electronically. Tests are also taken on the device and graded instantly for dynamic feedback to the student. As a Race To The Top system, we utilize three data systems. State Longitudinal Data System - Supplied by the Georgia Department of Education based on FTE/Student Record uploads. The SLDS currently has 5 years of CRCT data. Effective SY2015, data from Georgia Milestone Assessments will also be used. An advantage of the SLDS is that it is State-wide, so when a student enrolls in our system from another Georgia school system, all his or her past data is immediately available to teachers to see how that student has performed to that point. SLDS is not designed to evaluate how cohorts or teachers perform over time. It looks at the student data over the years (achievement, attendance, etc.). It would primarily be something that administrators and/or leadership teams look at, as well as teachers familiarizing themselves with their students. Supplied by Houghton Mifflin Harcourt to disseminate data stored in PowerSchool. Updated nightly. The Insight Model looks at cohorts and how they perform year to year. It only uses CRCT data. Insight would be something that administrators and school-level leadership teams would find useful to determine how the cohorts perform each year. Supplied by Riverside Publishing to show benchmark testing. Updated on a manual basis at this time, but automated uploads are being sought. Data Director will be of vital importance to teachers because it will directly affect instruction on a daily basis. It is an accurate reflection of how students and teachers are performing on the Georgia Performance Standards because of the reading, ELA, math, science, and social studies benchmarks that are created within it.

#### **Title II, Part A**

Professional Learning Actions and Strategies – The system focuses on providing professional growth in the core content areas with an emphasis on CCGPS. A significant amount of training was done in-house by system staff which provided a tailored approach to professional learning. Schools meet annually to design their School Improvement Plan which includes the input from staff, parents, community and students.

The equity indicator Gainesville City School System will address during the fiscal year 2015 year is Teacher Preparation and Ability to meet Diverse Needs of Students.

Individual Schools Activity -Staff meetings are conducted each month to address school issues to include staff needs. Representatives from each school to include administrator, academic coach, media specialist and teachers meet monthly at a Goal 1 meeting. Meeting agenda includes curriculum and instruction, assessment, common core and Georgia Performance Standards. Each goal is composed of a series of objectives that will be reviewed and updated for the Superintendent and the Board of Education.

Strategies -Teachers provide principals with staff development needs. Professional learning is based on the greatest area of need at each school and is designed based on classroom evaluations.

Principals Activity – Central Office staff conducts a monthly Goal 1 meeting with principals to keep them informed on instructional issues along with determining needs of staff. Forty-five day action plans are completed and are regularly reviewed and revised as appropriate.

Strategies -The principals, in collaboration with the Title IIA Coordinator determine additional professional learning needs. Administration Activity -The Superintendent conducts monthly A-Team meetings to review school issues with all district leadership to include principals and central office support staff. The Superintendent conducts weekly district leadership meetings to review system issues with central office support staff. Strategies -Any issues discussed at the monthly A-Team meetings are given consideration for implementation. Superintendent/Community Activity -The Superintendent meets informally with students, teachers, paraprofessionals, community leaders, higher education and parents. These groups have the opportunity to express their concerns and ways to solve issues in the school system. An annual parent survey and community-wide Charter System survey is conducted in the spring of each year to determine needs.

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#### **20. Professional Learning and all federal programs**

A description of how the LEA will develop a three-year professional learning plan that will be included in the LEA Comprehensive

System Improvement Plan according to the requirements in Rule 160-3-3-.04 **PROFESSIONAL LEARNING.**

Each school has a Governing Council comprised of administrators, teachers and parents. They work to develop the system professional learning plan with technical support by the Title II, Part A coordinator. ~~These councils will review the state report card for all schools; identify areas that need improvement and develop professional development based on these deficiencies along with the annual teacher and administrative survey that is conducted to determine need. They meet regularly to review the plan and make any needed amendments.~~ The school system conducts an annual system survey to determine what type of professional learning teachers need and reports the results to each school. Additionally, each school has a leadership team to include school administrators, a data specialist, media specialist, instructional technology specialist, and grade level leaders. This group reviews all data sources to determine greatest professional learning needs.

Each spring, teacher, employee, community, parent and student surveys are administered. The intention of the survey is to gather data that will assist staff with making informed decisions about the management, instruction and learning supports for the system. Additionally, school leadership teams, community, parents and students are active participants with regard to school improvement plans, comprehensive local improvement plan, Race To The Top plan and parent involvement plans. Annual needs assessment - All staff can participate in the annual Professional Learning Survey. Parents and community members participate in the annual Charter System Survey. The Governing Council, which consists of parents, staff and community representatives, PTA committees, and leadership teams at all schools have the opportunity to provide feedback and help plan with regard to recruitment, retention, professional learning, understanding of non-HiQ staff and equitable opportunities for all students - quality/experience and class size.

Professional learning will focus on the needs of students most at risk academically including migrant, homeless, Special Education, ESOL and economically disadvantaged students in reading, math and science. Additional professional learning will focus on Differentiated Instruction, Balanced Assessment, Brain-Based Learning, Multiple Intelligences, Designing Rubrics and Classroom Assessments, Examining Student Work, Using Data Analysis to Inform Instruction, Critical Thinking and Questions Skills, Problem-Based Learning, Physical Education and Health Standards, CTAE Career Pathways, Positive Behavior Support, classroom use of technology, Communities In Schools Class Keys, Leader Keys, Project Management, Common Core, Core Content, RTI, ESOL and Gifted Education. Professional learning for administrators will focus on shared leadership and decision making, effective communication with all stakeholders and designing, implementing, monitoring and assessing the improvement plan.

## **21. Professional Learning; and all federal programs**

A description of the activities that the LEA will carry out with program funds, including professional learning for teachers and principals and how their activities will align with challenging state academic standards. The description should outline the LEA professional learning programs and sources. The LEA professional learning programs should be consistent with nationally established criteria for quality professional learning, with such characteristics as incentives, self-directed learning, and authentic connections to actual work.

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The Gainesville City School System prioritized the staff development needs based on the needs assessment survey. The following professional learning needs were identified as a means to increase professional learning opportunities for teachers and paraprofessionals so that 100% of all teachers and paraprofessionals are afforded the opportunities to participate in professional learning that meets the diverse needs of students: Differentiated Instruction, Balanced Assessment, Brain-Based Learning, Multiple Intelligences, Designing Rubrics and Classroom Assessments, Examining Student Work, Using Data Analysis to Inform Instruction, Critical Thinking and Questions Skills, Problem-Based Learning, Physical Education and Health Standards, CTAE Career Pathways, Positive Behavior Support, classroom use of technology, Communities In Schools, Teacher Keys Evaluation System, Leader Keys, Common Core, Student Learning Objectives. Core Content, RTI, ESOL and Gifted Education, **and Professional Learning Communities.**

Professional learning for administrators will focus on shared leadership and decision making, effective communication with all stakeholders and designing, implementing, monitoring and assessing the improvement plan **and Professional Learning Communities.**

Teacher Experience – Current data findings show the average number of years of teaching experience for the school system is 11.2. The experience continuity ratio is .85% with 15.9% having high level experience, 79.6% having mid-level experience and 8.2% having low level experience. Gainesville City School System does have a retention program. The retention rates for the other schools are as follows: Centennial Arts Academy 89.1%, Enota Multiple Intelligence Academy – 95%, Fair Street International Baccalaureate World School-84.4%, Gainesville Exploration Academy – 95.6%, New Holland Core Knowledge Academy-90.7%, Gainesville Middle School – 85.6%, Gainesville High School 83.9%, and Wood's Mill Non-Traditional High School – 100%. A strong, rigorous induction program occurs at the start of the school year which consists of Standards and Assessments, Comprehensive Learning Supports and Teacher/Leader Quality. Teachers with 3 years or less experience in their current position are identified as induction teachers. Induction teachers will be provided with an assigned Teacher Leader for mentorship. Induction teachers will receive training prior to the start of the school year in:

(a) Classroom Management (b) Standards and Assessment (c) Strategic Plans for District (d) School Improvement Plans (e)

Orientation to the District. Principals will assign Teacher Leaders to Induction Teachers based on geographic locations and job-alike criteria. Principals will assign duties and responsibilities to Induction Teachers in a manner that can be supported by Teacher Leaders based on experience and logistical arrangements. Teacher Induction Mentor teams will be identified through principal interview and selection process. Teacher Induction Mentors will be designated as Teacher Leaders. Teacher Leaders will receive training in: (a) TAPS Orientation Human resources utilize exit interviews and information gained from incoming teachers as part of a means for assessing retention needs. As part of induction, the school system provides a workshop at the beginning of the school year for all new teachers and paraprofessionals. This provides staff with the opportunity to ask questions and learn system operations. Each school has access to academic coaches, instructional technology and data specialist. These individuals provide job embedded professional learning, data analysis and effective use of technology in the classroom. English Language Learners, Students with Disabilities in core subjects were targeted as in need of improvement. Professional learning is focused on core content instructional strategies. Individual professional learning plans for teachers that are struggling in core academic areas will be created in order to assure that we are doing everything we can to provide them with the needed resources for success. Each school provides extensive professional learning through the use of consultants, off-site and job embedded professional learning. Professional Learning is based in scientific research. The following is a list of research based content that Gainesville City School System utilizes for professional learning. Differentiated Instruction -Thompson, M & Thompson J. Technology classes to include web page and Microsoft Office Suite -Sally Bowman Alden Executive Director, Computer Learning Foundation Shapiro & Levine Common Core -Council of Chief State School Officers (CCSSO) and the National Governors Association (NGA) state that the Standards are (1) research and evidence based, (2) aligned with college and work expectations, (3) rigorous, and (4) internationally benchmarked. The Common Core State Standards are for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects Classroom Management -Harry Wong -The First Days of School The Effective Teacher Core Content Strategies -nsta.org -National Science Teachers Association nctm.org National Council of Teachers of Mathematics socialstudies.org - National Council for the Social Studies Balanced Assessment -Designing Rubrics and Classroom Assessments -Examining Student Work -Using Data Analysis to Inform Instruction -Balanced Assessment - Robin J. Fogarty Brain-Based Learning -Multiple Intelligences Gardner, Howard (1983; 1993) Frames of Mind: The theory of multiple intelligences, New York: Basic Books. Critical Thinking and Questions Skills -Problem-Based Learning -Critical Thinking: How to Prepare Students for a Rapidly Changing World -Richard W. Paul Critical Thinking: Basic Theory and Instructional Structures Handbook -Richard W. Paul, Linda Elder Positive Behavioral Supports Information for Educators -Andrea M. Cohn Physical Education and Health Standards -Physical Education -Robert Needlman, M.D., F.A.A.P. RTI -RTI - William Bender & Cara Shores RTI Guide - John McCook TKES and LKES- Classroom Analysis of State Standards -Georgia Department of Education CTAE Career Pathways -Career Pathways and Tech Prep -Newest Release in the Career Pathways Series. -Our schools are 90.5%. An increase of 1.2% from the prior year.

The Equity Indicator that was chosen by our school system in FY 15-16 for focus is TEACHER PREPARATION AND ABILITY TO MEET DIVERSE NEEDS OF STUDENTS (The LEA assesses teachers' ability to differentiate instruction based on the diverse needs of their students, and it plans for and provides continued professional learning in this area. As a result, the LEA can document that all teachers have received training and can effectively differentiate instruction to meet the diverse learning needs of all students.) The following are the Actions/Strategies/Interventions we will take during the 2013-2014 2015-2016 school year to work toward TARGET: Each school will work with Curriculum and Instruction to develop a comprehensive school improvement plan that embeds the Title I - 18 component requirement. The templates provided by the Georgia Dept. of Education Title I and School Improvement Division will be used. Each school will design professional learning and technology plan that will be embedded within the School Improvement Plan. This will assist with the type of professional learning that will be offered. The plan is based upon the critical need at that particular school. Each school will provide professional learning related to the critical need of the school as stated in the School Improvement Plan. Principals will conduct two informal and one formal evaluation with multiple walk-through evaluations using Teacher Keys Evaluation System. Principals will continue to be trained on TKES so that evaluation measures remain consistent with all teachers. Academic coaches will work closely with teachers modeling lessons and providing informal feedback. A comprehensive induction program will occur this school year. Induction teachers will be provided with an assigned Teacher Leader for mentorship. Induction teachers will receive training prior to the start of the school year in: (k) Classroom Management (l) Standards and Assessment - Common Core (m) Strategic Plans for District (n) School Improvement Plans (o) Orientation to the District Principals will assign Teacher Leaders to Induction Teachers based on geographic locations and job-alike criteria. Principals will assign duties and responsibilities to Induction Teachers in a manner that can be supported by Teacher Leaders based on experience and logistical arrangements. Teacher Induction Mentor teams will be identified through principal interview and selection process. Teacher Induction Mentors will be designated as Teacher Leaders. Teacher Leaders will receive in: a. TAPS Orientation b. Mentoring Correlation to School Keys -During this school year, we will (1) evaluate teachers with Teacher Keys Evaluation System - elements and strands. (2) The annual professional learning survey was designed in alignment with Teacher Keys Evaluation System. By doing that, the survey becomes a tool that can measure effectiveness. (3) Professional learning was job embedded focused with academic coaches driving the learning at each school. (4) School Improvement/Title I Plans will focus on designing professional learning around critical need. (5) Professional learning plans will include offerings to paraprofessionals. Professional Learning -Each school will design a professional learning and technology plan which will be embedded in the School Improvement Plan. It will be used to determine the type of professional learning that will be offered. The plan is based upon the critical need at that particular school. Each principal will ensure that all teachers and paraprofessionals are participating in professional learning related to the critical need of the school. Resources or Materials Needed -Scientifically based professional learning in the areas of Differentiated Instruction, Balanced Assessment, Designing Rubrics and Classroom

Assessments, Examining Student Work, Using Data Analysis to Inform Instruction, Critical Thinking and Questions Skills, Problem-Based Learning, Teen Pregnancy Prevention, Physical Education and Health Standards, CTAE Career Pathways, Positive Behavior Support, classroom use of technology, Communities In Schools Teacher Keys Evaluation System, Leader Keys, Common Core, Student Learning Objectives, Core Content, RTI, ESOL and Gifted Education. Person or Position Responsible for Monitoring and Evaluation – The Title IIA Coordinator – Paula Rufus is responsible for monitoring and evaluation. Timeline for Implementation – Deadline for submission of School Improvement Plans is August 11, 2014. The timeline is July 1, 2014 – June 30, 2015. Means of Evaluation – Student achievement data (Georgia Milestones) and information from our data systems will be used to evaluate the action/strategy/intervention. Annual teacher/paraprofessional survey tied to Teacher Keys Evaluation System will be used. Evaluations from individual professional learning will be used.

All professional learning (100%) is based in scientific research. The percentage of teachers that participated in at least one high quality professional learning activity in FY14 is 77%. It is our goal for FY15 to attain 95% of all teachers participating in at least one high quality professional learning activity.

Professional learning programs are coordinated utilizing Title I, Part A, Title II, Part A, Title III and other federal, state and local funds. These funds provide professional learning in core content area subjects for teachers. This professional learning is aligned with their school improvement plan and greatest area of need. State funds provide the system with professional learning that encompasses all content areas and supports greatest area of need. All of the professional learning provided supports the mission of ensuring high quality teacher and leader growth. Professional learning for migrant SSP staff is coordinated utilizing Title I-C funds and other federal, state and local funds. Migrant staff is invited to participate in all professional learning that is offered in the district.

## **22. Title I, Part A; Title I, Part C; Title I, Part D; Title III; Title IV, Part A**

A description of how the LEA will notify private schools of availability of funds to serve eligible children in each applicable federal program.

In the summer/fall of each year, private schools with students who are residents of our city are invited via certified mail to attend a consultation meeting to discuss all federal programs and the availability of services to assist eligible private school students and teachers. If the meeting date is not conducive to their schedule an alternate date is provided. The meeting provides the private school with information about each program how funds are spent and requests private school plans and technology plans. The special education director also meets with representatives from private schools to explain potential services available through IDEA and the ESOL director will discuss opportunities with Title I, Part A, Part C, and Title III. Any complaint by the private school will be addressed by Title I Director of State and Federal Accountability. Gainesville City School System follows the guidance set forth in Title IX, Party E Uniform Provisions Subpart 1- Private Schools.

## **23. Professional Learning and all federal programs**

A description of the process the LEA will conduct annually to review and revise the LEA Comprehensive Plan for Improving Student Academic Achievement.

The annual review process for the CLIP, school and system parent involvement plan, School Improvement and Title I Schoolwide plan and RT3 Scope of Work is conducted in the Spring. All stakeholders to include all staff, parents and students are invited to attend meetings to assist with the review/revision process. All stakeholders are an integral part of the process. Sign in sheets and agendas are submitted at the beginning of the school year for compliance reporting. Parents of Migrant and EL students are invited to participate in the review/revision process of the district's Comprehensive Plan for Improving Student Academic Achievement. The School Governing Councils will meet annually to review student progress and revise the comprehensive plan based on achievement data and teacher and administrative surveys. The system utilizes Data Director which allows teachers the ability to test students in either an offline or online environment and assess the progress of students through its progressive reporting features. Common assessments allow for a genuine evaluation of the curriculum's effectiveness and the effectiveness of the teacher's instruction. It also allows for early intervention after assessing a student's needs using individual response analysis. Teachers with access to applicable data are better informed to make decisions that lead to better performance in the classroom and therefore better results on state tests. Using the data from the common assessments allows teachers to determine which standards need to be revisited or which students need individual help on a standard. Administrators can also use the data provided by the posttest to pair teachers together by their strengths and weaknesses. All of our data is online and is posted at the school. Migrant student data is available in our student information data base. Migrant students' data is reviewed as part of our student population to assist in determining the needs of migrant students.

State Longitudinal Data System that is supplied by the Georgia Department of Education is based on FTE/Student Record uploads. The SLDS currently has multiple years of CRCT data, and will accumulate each year until a student's entire K12 history is shown. An advantage of the SLDS is that it is State-wide, so when a student enrolls in our system from another Georgia school system, all his or her past data is immediately available to teachers to see how that student has performed to that point. SLDS is not designed to evaluate how cohorts or teachers perform over time. It looks at the student data over the years (achievement, attendance, etc.). It would primarily be something that administrators and/or leadership teams look at, as well as teachers familiarizing themselves



with their students.

~~Insight Framework is supplied by Pioneer RESA/ Houghton Mifflin Harcourt to disseminate data stored in PowerSchool and is updated nightly. The Insight Model looks at cohorts and how they perform year to year. It only uses CRCT data. Insight would be something that administrators and school level leadership teams would find useful to determine how the cohorts perform each year.~~

~~Data Director will be of vital importance to teachers because it will directly affect instruction on a daily basis. It is an accurate reflection of how students and teachers are performing on the Georgia Performance Standards because of the reading, ELA, math, science, and social studies benchmarks that are created within it.~~

#### **24. Title I, Part A; Title I, Part C**

A description of how the LEA will provide supplemental support services for advocacy and outreach activities for migratory children and their families, including informing such children and families of, or helping such children and families gain access to, other education, health, nutrition, and social services.

Any services available to the general population is also available to the migrant population. All services provided to migrant students (including services through local agencies, migrant pre-K services (tutorials and pre-K enrollment), English language support services (to DOs and OSYs) are documented on the Supplemental Services Report that is submitted to the Regional migrant office and the GaDOE Migrant office. Migrants services are documented via Implementation Plans, and are evaluated by Evaluation Plans. All plans are submitted to GaDOE Migrant. In addition, migrant regional and state staff do evaluations on local SSP staff members.

Gainesville City School System works cooperatively with the Region 1 Migrant Education Office. Title I Part C funds will provide supplemental services to migratory children and families to include medical, dental, immunizations, referral services, financial management, dropout prevention and intervention, clothing, and school supplies. All recruited migrant families are screened on the following criteria to determine the most in need of services: Migrant Certificate of Eligibility, income, and English language proficiency, number of children, public assistance and families with special education needs. Gainesville City School System employs three staff members through Title I Part C to assist with these duties.

Utilizing Title I Part C funds and community partnerships, the Gainesville City School System Migrant Education Program Staff provides services that include, but are not limited to: academic support (at school and/or in the home tutorial); provision of school supplies; emergency medical, vision, and dental; referral to outside agencies; dropout prevention and intervention support; English Language instruction; and support services for migrant in-school, Drop-Out/Out-of-School Youth and pre-school children. Additionally, the Georgia Department of Education (GA DOE) Region 1 Migrant Education Program Office provides technical assistance and programmatic support.

#### **25. Title I Part A; Title I, Part C**

A description of how the LEA will promote interstate and intrastate coordination of services for migratory children, including how the LEA will provide for educational continuity through the timely transfer of pertinent school records, including information on health, when children move from one school to another.

Upon notification of a former migrant student enrolling in another school district, the Gainesville City School System will provide student records in a timely manner. All recruited migrant families are screened on the following criteria to determine the most in need of services: Migrant Certificate of Eligibility, income, and English language proficiency, number of children, public assistance and families with special education needs. As migrant students transfer from one school district to another (both interstate and intrastate), Gainesville City School System notifies Georgia Department of Education (GA DOE) Region 1 Migrant Education Program Office and the new school district, in order to assure continuity of services for migrant children and families. Gainesville City School System works to ensure that all school records are transferred to the new school district in a timely manner. The Gainesville City School System also utilizes MSIX (Migrant Student Information Exchange System) when students transfer in or out of the district.

#### **26. Title I Part A; Title I, Part C**

A description of how the LEA will identify and recruit eligible migrant families and youth moving into or currently residing in the district.

The Gainesville City School System works closely with the Georgia Department of Education (GaDOE) Region 1 Migrant Education Program Office Regional Recruiters and other staff, who assist Gainesville City's MEP Recruiters to identify and recruit eligible migrant families who are defined by the 2014-15 GaDOE MEP ID&R Handbook as: "A child who is, or whose parents, spouse, or guardian is a migratory agricultural worker, including a migratory dairy worker, or migratory fisher; and who, in the preceding 36 months moved, for economic necessity across school district lines on his/her own or to accompany such parent, spouse, or guardian in order to obtain or seek temporary or seasonal employment in agricultural or fishing work. The child is younger than 22 and has not graduated from high school or does not hold a high school equivalency certificate (this means that the child is entitled

to a free public education or is of an age below compulsory school attendance).

"Parent Occupational Surveys, school enrollment records, and personal referrals from the community assist staff to identify potential participants. Trained Recruiters complete Certificates of Eligibility (COEs) which require a final approval from the Region 1 Migrant Education Program Office Coordinator and are subject to Quality Control review. Additionally, the Gainesville City School System complies with all the federal and state ID&R guidelines and standards defined in the GaDOE MEP ID&R Handbook.

## **27. Professional Learning and all federal programs**

A description of how the LEA will provide resources for the purpose of establishing best practices that can be widely replicated throughout the LEA and with other LEAs throughout the State and nation.

Goal 1: We will improve learning outcomes for all students -The team will plan collaboratively to lead all faculties to implement job-embedded professional learning from the Standards areas of CLASS KEYS. The team will lead the implementation from the focus areas of: standards and teaching, enhancing technology (Tech Specialists **STEAM Director**), interdisciplinary connections (Media Specialists), and higher order thinking skills (Gifted Educators).

The team will plan collaboratively to lead all faculties in job-embedded professional learning from the Assessment area of CLASS Keys and a district wide consistent assessment and grading practice.

Migrant SSP and teachers are members of the team who plan collaboratively to lead professional learning. GaDOE also provides professional learning to assist migrant SSP members.

Goal 2: We will improve teacher and leader quality. Teachers will know, understand, and be able to apply TKES in Standards Based Instruction and Assessment for Learning through collaborative professional learning. Leaders will know, understand, and be able to apply the LKES in Performance Management and Professional Learning Communities through collaborative professional learning. We will partner with Pioneer RESA to provide inter-rater reliability sessions to school and district level administrators during the 2014-15 **2015-2016** school year. Additionally, school and district level administrators will participate in monthly TKES/LKES training after each A-TEAM meeting.

Migrant staff members are not assessed with TKES. These staff members are evaluated by by the Regional and State Migrant personnel.

Goal 3: We will support students by addressing barriers to learning also known as learning supports. Align supports based on data results for: (a) Classroom based approaches (b) Support for transitions -APs © Home Involvement& Student Family Assistance-Parent Coordinators and Social Workers (d) Crisis Prevention and Assistance, Student Family Assistance-Social Workers, Counselors (e) Grad Track Plans for Student-Counselors. Provide on-going professional guidance through the weekly teaching team meetings to identify specific barriers, problem-solve to provide preventative and intervening methods, and serve as consultant to teachers.

Migrant students are including in learning supports to assist students and families with barriers to learning. The migrant population is transient, which often requires learning support services.

A. Support student motivation by providing a focused personalized learning environment geared towards college and career interest

- v Develop an Individualized Graduation Plan (IGP) for each student that capitalizes on the student's strengths and interests v Encourage and monitor student engagement through the Teachers as Advisors Program v Develop and implement an educational/communication plan for families and the community on pathway options

B. Close the achievement gap between subpopulations v Increase support for families of our fragile learners by providing targeted events and learning opportunities (e.g., Family Academy, Community based Risk Reduction program, etc.) v Implement accountability measures of Response to Intervention (RtI) at the district and school levels v Develop school and district guidelines and/or procedures for progress monitoring strategies within Individual Education Plans (IEPs) v Improve district English Language (EL) Case Management v Support early learning through *Read, Learn, Succeed* initiative for birth to 5 year olds

C. Implement communication tools and activities that provide stakeholders the opportunity to partner with the school/district in their child's education v Encourage family and community participation and engagement through family activities, learning events, surveys, and planning opportunities v Expand the engagement and input of participants in the Superintendent's Advisory Committees v Develop Enrollment Center Gateway v Develop and implement Attendance and Behavior Recognitions at monthly Board Meetings

D. Participate in coordination, implementation, and monitoring of school/district/community support services to reduce the duplication of student and family interventions

- v Support community initiatives through crisis assistance and interventions for the reduction of substance abuse, childhood obesity and teen pregnancy

E. Formulate a framework of vertical articulation to maximize student progress during periods of transition (AE Recommendation)

- v Develop and monitor a seamless 5<sup>th</sup> to 6<sup>th</sup> transition that addresses instructional, social, and behavioral needs

v Develop and monitor a seamless 8<sup>th</sup> to 9<sup>th</sup> transition that addresses instructional, social, and behavioral needs

Goal 4: We will support learning by improved instructional and organizational effectiveness. Departments will collaborate to plan, develop and allocate resources, distribute, and report in a timely manner in order to meet the needs of students.

These goals are the emphasis for the 2014-2015 school year.

Best Practices Include: Each elementary school supports a reform model to include International Baccalaureate, Core Knowledge, Science and Technology, Fine Arts and Multiple Intelligences. Gainesville High School has implemented credit recovery and is moving toward smaller learning communities - Arts and Sciences, Careers.net, Civil International and ninth grade academy. Wood's Mill Non-Traditional High School works with students in an online, small group and one-on-one setting to provide the opportunity to graduate. Gainesville City School System is a Charter System and Race to the Top system.

#### **28. Title II, Part D; E-Rate**

A description of how the LEA will take steps to ensure that all students and teachers have increase access to technology. Include the strategies to be implemented to increase or maintain access to technology and to establish or maintain equitable technology access.

All teachers have a laptop, Ipad and or desktop computer and are provided training in instructional technology. Each school has an instructional technology specialist and data specialist. Each year, the school system designates a school that will receive additional computers for student and teacher use. Every classroom has at least two computers and every computer installed has filtered Internet access.

Gainesville City Schools has long been a leader in instructional technology. The system was one of the first in the state to publish a website and to offer email to every employee. Today, Gainesville City continues to set itself apart by supplying every teacher and administrator with a laptop computer or tablet and offers complete wireless networking anywhere on any campus. All locations within the school system are interconnected via 10GB fiber and Internet access is supplied through two separate Internet connections, working together to deliver over 1GB on a normal basis, but each acting as a failover for the other. The school system currently has 2962 desktop and laptop computers plus 874 iPad or KUNO tablet computers. During the 20132014 school year, Gainesville City Schools implemented its first true 1:1 technology program. Each student in grades 2 -5 at the new Fair Street IB World School are assigned a KUNO tablet computer to use throughout his or her time as a student at the school. These students are allowed to take the tablet home to complete homework assignments electronically on the device. The KUNO tablet acts as textbook and reference material for all classes and allows the student to receive, complete and submit to the teacher all homework electronically. Tests are also taken on the device and graded instantly for dynamic feedback to the student. Wood's Mill non-traditional high school has a computer lab and a wireless laptop cart that is used for students in an online setting using Edgenuity. Need for assistive technology and any other needs are addressed through the IEP and through the Georgia Project for Assistive Technology. Equitable technology access is provided to all students through assessing needs. The system was one of the first in the state to publish a website and to offer email to every employee. Today, Gainesville City continues to set itself apart by supplying every teacher and administrator with a laptop computer and offers complete wireless networking anywhere on any campus.

#### **29. Title II, Part D; E-Rate**

A description of the LEA's long-term strategies for financing technology to ensure that all students, teachers, and classrooms have access to technology, technical support, and instructional support.

The school system continues to increase the technology budget each year at the local level. Additionally, e-rate funding is pursued to provide internal connections and basic maintenance and has been accepted at the 85% level. We pursue grants on a regular basis and are the recipients of the Race To The Top grant.

Each school has an instructional technology specialist that will work with teachers on how to effectively use technology in the classroom. Each school has a technology technician that ensures that hardware and software are running effectively and efficiently.

#### **30. Title II, Part D**

A description of how the LEA will evaluate the extent to which technology integration strategies are incorporated effectively into curriculum and instruction. Describe how the LEA will ensure ongoing integration of technology into school curriculum and instructional strategies so that technology will be fully integrated.

Each school has an instructional technology specialist that will work with teachers on how to effectively use technology in the classroom. Online courses offered at the high school and non-traditional high school provides students with an alternative academic resource that will ensure the integration of technology into the curriculum. The primary focus of the Gainesville City School System is to provide a creative, academically challenging learning environment for all students. We believe that every student can learn and should be given the opportunity to be successful through a variety use of research-based programs and strategies. Student's progress is assessed in all CCGPS areas to determine individual strengths and weaknesses. Analysis of

assessment results guides decisions for alternative flexible grouping and selection of supplemental programs, strategies, and materials. Gainesville City Schools has long been a leader in instructional technology. The system was one of the first in the state to publish a website and to offer email to every employee. Today, Gainesville City continues to set itself apart by supplying every teacher and administrator with a laptop computer or tablet and offers complete wireless networking anywhere on any campus. All locations within the school system are interconnected via 10GB fiber and Internet access is supplied through two separate Internet connections, working together to deliver over 1GB on a normal basis, but each acting as a failover for the other. The school system currently has 2962 desktop and laptop computers plus 874 iPad or KUNO tablet computers. During the 2013-2014 school year, Gainesville City Schools implemented its first true 1:1 technology program. Each student in grades 2 - 5 at the new Fair Street IB World School are assigned a KUNO tablet computer to use throughout his or her time as a student at the school. These students are allowed to take the tablet home to complete homework assignments electronically on the device. The KUNO tablet acts as textbook and reference material for all classes and allows the student to receive, complete and submit to the teacher all homework electronically. Tests are also taken on the device and graded instantly for dynamic feedback to the student. The technological advances that are occurring rapidly in the 21st century make it increasingly evident students must be computer literate to be productive in society. Today's student's need more than basic skills, they must also be able to solve problems and think critically. Gainesville City Schools will use the following state approved standards to implement the integration of technology into the curriculum. Middle School Level Grades 6th, 7th, and 8th - Students will be proficient in the following areas: Basic skills use will teach proper keyboarding techniques with increasing accuracy. Identification of basic technology tools; demonstrate appropriate and effective care and use of technology tools; operate basic technology tools and applications; diagnose and correct a variety of common technology problems; produce, create, modify and edit documents using word processing and desktop publishing tools; create, manage and utilize information using database tools and applications; create, manage, and utilize information using spreadsheet tools and applications; use basic design principles to communicate effectively and enhance the message; use multimedia tools to express ideas; communicate, evaluate, select and use telecommunication tools and on-line resources to communicate ideas that persuade, describe, inform, or involve; use telecommunication tools and on-line resources to correspond with students locally and globally; and recognize the appropriate use of information and information technology.

Elementary Level Grades K, 1st, and 2nd - Students will be proficient in the following areas: Basic skills will identify basic technology tools. Show an understanding of basic technology and telecommunication tools. Show an understanding of the uses of technology and communication tools at home and in the community. Follow established rules for the care and use of technology tools. Operate basic technology tools and applications. Produce and utilize technology tools to facilitate the writing process. Use multimedia tools to express ideas. Communicate and use technology to gather information and communicate with others. Recognize the appropriate use of information and information technology. Use basic research techniques with teacher guidance.

Instructional technology specialists (ITS) will meet regularly to research effective instructional models and to consider implementation of these models in their school, developing long-range proposals as follows: 1) The ITS is a certified teacher who is paid a supplement [using which funding source] to stay at school after hours and offer assistance to other teachers or administrators in the use of software and the best practices in how that software is used in educating students. 2) We propose intensive training of the Instructional Technology Specialists in research and design, facilitation and delivery of quality work. 3) We propose even more intensive training of the Technology Computer Specialist to achieve industry standard certifications such as A+, N+, MOUS, MCSE and others. 4) Offer joint enrollment with colleges and technical schools 5) Offer online courses optional teachers.

All administrators, both school based and at the Central Office, are supplied with a desktop computer or laptop that has full network connectivity. Additionally, every administrator, principal and assistant principal has a communication device that allows them to stay connected with the Superintendent. All employees of Gainesville City Schools are given an email account and encouraged to use it to its fullest extent and it has proven to be an invaluable communication tool. Gainesville City Schools publishes all policies and procedures on its web pages. The student population of the system has changed dramatically over the last several years, to the point to where it is now slightly over 50% Hispanic. To address this need, the system webpage, a primary conveyance of information, now includes a translator icon that will translate the contents of the website into any of six languages. All mailed information is also offered in Spanish translations as well. Technology is used to benefit Special Needs student wherever possible throughout the system. Premier Technology which is a software program that reads the printed material which then converts it to audio (text to talk). As with every other classroom, special needs classrooms have at least one computer and software specific to those needs is employed. Gainesville City Schools has lately been recognized for a number of innovative approaches it has taken in instruction, and wants to be just as innovative in the field of instructional technology. Each school has a technician that is responsible for the hardware and software of their school.

### **31. Title II, Part D**

A description of how the LEA will encourage the development and utilization of innovative strategies for the delivery of specialized or rigorous academic courses and curricula (e.g., distance learning).

Carnegie unit classes are offered at Gainesville Middle School. Students that avail themselves of these classes then have a myriad of opportunities to take specialized or rigorous academic courses at the high school level. A dual enrollment is offered between

Gainesville High School and University of North Georgia that enables students to receive college credit before graduating from high school. Distance learning courses are offered as well as such specialized courses. The credit recovery program is implemented at the high school for students to regain credits to get back on track to graduate with their class. Differentiated instruction is being taught to all teachers in the system along with continued Common Core training. CPR training will be provided to teachers at the schools and it will be conducted by the lead nurse.

The establishment of Wood's Mill High School, a nontraditional 9 -12 school for students that are interested in a blend of online coursework and classroom coursework combinations will be offered. An Instructional technology specialist at each school will work with teachers on the most effective and innovative ways to use technology in the classroom.