

TITLE I SCHOOLWIDE PROGRAM (SWP)/ SCHOOL IMPROVEMENT PLAN (SIP)

NAME OF SCHOOL/PRINCIPAL: Gainesville High School/Tom Smith, Principal
NAME OF DISTRICT/SUPERINTENDENT: Gainesville City School System/ Dr. Wanda Creel, Superintendent
<input type="checkbox"/> <i>Comprehensive Support School</i> <input type="checkbox"/> <i>Targeted Support School</i> <input checked="" type="checkbox"/> <i>Schoolwide Title 1 School</i> <input type="checkbox"/> <i>Targeted Assistance Title 1 School</i> <input type="checkbox"/> <i>Non-Title 1 School</i> <input type="checkbox"/> <i>Opportunity School</i>

SIGNATURES:	
Superintendent _____	Date _____
Principal _____	Date _____
Title 1 Director _____	Date _____
<small>(Title 1 Schools only)</small>	

REVISION DATE: 7/11/2016	REVISION DATE:	REVISION DATE:
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***PLANNING COMMITTEE MEMBERS (SWP 8, 16)**

Name	Position/Role	Signature
Tom Smith	Principal	
Dawn Jordan	Dean of Instruction	
Bryson Worley	Assistant Principal	
Misty Freeman	Assistant Principal, 9 th Grade Center	
Adrian Cromwell	Assistant Principal	
Tonya Sanders	Instructional Coach	
Natalie Smith	Instructional Specialist	
Yolanda Gomez	Title I Parent Coordinator	
Marianna Connor	SPED Lead	
Dave McConnell	Social Studies Department Chair	
Cindy Lloyd	English Department Chair	
Mikki Stinchcomb	Math Department Chair	
Laura Elsarelli	Science Department Chair	
Deidre Kell	World Language Department Chair	
Jose Manuel Garcia	Parent	
Zandrea Stephens	Parent	
Mollie Winston	Parent	
Todd Cannon	Parent	

Title I only (SWP 10, 15, 19)
 The Letter of Intent for Title I Schoolwide was submitted on _____.

Please indicate the programs that are consolidated in this plan: _____

Needs Assessment/ Data Review Results (SWP 1, 11, 12, 13, 14, 17, 18)

1. A comprehensive needs assessment of the entire school (including taking into account the needs of migratory children as defined in Section 1309(2)) that is based on information which includes the achievement of children in relation to the state academic content standards and the state student academic achievement standards described in Section 1111(b)(1).

CCRPI (2015) data reveals specific areas of need for which Gainesville High School will provide support in the 2016-2017 year. On EOC Milestones achievement levels, there are four levels indicating a student's level of proficiency. A level one indicates a beginning learner level with a conversion score of 0-67. Students scoring in this range indicate a lack of proficiency in many prerequisite skills as they relate to the course standards. Students in this range typically are reading below grade level, struggle with math literacy, or lack essential skills sets for the content.

The following data represents our students' performance on the EOC's.

- 49 % of students scored at a Level 1 on the 9th Literature and Composition Georgia Milestones
- 44 % of students scored at a Level 1 on the American Literature Georgia Milestones
- 48 % of students scored at a Level 1 on the US History Georgia Milestones
- 60% of students scored at a Level 1 on the Economics Georgia Milestones
- 42% of students scored at a Level 1 on the Biology Georgia Milestones
- 56% of students scored at a Level 1 on the Coordinate Algebra Georgia Milestones
- 47 % of students scored at a Level 1 on the Analytic Geometry Georgia Milestones

2016 Literacy Data: 1,080 GHS students were given a local reading inventory during the 2015-2016 SY. The results showed, on average, GHS students read on a 6th grade reading level.

In August of 2016, we began testing the entire high school using the HMH Reading Inventory. Of the 906 9th and 10th graders tested on the Reading Inventory, 69% of 9th graders and 63% of 10th graders reading below an 8th grade level. With our tier 2 intervention programs, 154 9th graders and 35 10th graders are receiving intensive reading help through a full class period daily of reading instruction using the System 44 or Read 180 programs. See the below chart.

Reading Inventory Bands from August 2016				
Grade Level	Number of Students	% of those tested	Number of Students	% of those tested
1 to 5	236	54%	197	42%
6 to 8	70	16%	97	21%
9 or above	135	31%	175	38%

As the state milestone testing has become increasingly more complex, teacher feedback has also confirmed that our students are struggling with reading in all subject areas as more state testing includes reading passages. For example in math, our teachers state that students can demonstrate mastery of the mathematical concept and process in class, but frequently the written test questions become confusing as the students have difficulty understanding how to interpret the question.

During summer leadership, our leadership team looked at EOC data and our Literacy data. In addition we look at school wide ABC (attendance, behavior, and classroom success) data. The goal for looking at ABC data was to find our students who are at risk in multiple categories. We also reviewed our demographic data.

Prioritized Needs	Data Sources	Participants Involved	Communication to Parents and Stakeholders
<p>One of the greatest needs is an <u>increase in literacy rate</u>. This is for all students based on a data source for each student's Lexile score (from a variety of data sources)</p> <p>Student performance on local and state assessments continue to demonstrate that students across all content areas and performance levels struggle with on grade-level text.</p>	<ul style="list-style-type: none"> -SRI Data -EOC Milestones Data -EOG Milestones Data -Classroom Assessments -SLO Assessments for Core Subjects -Course failure rate in courses highly focused on literacy -Course Pass Rate for 2015-2016 - ACCESS Scores - IEP Goals - AP Scores 	<ul style="list-style-type: none"> -Dean of Instruction -Reading-endorsed teachers -All core classroom teachers Parent Coordinator 	<p>Students' Lexile information is available on the Individual Score Report for Milestone assessments.</p> <p>SRI reading data will be available for parents. School personnel will be available to interpret score information for parents.</p>
<p>Due to high course failure rate and the discrepancy between EOC data and course average, we will <u>implement a progress monitoring process</u> to utilize data to revise instruction and provide immediate intervention for students.</p>	<ul style="list-style-type: none"> Course Pass Rate for 2015-2016 - EOC Data -SLO Growth Data -Attendance Data 	<ul style="list-style-type: none"> Administration Academic Coach Classroom Teachers Parent Coordinator 	<p>Students' progress monitoring results will be available for parents as this schoolwide approach will focus on the skills needed to master the course standards.</p>

<p>We need to focus on <u>increasing the promotion rate</u> whereby students will meet graduation requirements in a timely manner in order to graduate in four years.</p>	<ul style="list-style-type: none"> - Dropout Rate - Course Pass Data - Perception data on pass/fail/dropout rate - Retention Rate per Cohort - Attendance Data - Behavior Data <p>ESOL student course success</p> <ul style="list-style-type: none"> - ESOL student progress rate toward graduation <p>SPED student course success</p> <ul style="list-style-type: none"> - SPED student progress rate toward graduation <ul style="list-style-type: none"> - Watch list (repeat student) student course success - Watch list (repeat students) student progress rate toward graduation 	<p>Counselors</p> <p>Dean of Instruction</p> <p>Graduation Coach</p> <p>Administration</p> <p>Classroom Teachers</p> <p>Parent Coordinator</p>	<p>Counselors, classroom teachers, graduation coach, and administration will contact parents when students are on the focused ABC data.</p>

2. Schoolwide reform strategies that:

- Provide opportunities for all children to meet the state’s proficient and advanced levels of student academic achievement described in Section 1111(b)(1)(D).

There are opportunities for all students at Gainesville High School to achieve academic success by meeting or exceeding graduation requirements. However, we will create and monitor strategies that most appropriately support low performing students.

Overall, Gainesville High School will implement the following strategies to support the academic needs of all students, specifically our lowest performing students include the following:

- Focused emphasis is placed on students during the 9th grade year
 - As research from *High Schools That Work* and the Southern Regional Education Board states, “Improving student achievement in ninth grade can lead to improved graduation rates and improved readiness for college and careers.” We have taken research concluded from similar school districts who place a heightened focus on the ninth grade year.
- Professional development and resources for High School Transition teachers to implement curriculum
- Strategically schedule every rising 9th grade student based on a variety of data sources including state and local assessments
- Schedule students in year-long courses for core content
 - This is determined by multiple years of local and state performance data
 - Year-long courses, as proven by research, provides students with core content exposure over time.
- Flexible and smaller class sizes for students identified within a predetermined Lexile range
 - They are supported in a smaller learning environment in which teachers utilized online software programs (Read180/System44), interest and level appropriate text, as well as one on one reading support.
- Relevant application of core curriculum as students exercise problem solving skills related to the curriculum
 - In order to give students choices to excel in meaningful learning activities, a MakerSpace environment is available for project-based application of course standards.
- Focused tutorial time during the school day called IF (Instructional Focus)
 - IF is implemented in order to provide structured time for students to receive additional support from core teachers. As students are identified for focused skills in reading/literacy, math, science, social studies skills, additional teacher support will be provided. This support will also be implemented after school in order to provide an extended opportunity for students to master necessary skills to be successful in the core areas.
- Progress monitoring three times per semester, especially in core areas, in order assess skills associated with the course standards.
- Implement a High School Transition course for 9th graders utilizing research-based program *Academic Innovations*

- This course will be taught by certified teachers and focus on research-based key areas of success for high school
- RTI (Response to Intervention) referral process will be implemented
 - Academic coach will support with Tier 1 strategies. The classroom teacher and Instructional Specialist will support for Tier 2 and 3.
- Professional learning for teachers on creating, analyzing, and adjusting formative and summative assessments.
 - This practices will include data talks in a PLC using a research-based discussion protocol.
- Professional learning for teachers on providing quality feedback to students
- PBIS (Positive Behavior Intervention System) incentives will be provided for students as they meet established criteria for behavior
- Writing instruction that includes the DBQ Writing process implemented in all English and Social Studies courses
 - Teachers will collaborate on scaffolding the process to make it accessible to all students
- *Edgenuity* and Georgia Virtual School to assist students in content recovery and/or advanced instruction
- Intentional integration of literacy standards and strategies in content areas
- Algebra I and Geometry manipulatives and project-based learning
- Classroom instruction that exposes students to 21st century skills
- Parent coordinator, counselors, and principal will conduct regular parent meetings focused on curriculum, communication, and college and career opportunities
- Universal screener used to gather baseline data and progress monitor all students on literacy
- Bimonthly meetings with students who exemplify attendance or graduation issues
 - This is conducted by an attendance team, including an assistant principal, counselors, and the graduation coach
- Implementation of districtwide annotation and writing methods
 - District academic coaches will develop this with teacher input and research from various experts in reading and literacy (Douglas Fisher, Nancy Frey)

□ **Use Effective methods and instructional strategies that are based on scientifically based research that:**

Due to overwhelming research about the critical importance of the 9th grade year, Gainesville High School has placed extensive support for this focused group of students. With this support, it is expected that we will see an increase in student success as evidenced by cohort promotion rates, course passage rates, and graduation rates.

Using research from *High Schools That Work* and the Southern Regional Education Board, we have identified key components of an effective ninth grade center. Below are some of the characteristics in which we will create support either through a variety of resources.

We work to create a standards-based curriculum designed to get students on grade level in English and math. We create protected time for teachers to plan weekly, assess student work, and identify strategies to meet students' needs.

Research indicates that a successful 9th grade program will have the following characteristics:

- less than 10% of students below grade level standards
- students who practice good study skills, read and comprehend text, and know how to make the effort to complete challenging work.

Because of these two indicators, we will offer a High School Transition course that will focus on equipping students with effective habits in order to move them to on grade level work, specifically in English and math. This course is taught by certified teachers who will use an approved curriculum through *Academic Innovations* to assist students in building tools for a more successful ninth grade year, including “effective study, relationship and time management skills, and other habits of success.” The high school readiness course will strengthen students in six key areas identified by SREB: vocabulary and language use, reading comprehension, writing, research, speaking, and listening specifically for core areas. As evidenced by research related to the curriculum, “effectiveness in reducing dropout rates and supporting higher achievement in reading and math” it would be a great core for a required Freshman Transition program that could impact all incoming students. By integrating the optional academic supplements, it supports the main objective of Title I: ensuring all children meet challenging state standards.”

As an additional form of support, a teacher-advisor model will be created to assist students in career and educational goals. Teachers of this course will need additional technology resources in order to make the course accessible and relevant to students. This will include technology needs in the classroom for student and teacher usage.

In addition to incorporating High School Transition, nine grade students who are at risk will have the opportunity to work year-long in English and math courses. Students will also enroll in career exploration courses that will bridge the connection between core academic content and career application. As research indicates, “The most effective English/language arts catch-up course is an intensive, one semester block course for entering ninth graders who have been identified as unprepared for college preparatory courses.”

We will use data from both state and local assessments to appropriately identify our most at need students. Research suggests high-interest and grade level reading content and intentional teaching of reading and writing strategies applicable to all classes. These methods of support are going to be embedded into the year-long Basic Reading and Writing course for students. We will purchase high interest, varied grade level text for teachers to use as a medium for teaching reading strategies.

Using scientifically-based research, we will strengthen the core academic programs through instructional practices and strategies by focusing on writing instruction through DBQ project, literacy strategies for all content groups (especially core groups), and implementing additional supports during the ninth grade year.

We will have targeted instruction for identified students who are not served in the classroom through a reading support program, students will utilize IF time to work on math instruction with a math teacher along with *Catch Up Math* program. The DBQ Project will extend its focus to Economics courses as a way to increase student achievement in this particular course as 60% of students score at a beginning level of mastery. Utilizing research from Eric Jensen from *Teaching with Poverty in Mind*, we will create professional development learning opportunities for all teachers to gain an understanding of how our lowest performing students, function. As evidenced in his research, chronic stress from living in poverty is associated with over 50% of absences, impairs attention and concentration, and reduces motivation, determination, and effort (2009) In gaining an understanding of the connection among poverty, student achievement, engagement, attendance, and behavior, our teachers can find appropriate proactive approaches as well as correct responses when students begin to underperform.

Incorporating research from Nancy Frey, Douglas Fisher, and Alex Gonzalez, we support the need for reading and writing in all 21st century classrooms (Literacy 2.0, 2012). We will utilize technology and 21st century skills-based projects to increase literacy as well as prepare students with relevant coursework. Three professional organizations (International Reading Association, National Council of Teachers of English and International Society of Technology in Education) “recognize and emphasize that the dividing line between literacy and technology has dissolved.” We will aim to develop proficiency in tools of technology to teach students through 21st Century skills. We will infuse technology into the core areas for the purpose of collaborating, communication, problem-solving and creating products.

We will increase the amount and quality of learning time through tutoring during the school day, after school enrichment and tutoring, as well as hosting summer school opportunities for focused areas of need. This will occur during Instructional Focus (IF) during the school day as well as summer school with a focus on underperforming students in core subjects, particularly math. Certified teachers from English, math, science, and social studies will support students in content.

At Gainesville High School, we believe in a growth mindset, that students deserve the opportunity to demonstrate mastery of standards over time. We will focus on best practices for evaluating students and assessing their needs as we design assignment revision protocols for student work and provide additional time for students to achieve an expected level of growth. This will be the focus on an afterschool support service whereby content teachers will teach intensively on contents skills for students to apply in the classroom. This support, whether it is before, during, or after the school day will create opportunities for students to strengthen skills and do unit recovery of course work in order to achieve mastery. This will include professional development in TKES Standard 5:

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Assessment Strategies and TKES Standard 6: Assessment Uses. This will include how to utilize different types of assessments (diagnostic, formative, summative) and to “use grading practices that report final mastery in relation to content goals and objectives (Georgia Department of Education TKES Indicators).”

In order to meet the educational needs of historically underserved populations, we will conduct quarterly ABC meetings where we will look at identified cohort students who are off track to graduate (focus for counselors and graduation coach) and try to coordinate these students with opportunities to prepare them to be college and career ready in the courses they are taking. We will look at the classroom success data of these students and determine if we are serving them in academic needs. RTI recommendations through the graduation coach and counselor may be utilized for these students. This list of students will be identified in August and examined during the ABC meetings.

- **Include strategies to address the needs of all children in the school, but particularly the needs of low-achieving children and those at risk of not meeting the state student achievement standards who are members of the target population of any program that is included in the schoolwide program which may include:**
 - **Counseling, pupil services, and mentoring services;**
 - **College and career awareness and preparation such as college and career guidance, personal finance education, and innovative teaching methods, which may include applied learning and team-teaching strategies; and**
 - **The integration of vocational and technical education programs;**

We will address the needs of all students in the school, but particularly the needs of low-achieving children and those at risk of not meeting the state student achievement standards who are members of the target population by providing the following:

- Professional learning to staff on the implementation and understanding of the Georgia Standards of Excellence in order to help students meet proficiency in English, math, science, social studies, and literacy standards (World Language and CTAE), utilize TKES (Teacher Keys Evaluation System) to improve teacher performance for standards 3,4,7, and 8. We will also use TKES to develop, implement, and examine common assessments in order to effectively differentiate instruction (TKES 4,5,6).
- Elective Fair provides students with opportunities to investigate career fields as well as about job requirements, education needed, and salary opportunities in over 75 fields. Over thirty businesses (from the career clusters) volunteer to spend the day discussing their career fields with our students. Business partnerships attend the fair as well as participate as a guest speaker in each CTAE pathway.
- Students’ Individual Graduation Plan (IGP) is reviewed yearly to ensure that it aligns with college and career plans. College and Career awareness activities are used as a guide to assist students with developing a sense of

self and areas of interest, developing and acquiring positive attitudes and developing a sense of career awareness and the relationship with academics and personal interests.

- Adult Mentors are assigned to at-risk students to develop positive relationships and a sense of consistency. Our mentors are trained through CenterPoint Counseling/Mentor Services and Brenau University.

Address how the school will determine if such needs have been met; and

- **Are consistent with, and are designed to implement, the state and local improvement plans, if any.**

All teachers will utilize a progress monitoring model to monitor students' performance of the readiness skills in reading and writing in the core content areas. We will use Mastery Connect, a progress monitoring tool that identifies levels of understanding, targets students for intervention, and improves learning and instruction. We will focus in on state standards' identified skills for each core area (Science's Habits of Mind, mathematical modeling and application, Social Studies Informational Processing Skills, ect) Through progress monitoring, all core teachers will share collaborative planning and PLC meetings in which they will utilize technology (teacher laptops) and various student data programs to analyze data from common assessments. From these meetings, teachers will determine if student needs are being met and how to adjust instructional planning.

Quarterly, Gainesville High School's administration team meets with members of the district staff in order to analyze student data on attendance, behavior, and classroom success. This will include reviewing data from discipline referrals, common assessments/benchmark data, course passage rate, and attendance. From these meetings, we will collaborate with leadership team, department members, and School Governance Council to address areas of need. In PLC meetings, teachers and administrators will look at data to determine the effectiveness of our instructional programs and use of Title I services, specifically through progress monitoring. When lagging data becomes available, the leadership team will review the Milestones data and CCRPI reports and share this information with all staff members. This information will be used to improve and adjust current instructional programs.

SMART GOAL #1 (Specific, Measurable, Attainable, Results-Based, and Time-Bound) (SWP 2, 7, 9, 10)

GOAL AREA II: High Quality Instruction with Equity of Access for All Students

Gainesville High School Goal: 100% of teacher will progress monitor three times per course on skills-based standards in order to increase student performance.

Georgia School Performance Standard	Student group (All or subgroup) (SWP 9)	Action /Strategies	Evaluation of Implementation and Impact on Student Learning		Monitoring Actions of Implementation	Estimated Cost, Funding Source, and/or Resources
			Artifacts	Evidence		
AS-3 CS-3	All	Create, implement, and evaluate common assessments and related data	<ul style="list-style-type: none"> Progress Monitoring Common Assessments GaDOE Standards PLC Agendas PLC Data Analysis Protocols 	<p>School Leaders Demonstrate: Observational data and feedback to teachers when evaluating TKES Assessment Uses and Strategies standards</p> <p>Teachers Demonstrate: Increase in number of common assessments per course</p> <p>Students Demonstrate: Increased growth over time in mastery of selected standards for progress monitoring</p>	<p>Administer three times per semester - every 5 weeks</p> <p>PLC Data talks about analyzing student work(occurs every 5-6 weeks)</p>	Professional Learning resources related to best practices

Georgia School Performance Standard	Student group (All or subgroup) <i>(SWP 9)</i>	Action /Strategies	Evaluation of Implementation and Impact on Student Learning		Monitoring Actions of Implementation	Estimated Cost, Funding Source, and/or Resources
			Artifacts	Evidence		
PLS-1 PLS-2 PLS-4 AS-3 AS-4 IS-7	All	Provide professional learning for teachers on the following practices: <ul style="list-style-type: none"> • Common Assessments • Effective Feedback • Progress Monitoring • Data Evaluation/Analysis/Implementation 	<ul style="list-style-type: none"> • Agendas • Minutes • Lesson Plans • Ticket out the Door (formative) • Monthly Professional Learning Calendar 	<p>School Leaders Demonstrate: Observational data and feedback to teachers when evaluating TKES Assessment Uses and Strategies standards</p> <p>Teachers Demonstrate: Increase in number of common assessments per course. Instruction based on collective data.</p> <p>Students Demonstrate: Increased growth over time in mastery of selected standards for progress monitoring and effective feedback received</p>	<ul style="list-style-type: none"> • Weekly Professional Learning • Weekly feedback observation 	Professional learning resources or conferences related to the identified needs We sent teachers to NCTE (National Council of Teachers of English) conference for ELA department for focus on Literacy/Reading endorsed strategies (\$5,000 Title I) Send ten teachers to GaETC (Georgia Educational Technology Conference) in November. Help teachers learn strategies help engage at risk students using technology. (\$3,000 Title I)

Georgia School Performance Standard	Student group (All or subgroup) <i>(SWP 9)</i>	Action /Strategies	Evaluation of Implementation and Impact on Student Learning		Monitoring Actions of Implementation	Estimated Cost, Funding Source, and/or Resources
			Artifacts	Evidence		
IS-3 CS-3 PLS-2 LS-2 LS-3 LS-4	All	Create a framework for Instruction of Priority Standards based on skills as determined by GaDOE	Priority Standards Documents - identify priority standards, process skills, and teacher purpose	<p>School Leaders Demonstrate: Feedback to teachers when evaluating TKES Assessment Uses and Strategies standards in summative conference</p> <p>Teachers Demonstrate: Revised instruction/lesson plans based on collective student data</p> <p>Students Demonstrate: Increased growth over time in mastery of selected standards for progress monitoring and effective feedback received</p>	<ul style="list-style-type: none"> • Academic Coach • Collaboration Groups • Department Chair • PLC Meetings 	N/A
PLS-2	All	Providing Support for singleton teachers	<ul style="list-style-type: none"> •Lesson Plans • PLC/Department Agendas •PLC Protocols/Questions 	<p>School Leaders Demonstrate: Feedback to teachers when attending PLC meetings</p> <p>Teachers Demonstrate: Collaborative instructional strategies from other content support</p> <p>Students Demonstrate: Increased growth by using schoolwide support (core and elective)</p>	<ul style="list-style-type: none"> •TKES observation •Academic Coach attends meeting 	N/A

Georgia School Performance Standard	Student group (All or subgroup) <i>(SWP 9)</i>	Action /Strategies	Evaluation of Implementation and Impact on Student Learning		Monitoring Actions of Implementation	Estimated Cost, Funding Source, and/or Resources
			Artifacts	Evidence		
IS-5 IS-9 PLS-3	All – At Risk Students	Developing intervention instructional strategies to enhance or remediate students	<ul style="list-style-type: none"> Professional Learning Agendas RTI - Tier 1 Resources PLC Protocols 	<p>School Leaders Demonstrate: Feedback to teachers when evaluating TKES related standard</p> <p>Teachers Demonstrate: Collaborative instructional strategies shared from PLC meetings</p> <p>Students Demonstrate: Increased content growth when given opportunity to demonstrate for mastery</p>	<ul style="list-style-type: none"> Weekly PLC meetings Progress Monitoring 5-6 weeks Summative conference with evaluator 	N/A
CS-1 IS-4 AS-3 POS-2	All	Implementing Progress Monitoring Flow Chart <ul style="list-style-type: none"> Skills Based (Content) Content Based (Classroom) 	<ul style="list-style-type: none"> Flow Chart - indicate responsibilities for the school year Mid-semester and end of year Conferences GaDOE 	<p>School Leaders Demonstrate: Feedback to teachers when evaluating TKES related standard</p> <p>Teachers Demonstrate: Collaborative instructional strategies shared from PLC meetings</p> <p>Students Demonstrate: Increased content growth when given opportunity to demonstrate for mastery</p>	<ul style="list-style-type: none"> Weekly PLC meetings Progress Monitoring 5-6 weeks Summative conference with evaluator 	N/A

SMART GOAL #2 (Specific, Measurable, Attainable, Results-Based, and Time-Bound) (SWP 2, 7, 9, 10)

GOAL AREA II: High Quality Instruction with Equity of Access for All Students
(Challenging and Innovative Instruction)

Gainesville High School Goal: All students will increase their baseline SRI Lexile score by 10%.

Georgia School Performance Standard	Student group (All or subgroup) <small>(SWP 9)</small>	Action /Strategies	Evaluation of Implementation and Impact on Student Learning		Monitoring Actions of Implementation	Estimated Cost, Funding Source, and/or Resources
			Artifacts	Evidence		
AS-4	All	Administer school-wide SRI to determine baseline Lexile score and measure growth	SRI test SRI scores	<p>School Leaders Demonstrate: support for SRI administration schoolwide by entering results in PowerSchool</p> <p>Teachers Demonstrate: Utilize SRI results to plan instruction and support</p> <p>Students Demonstrate: Exposure to Lexile-appropriate reading material</p>	Dean of Instruction Teachers Media Specialist RTI Coordinator End of year SRI assessment to compare for growth	GCSS District Funding

<p>LS-2 POS-2 IS-5</p>	<p>Identified group of students reading below grade level</p>	<p>Create mandatory IF reading groups for targeted students (Based on SRI pretest) in order to work on basic deficiencies in reading</p>	<p>SRI test</p> <p>List of targeted students based on SRI pretest scores</p> <p>IF attendance for targeted groups</p> <p>NCTE ELA Department Membership</p> <p>NCTE annual convention program session descriptions</p>	<p>School Leaders Demonstrate: logistical support for mandatory IF</p> <p>Teachers Demonstrate: SRI data to plan appropriate IF activities</p> <p>Students Demonstrate: Exposure to Lexile-appropriate and high-interest reading material</p>	<p>Dean of Instruction RTI Coordinator</p> <p>December SRI test results</p> <p>May SRI test results</p>	<p>Stipends for reading tutors outside of contracted amount of hours</p> <p>NCTE conference for ELA department for focus on literacy/reading endorsed strategies \$5,000</p> <p>Technology to support schoolwide SRI administration</p> <p>Maps 101 program for social studies/science literacy support \$600</p> <p>Stipend for ELA teachers to develop content literacy resources \$500</p> <p>Informational reading materials for student interest (magazines, reading program, ect) \$2,000</p>
<p>IS-5</p>	<p>Identified group of students reading below grade level</p>	<p>Effectively implement a Basic Reading and Writing course</p>	<p>-Student rosters</p> <p>-Student enrollment in Read 180</p> <p>-Teacher training in Read 180</p> <p>-SRI Test</p>	<p>School Leaders Demonstrate: logistical support for mandatory IF</p> <p>Teachers Demonstrate: SRI data to plan appropriate IF activities</p> <p>Students Demonstrate: in student course grades/pass rate, student progress in Read 180</p>	<p>Review student course grade/pass rate, SRI results</p> <p>Basic Reading and Writing Instructors Will pilot Read 180 with remedial cohort 2019 group</p>	<p>Buy 25 more Read 180 licenses (\$25,000)</p> <p>Purchase 12 laptops (\$12,000)</p> <p>Purchase 20 headphones with microphones (\$400)</p> <p>(This will be purchased in collaboration with district general fund)</p>

CS-1	All	Implement World Language/CTAE literacy standards	World Language/CTAE literacy standards Lesson plans	<p>School Leaders Demonstrate: TKES evaluation of literacy standards (lesson plans and observations)</p> <p>Teachers Demonstrate: Incorporation of literacy standards</p> <p>Students Demonstrate: Increased exposure to reading in all content areas; higher course passage rate</p>	Academic Coach Department Chairs	<p>Substitutes for non-core to observe, collaborate, and create plans with core content teachers</p> <p>GHS General Fund \$1,000</p>
AS-4 IS-5	All	System-Wide Reading Annotation Method Implementation (K-12)	GCSS K-12 Annotation Guide	<p>School Leaders Demonstrate: support for use of annotation method in TKES observations</p> <p>Teachers Demonstrate: Incorporation of annotation method in guided classroom assignments</p> <p>Students Demonstrate: Increased usage of annotation method for reading and editing assignments</p>	GCSS Academic Coaches All teachers Academic coach observations and feedback	<p>Printed K-12 Annotation Guide materials for all students/teachers</p> <p>GHS General Fund \$1,000</p>

IS-5	All	Utilize high interest reading material for all content groups (exposure during IF time)	<ul style="list-style-type: none"> -ELA course pass rate -Recommended reading list based on Lexile/SRI results 	<p>School Leaders Demonstrate: support for use of high interest, sustained reading in TKES observations</p> <p>Teachers Demonstrate: Incorporation of high interest reading during IF time</p> <p>Students Demonstrate: Increased exposure to reading material within a protected time during the day</p>	<p>Department Chairs</p> <p>PLC progress monitoring meetings</p>	<p>Magazine and high interest reading materials for classrooms</p> <ul style="list-style-type: none"> -Scholastic Upfront and Rise Magazine reading resources \$2000 -Novel/magazine sets \$3000 -High interest magazines specific to teenage interests -Classroom library project <p>If we purchase it will come from GHS General Fund</p>
IS-5	All	Implement The DBQ Project into all English and Social Studies classrooms	<ul style="list-style-type: none"> -DBQ materials Student DBQ mini-q essays and process work -DBQ Expectations Guide 	<p>School Leaders Demonstrate: TKES evaluation feedback on DBQ implementation</p> <p>Teachers Demonstrate: Incorporation DBQ writing two times per semester</p> <p>Students Demonstrate: Increased exposure to analytical thinking and writing assignments; increase in writing scores</p>	<p>Academic Coach</p> <p>English and Social Studies Teachers</p> <p>Monitor implementation two times per semester</p> <p>PLC Student work evaluation meetings</p>	<p>Turnitin.com for technology assistance for all classroom teachers to use for writing assignments to focus on collaborative grading opportunities. Provides instant formative feedback for writing prompts and rubric grading tools (\$10,000 Title I Funds)</p>

Georgia School Performance Standard	Student group (All or subgroup)	Action /Strategies	Evaluation of Implementation and Impact on Student Learning		Monitoring Actions of Implementation	Estimated Cost, Funding Source, and/or Resources
	(SWP 9)		Artifacts	Evidence		

SMART GOAL #3 (Specific, Measurable, Attainable, Results-Based, and Time-Bound) (SWP 2, 7, 9, 10)

GOAL AREA II: High Quality Instruction with Equity of Access for All Students

GHS Goal: Each cohort (2019, 2018, 2017) will increase its promotion rate by at least 2%.

POS-6 FCS-6	All – Students at risk for not graduating on time	Develop a rubric criteria to assist students in appropriate learning environment	GCSS Rubric	<p>School Leaders Demonstrate: utilizing ABC data for candidates</p> <p>Teachers Demonstrate: Implementing research-based practices for online learning</p> <p>Students Demonstrate: higher course passage rate, EOC scores correlating with pass rate, increased graduation rate</p>	<p>Dean of Instruction Counselors</p> <p>Online Coordinator</p> <p>Enrollment and progress monitoring of students in this program</p>	N/A
IS-5	All – At Risk Math students	Identify and provide strategies to increase promotion of students at-risk due to math deficiencies.	<p>List of math literacy interventions during IF</p> <p>Targeted students' list (based on local and state data sources)</p>	<p>School Leaders Demonstrate: by developing mandatory tutoring rosters</p> <p>Teachers Demonstrate: Schedule IF sessions for targeted groups</p> <p>Students Demonstrate: higher course passage rate, EOC scores correlating with pass rate, increased graduation rate</p>	Will be analyzed during Progress monitoring PLC's	<p>-Catch Up Math program (600.00 District office paid for this)</p> <p>-Math literacy professional resources</p>
PLS-3 PLS-4	All – At Risk students	Provide professional development for teachers to understand how to understand poverty and the student body	<p>Engaging Students with Poverty -Eric Jensen</p> <p>Teaching with Poverty in Mind -Eric Jensen</p> <p>PL Resources</p> <p>PLC Agenda Sign In</p>	<p>School Leaders Demonstrate: understanding by applying content from the Eric Jensen materials when addressing ABC areas</p> <p>Teachers Demonstrate: understanding by applying content from the Eric Jensen materials when addressing ABC areas</p> <p>Students Demonstrate: higher course passage rate, increase in attendance, EOC scores correlating with pass rate, increased graduation rate</p>	<p>PLC Meetings (focus every 5-6 weeks)</p> <p>Progress monitoring meetings(focus every 5-6 weeks)</p>	<p><i>Engaging Students with Poverty</i> -Eric Jensen</p> <p><i>Teaching with Poverty in Mind</i> -Eric Jensen</p> <p>Related materials/resources \$500 GHS General Fund</p>

IS-5 FCS-4	All – At Risk students	<p>Provide after school tutorial services for students who need additional support on content skills. This work would extend beyond what can be done during IF, thus being Tier II and III support. This focused instruction can come from local assessments, including the common assessments for progress monitoring.</p> <p>Teachers can also provide review materials for students who need to demonstrate mastery of standards.</p>	Tutorial Sign In Sheet	<p>School Leaders Demonstrate: support in logistics of afterschool operations</p> <p>Teachers Demonstrate: Providing tutorial materials as well as reassessing for mastery</p> <p>Students Demonstrate: higher course passage rate, increase in attendance, EOC scores correlating with pass rate, increased graduation rate</p>	Attendance of tutorial sessions compared to course grade every two weeks by core teacher.	N/A
FCS-4		Provide training and assistance for <u>parents</u> of students identified as at-risk for retention	<ul style="list-style-type: none"> • List of targeted parents of identified students • List of identified needed education based on student/parent need • Calendar of regularly scheduled classes for parents 	<p>School Leaders Demonstrate: hosting meetings/conferences to discuss information with parents</p> <p>Teachers Demonstrate: Providing current grade information to counselors and school leaders</p> <p>Students Demonstrate: higher course passage rate, increase in attendance, increased graduation rate</p>	<ul style="list-style-type: none"> • Parent Coordinator • Counselors • Graduation Coach <p>Monitoring of ABC data will occur quarterly</p>	Salary for assistant to coordinate parent assistance, including mentoring and parental connections/engagement (\$10,000 Title I Fund)

PLS-4 SCS-3	All	Provide students with learning opportunities to make curriculum relevant with real-life, project-based application (technology) While strengthening 21st Century Skills	<ul style="list-style-type: none"> • Rigor and relevance framework • 21st Century Skills standards • Professional learning resources • Lesson Plans with project-based opportunities • Project rubrics assessing 21st Century Skills 	<p>School Leaders Demonstrate: support for project-based, hands on instruction through TKES observations and feedback in PLC meetings</p> <p>Teachers Demonstrate: Utilizing technology for students to become contributors of 21st century learning</p> <p>Students Demonstrate: higher engagement, attendance, course passage rate. Increased student ownership in learning</p>	PLC Meetings (focus on Rigor and Relevance framework) Summative Conference feedback for TKES Standard 8: Academically Challenging Environment	Chromebook purchase to support rigor and relevance with core instruction (7 carts for core content areas totaling approximately \$77,000) Supplementary instructional materials for manipulatives and project-based resources for student use (\$10,000) Math resources calculators (\$5000) Hands on Science Labs resources (\$15,000) Title I Funds
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CS-1 LS-3 SCS-3	9 th Grade Students	Develop curriculum resources for High School Transition	Professional Learning Agenda, sign in sheet Curriculum resources, pacing guides, and project based assignments	<p>School Leaders Demonstrate: support for High School Transition course (TKES observations on (3,4,5,6,7,8) and feedback in PLC meetings</p> <p>Teachers Demonstrate: Utilizing <i>Academic Innovations</i> curriculum and technology for students to establish a strong 9th grade year</p> <p>Students Demonstrate: higher engagement, attendance, course passage rate. Increased student ownership in learning</p>	Progress monitoring PLC's (every 5-6 weeks) Grades are monitoring every two weeks for intervention support	Professional development training (\$1,000) <i>Academic Innovations</i> Curriculum Resources \$25,000 Classroom and teacher technology (4 laptops, classroom televisions) Title I Funds
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3. Instruction by highly qualified professional staff

We will provide instruction by highly qualified teachers who meet the standards established by the state of Georgia. Continuous monitoring and analysis of the highly qualified assignments of teachers is systematically done using information from the Certified/ Classified Personnel Information, GA Professional Standards Commission HIQ2 data and local system data. This ensures that economically disadvantaged and minority students are not taught by inexperienced, unqualified, or out of field teachers at higher rates than other children.

All certified teachers will complete a self-assessment on the Teacher Assessment of Performance standards (TAPS). The self-assessment addresses each teacher's perceived area of need. Teachers will utilize this self-assessment as well as the school improvement goals in order to develop a professional learning goal. Teachers also participate in districtwide professional development surveys annually. Data from the self-assessments and surveys are analyzed to determine professional development priorities and needs.

Gainesville High School has established a partnership with three local universities: Piedmont College, Brenau University, and the University of North Georgia to provide university students who want to pursue a career in education a variety of practicum experiences. By establishing this relationship, Gainesville High School is able to gain many viable teacher candidates when there is an employment position.

In addition to being highly qualified, teachers at Gainesville High School hold additional credentials:

Current Teaching Positions: 117

Highly Qualified Positions Held: 116

ESOL Endorsed-20

Gifted Endorsed-20

Reading Endorsed-5

Coteaching Positions: 12 and 4 self-contained

- 4. In accordance with Section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the state's student academic achievement standards.**

All new teachers participate in the New Teacher Induction program and are provided a mentor (criteria of teaching 3+ years). In the school orientation sessions, topics addressed include federal, state, and local expectations. Teachers learn about being a Title I school, TKES evaluation process, state testing requirements, and local school operations (lesson plans, classroom management strategies and curriculum expectations). Teachers and paraprofessionals will continue to receive job-embedded professional development in implementing the Georgia Standards of Excellence, Student Learning Objective (SLO) training, EOC Milestones training, SLDS training, WIDA Standards training, W-APT training, and Document-based Questioning.

We have included teachers, principals, paraprofessionals, and if appropriate, pupil services personnel, parents, and other staff in professional development that addresses the root causes of our identified needs. This includes sharing Title I plan, School Improvement goals, state assessment data, and local ABC data (Attendance Behavior Classroom Success). For example, all staff members are required to receive training on the curriculum updates and TKES (Teacher Keys Evaluation System). The academic coach and administrators will provide support and workshops on Document Based Questioning, literacy support, and progress monitoring procedures. Administration will provide training on Response to Intervention (RTI) and Positive Behavior Interventions and Supports (PBIS) as these will be implemented through on-going professional development to support student achievement and engagement.

We have devoted sufficient resources (money, time and personnel) to carry out effectively our school improvement goals. We will focus our professional development activities to address identifying the root causes of our academic weaknesses-skills related to literacy and math. Moreover, we will provide protected time and resources to support progress monitoring, intervention strategies, and other Tier 1 methods of support. For example, funding for additional staffing, programs, conferences, extended/ individualized learning times and additional instructional resources. Our professional learning is embedded into our school day and during Teacher Work Days.

We have included teachers in weekly professional development activities regarding the use of academic assessments and how to analyze the data. We will focus intensely on instructional strategies and interventions once the data is analyzed. This will enable our Leadership Team and core departments to provide information on, and how-to improve, the achievement of individual students and the overall instructional program

- Identifying missing critical processing skills necessary to be proficient in course standards
- Provide appropriate classroom instruction and support based on data
- Make effective referrals for RTI when deemed appropriate beyond Tier 1 support
- Utilize research-based methods to address areas of need, specifically in literacy and math support

Professional Learning Plan to Support School Improvement Plan (SWP 4)

Professional Learning Strategy to support achievement of SMART Goals	Professional Learning Timeline	Estimated Cost, Funding Source, and/or Resources	Person(s) Responsible	Monitoring Teacher Implementation of Professional Learning	Artifacts/Evidence of Impact on Student Learning
TKES Standards as related to classroom instruction, assessment uses, intervention methods through data decisions. TKES 1-8	August - May	N/A	Administration Academic Coach	Walk through feedback Lesson Plans Professional Learning Meetings	Sign in Sheet Progress Monitoring Data PLC Artifacts and Resources
<i>Teaching with Poverty in Mind</i>	September-December	\$500.00	District Personnel Academic Coach	Walk through feedback Lesson Plans	Sign in sheet Common Assessments GA Milestones/SLO Data Discipline Data PBIS Resources

The DBQ Project	August-May	\$500.00	Academic Coach English and Social Studies Teachers	Walk throughs Lesson Plans	DBQ Student Work Academic Coach Obsevation feedback PLC Agenda/Sign In Sheet Academic Coach Training Resources
Resources for Effective Tier I,II, III Strategies	August -May	\$300.00	Academic Coach Administration RTI Coordinator Teachers/Staff	TKES Observations PLC Share-out Sessions	PLC Agenda TKES Feedback

Highly Qualified Staff (SWP 3,5)

We will provide instruction to students at Gainesville High School by highly qualified teachers who have met the standards established by the state of Georgia. This information is verified by GCSS Human Resource Director through Professional Standards Commission (PSC). We have one teacher who is not considered highly qualified and currently holds a position in the CTAE department.

List efforts to recruit highly qualified teachers to your school.

Gainesville High School’s principal attends job fair through the University of Georgia and the University of North Georgia College and State University in order to have the opportunity to gain exposure to highly qualified candidates outside of the immediate school district. We also have strong partnerships with Brenau University, Piedmont College, and University of North Georgia College and State University as they place student teachers in our school where by we have the opportunity to observe potential candidates and offer a position if there is a hiring need.

Indirectly, recruitment efforts start with developing a strong culture within Gainesville High School because the teachers are the best source of recruitment. As teachers are employed at Gainesville High School, they will offer feedback to those seeking employment opportunities. A teacher’s perspective on school culture will be one of the first reasons to recruit or reject potential teachers.

Parent Engagement and Communication

5. Strategies to increase parental involvement in accordance with Section 1118, such as family literacy services.

We have established a parent volunteer team for around 50 parents specifically for 9th grade. These parents will help with school needs, such as being a reading sponsor for a class. This allows parents to come in and read one on one with a student. We will also host a Parent University where parents will learn about ways to help their child with academics. We will also use this opportunity to share valuable information from the Gainesville City Schools Information Guide. This is in an effort to help parents make supportive and informed college and career decisions. Counselors host 3-4 parent informational sessions during the year to focus on college and career goals, financial aid support, as well as information on dual enrollment/Move On When Ready options. These opportunities are communicated through email, twitter/facebook, school website, and phone calls home to parents.

We would like to increase our assistance for parents by adding a parent connections/engagement staff member. This paid position would hold responsibilities of coordinating parent assistance, mentoring and literacy for parents, community connections, and academic engagement.

6. Plans for assisting preschool children in the transition from early childhood programs such as Head Start, Even Start, Early Reading First, or a state-run preschool program, to local elementary school programs.

This is not a focus at Gainesville High School as we are focused on the preparation for students in the middle to high school transition.

Parent Engagement Activities	Timeline	Estimated Cost, Funding Source, and/or Resources	Person(s) Responsible	Evaluation Results	Artifacts/Evidence of Impact on Student Learning
Annual Title I Review	August	N/A <i>Funding Source?</i>	Parent Coordinator Principal		PowerPoint Presentation (English and Spanish) Sign In Sheet
Curriculum Night	October	Math and Science Supplies (\$200.00) <i>Funding Source?</i>	Parent Coordinator Dean of Instruction Principal		Agenda Sign In Sheet Presentation Materials
Parent University	July	\$2,500 for supplies/communication resources for parents (English and Spanish) <i>Funding Source?</i>	Assistant Principal of 9 th Grade Center, Academic Coach		Agenda Sign In Sheet Presentation Materials Session Agendas
8-9 Transition Meeting	March	\$150 for printed material (English and Spanish) <i>Funding Source?</i>	Assistant Principal at 9 th Grade Center, Academic Coach Principal		Agenda Sign In Sheet Presentation Materials
Learning Session on Adolescent Behavior	October	\$500 Community partnership to assist parents with common adolescent issues <i>Funding Source?</i>	Parent Coordinator		Agenda Sign In Sheet Presentation Materials

STUDENT ASSESSMENT DATA

- 7. Measures to include teachers in the decisions regarding the use of academic assessments described in Section 1111(b)(3) in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.**

Teachers are involved in decisions regarding use of academic assessments by designing common assessments, progress monitoring progression assessments, as well as creating the supporting methods to support the DBQ process. These decisions occur within weekly collaborative meetings and collaborative planning.

When state data is available for EOC Milestones assessments, the Dean of Instruction will share this information with teachers and conduct root cause analysis plans to address areas of need. This will occur after each semester. This includes the needs of our most at-risk students.

TKES evaluators will use SGP data from EOC's, progress monitoring assessments, and SLO's in summative conferences to address student growth with teachers.

- 8. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards required by Section 1111(b)(1) shall be provided with effective, timely additional assistance, which shall include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.**

To better support students who experience difficulty mastering proficient or advanced levels of academic achievement standards effective and timely additional assistance, we offer a variety of support opportunities. Extended academic support during the IF (Instructional Focus) period during the day allows the opportunity five days a week for a student to get additional support for the classroom teacher. We will be offering tutoring services after school for the four content areas. We will also give a specialized focus on students reading far below grade level by providing a reading-endorsed teacher to focus on identified causes of poor literacy skills. As students are referred for RTI services, RTI conferences with parents, an RTI coordinator, counselor, and extensive feedback from teachers will frame the extended support services the student may need.

This additional support may be creating an Individualized Learning Plan (ILP). This is developed for students who are experiencing academic and/or behavioral challenges. Teachers and counselors will be trained on Response to Intervention (RTI) and Positive Behavior Intervention Support (PBIS) which helps to identify the area of need for the student--Attendance, Behavior or Classroom Success (ABC).

To support the School Improvement goals of improved literacy and implementing progress monitoring, we will use a universal screener, common assessments, and classroom assessments to determine if the student needs support outside of Tier

1. An RTI coordinator will support teachers as well as parents in ways that we can provide the services in Tier 2 and 3 that would require support beyond the classroom instruction.

9. Coordination and integration of federal, state, and local services and programs, including programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Gainesville High School integrates federal, state, and local services and programs to provide support and assistance to students and families.

Federal programs include:

- Title I provides assistance for low-performing students, economically disadvantaged, and parent involvement
- Title II- Recruiting and retaining highly qualified
- Title III- teachers Support for English Language Acquisition Support
- College Board and ACT –fee waivers based on financial status for taking the respective tests and application fees

State programs include:

- Department of Family and Children Services
- ESOL program
- Migrant program
- Gifted program
- Pioneer RESA professional development resources

Local programs include:

- Boys and Girls Club
- Center Point program (provides mentors and counseling services for students)
- UNG Migrant Program (Provides college advisement for migrant students)SS Revolution Ministries (Provides back packs, school supplies, and food for needy students)
- Georgia Mountain Food Bank (Provides food for needy students)
- Young Life (Provides faith-based activities for selected students)
- Avita (Provides counseling services on a sliding-fee scale)
- The Boys & Girls Club of Hall County (Provides tutoring and after school activities for selected students)
- Stand Up for Kids (Provides mentoring specifically for unaccompanied youth)

- Arby's Restaurant (Annual Faculty & Staff Red Elephant Awards) - Faculty Incentive and Morale Support
- SafeTop Roofing & Remodeling (Annual Faculty & Staff Red Elephant Awards & Student of the Year Honors) - Student Incentives
- UNG (Near Peer Mentoring Program) - 9th Grade Mentoring and Support
- Tribe Transportation, GA Power, Publix, Kroger, J&J Foods, Gainesville Signs & Graphics & Hobbs Sporting Goods (Annual Decision Day) - Student
- Habitat for Humanity
- Brenau University Mentoring Program
- Junior Achievement

10. Description of how individual student assessment results and interpretation will be provided to parents.

Gainesville High Schools makes GA Milestones Individual Student Reports as well as a districtwide interpretation support letter available to parents. This information can be interpreted during parent conferences, scheduling and registration, and curriculum nights. Progress reports are sent quarterly, and report cards are sent at the end of each semester.

11. Provisions for the collection and disaggregation of data on the achievement and assessment results of students.

Currently, most teachers use Google Forms and its add-ons as a primary data system. This is used for classroom and common assessments. To increase the effectiveness of reporting timely and effective feedback as well as adjust instruction, we will utilize Title I sources to fund additional data management tools. This will support content teachers in progress monitoring as they meet weekly to discuss student results and share best practices for meeting the learning needs of each student. From a state level, the GADOE provides assessment information on student performance through assessments such as GA Milestones and ACCESS testing. AP (Advance Placement) testing results are provided by College Board.

12. Provisions to ensure that disaggregated assessment results for each category are valid and reliable.

The GA DOE state assessments such as the Milestones (EOC's) are valid and reliable testing instruments. SLO assessments are developed using a criteria table for valid and reliable assessments, and these assessments are approved by a team at the state level. When yearly data indicates a need, the SLO assessments are routinely revised for a more reliable testing instrument. Common assessments are written and adjusted as needed for validity and reliability.

13. Provisions for public reporting of disaggregated data.

The public can access Gainesville High School's assessment results in the following ways:

- GA DOE website

- Gainesville High School's website
- School Governance Council meetings
- Annual Title I Parent Meeting
- Coffee with the Principal meetings
- GCSS Board of Education meetings

DEVELOPMENT OF PLAN

- 14. Plan developed during a one-year period, unless the LEA, after considering the recommendation of its technical assistance providers, determines that less time is needed to develop and implement the schoolwide program.**

Gainesville High School's plan was developed over a one year period with continuous work and feedback from a variety of stakeholders including administration, leadership team, School Governance Council, parents, community members, and faculty review.

- 15. Plan developed with the involvement of the community to be served and individuals who will carry out the plan, including parents, students (if secondary), teachers, principals, other school staff, and pupil personnel.**

Multiple times during the year, this plan is presented to parents with help from the parent coordinator and principal to communicate and receive feedback for revision. A panel of students also review the focused areas of needs as well as the strategies to support Title I services.

- 16. Plan available to the LEA, parents, and the public.**

The Title I Plan is available to all parents in multiple ways. It is available on the GCSS district website. The parent coordinator has it for review at the annual Title I meeting. It is also available printed or electronically for parents and other stakeholders.

- 17. Plan translated, to the extent feasible, into any language that a significant percentage of the parents of participating students in the school speak as their primary language.**

The Title I Plan is available upon request in the primary language of the significant percentage of the participating students at the school. The plan and related resources is translated into Spanish during parent workshops, yearly meetings, or parent conferences.

- 18. Plan is subject to the school improvement provisions of Section 1116.**

The Title I School Improvement Plan is based on multiple assessment data resources in order to strategically plan for the needs of our students. With guidance from the District Title I team, Gainesville High School's leadership team works to ensure the provisions of Section 1116 have been met.