

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

NAME OF SCHOOL: GAINESVILLE EXPLORATION ACADEMY	
Principal: RENEE BOATRUGHT	
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: May 12, 2016	REVISION DATE: December 13, 2016	REVISION DATE:
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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: _____

Name	Position/Role	Signature
Renee Boatright	Principal	
Lesa Hartley	Assistant principal	
Dee Siphambili	counselor	
Titia Sargent	Academic Coach	
Zoe Hecht	Kindergarten teacher	
Susanne Cindea	First grade teacher	
Taylor Lee	Second grade teacher	
Jenna Jones	Third grade teacher	
Brittany Martin	Fourth grade teacher	
Charity Manomano	Fifth grade teacher	
Beth Lester	ESOL teacher	
Donna Allen	Title 1 administrator	
Mike Enright	SPED Director	
Juana Hernandez	Parent	
Ghiza Palacios	Parent	
Alejandra Sanabria	Parent	
Cristina Venegas	Parent	
Nancy Castillo	Parent Coordinator	

***PLANNING COMMITTEE MEMBERS** (SWP 8, 16) Signatures are located at the end of the 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).

Please include the needs assessment process (how are data collected [observations, surveys, interviews, student information system, etc.], who is responsible for collecting data [teachers, academic coaches, administrators, etc.], what data are collected [classroom assessment, universal screeners, statewide assessment, attendance, etc.]) and the analysis (identify patterns/trends that aid in drawing conclusions). Title I focuses on the core academic subjects. Include analysis of assessment summary in these areas to identify academic needs. Address the academic needs for the students who are most at risk of academic failure at the school and district levels. Be mindful to use multiple data sources (i.e., Milestones, SLOs, classroom assessments) that provide meaningful information about students' progress towards meeting state standards in core academic subjects. Don't forget to include migratory students

Opening its doors for the 2003-2004 school year, Gainesville Elementary, known as the Exploration Academy, is located in Gainesville, Georgia at the foothills of the Blue Ridge Mountains. It is home to approximately 1034 students. Gainesville Exploration Academy houses Kindergarten thru 5th grade students. The student population consists of 82% Latino, 8% African American, and 5% Caucasian, 4% Asian, and 1% Multiracial.

Currently, 93% of students are considered economically disadvantaged. Approximately, 5% of our student population receives special education services, and 70% of our students receive English as a Second Language/Monitored services.

We have developed our school-wide improvement plan with the participation of individuals/stakeholders who have a vested interest in carrying out the comprehensive school-wide school improvement plan. Those persons involved were administrators, teachers, staff, community, and parents. Involvement included designing and administering the parent, teacher, and student surveys, summarizing the surveys, as well as meeting monthly (School Governance Council) and weekly (Leadership Team) to discuss adaptations and changes in programs, procedures, and facilities that affect our school climate.

We have used the following assessments, procedures, or processes to obtain informational data— parent-teacher-staff-community- student surveys, questionnaires, TKES surveys, Common Benchmark Assessments, GA Milestones, GKIDS, ACCESS, Student Learning Objectives (SLOs), SRI, DIBELS, AIMS Math as well as discipline and attendance data. Our School Governance

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Council meets monthly and our grade level teams met weekly with administrators to review data, curriculum, and other school related issues. Our committees provide a vehicle for regular communication between the school administration and key school audiences.

STRENGTHS:

- Surveys and other related data have helped us reach conclusions regarding achievement. The major strengths we found (TKES Survey) for GEA were the administrator's ability to communicate a clear vision of how teaching and learning should take place as well as their active role in improving curriculum and instruction.
- Teachers and staff have **high expectations** for students. They are clearly focused on students and helping them achieve to their fullest potential. Therefore, we will continue to **use and track data to improve instruction (TKES Survey)**.
- Our staff understands clearly the expectations of their roles and how their jobs support student achievement. The instructional strategies used by teachers at GEA vary widely and are research-based to ensure that students expand and integrate their knowledge across the curriculum.
- Teachers incorporate the use of hands-on experiences in math and science. Reading/ Language Arts instruction is implemented through the use of Open Court Phonics, Guided Reading, and Developmental Spelling. Content instruction is differentiated by the blending of whole group, small- flexible groups and one-on-one instruction to ensure the success of all students. Teachers emphasize and encourage learners to use higher-order thinking skills.
- **Students understood the rules and procedures of how they were expected to behave and treat others while at school** (Student Survey).

Areas to be IMPROVED:

- Build an **Academically Challenging Environment** that increases rigor and expectations by: active engagement, collaboration, appropriate pacing of lessons, differentiated instruction, aligned/common learning goals, and students' self-regulation and ownership. (TKES)
- Make connections across content areas-**ELA and Science/ Social Studies to strengthen literacy skills** with nonfiction text -reading and writing. (GA Milestones/SLO)
- Provide a strong, solid foundation for **math through number sense and operations**. (GA Milestones/ SLO)
- **ELL and SWD** populations demonstrated a need for support to master ELA, Math, Science and Social Studies. (CCRPI)

- Increase student **use of technology to develop Literacy Skills and meet the diverse learning needs of students** as well as implementing **effective differentiated instructional strategies**. (CNA)
- **Increase communication with teachers to understand their child's needs**. (Parents)

*The **ROOT CAUSES** that we discovered for each of the needs:*

Student

- *Language barriers/ second language learners*
- *Level of English language development*
- *Acquisition of academic language*

Families

- *93% poverty level*
- *Academic background of Latino parents*

Educational Personnel:

- *Ineffective use of student assessment data to guide instruction*
- *Minimal connection between meaningful learning activities and active engagement of students*

Student Groups

We have based our plan on information about all students in the school and identified students and groups of students who are not yet achieving at state proficiency levels and district proficiency levels. This includes students who are

- Economically disadvantaged
- Student sub-groups: Black, White and Hispanic
- Students with disabilities- SWD
- Students with limited English proficiency - ELL

We have taken into account the needs of migrant children by having on staff a half-time migrant person who works with 27 migrant students in grades K-5. Migrant students are provided math and reading tutorials, as well as, assistance with clothing, medical, and dental appointments. Home visits and parent conferences are also conducted with our migrant population.

Current Achievement Data

We have reflected on current achievement data guide us in understanding the subjects and skills in which teaching and learning need to be improved. For example, ELA (reading/ Lexile levels/writing), math, science and social studies on GA Milestones (2016) continues to be an area of concern at our school, **particularly ELA and MATH- 3rd -5th grade ELA (60% at Levels 2-4); math for all students (52% at levels 2-4); SWD ELA (12.5% at Levels 2-4); English Learners for ELA (28.5% at levels 2-4) and Economically Disadvantaged for ELA (38% at levels 2-4).** The 2016 Georgia Kindergarten Inventory of Developing Skills (GKIDS) indicates that the areas of concern are ELA (writing and language) and Mathematics. ACCESS for ELL 2.0 (2016) is a large scale test for English language proficiency based on the English language development standards that form the core of the WIDA Consortium approach to instructing and assessing English language learners in grades K-12. GEA had 76% of students who took the 2016 ACCESS exam move up a performance band.

SRI- Universal Screener- Grades 3-5 Lexile level Growth			
	1st Test	2nd Test	Difference (Points)
Advanced	3%	5%	2
Proficient	12%	23%	11
Basic	27%	36%	9
Below Basic	58%	35%	-23

2016 ACCESS for ELLs 2.0						
Proficiency Level %	Kinder	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
1- Entering	49	2	1	1	4	0
2 -Emerging	13	26	11	8	1	7

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3 - Developing	15	35	40	14	5	7
4 - Expanding	5	26	35	33	27	26
5 - Bridging	12	9	11	29	47	51
6 - Reaching	4	2	1	13	15	9

CRPI Data: 2014						
Gainesville Exploration Academy: 75.5						
Achievement Points	Progress Points	Achievement Gap Points	Challenge Points			
			ED/EL/SWD Performance Points		Exceeding the Bar Points	
44.9	16.9	8	4.7		1	
			5.7			
CCRPI DATA: 2015						
Gainesville Exploration Academy: 72.2						
Achievement Points	Progress Points	Achievement Gap Points	Challenge Points			
			ED/EL/SWD Performance Points		Exceeding the Bar Points	
23.2	39.1	6.7	1.7		1.5	
			3.2			

DIBELS-Universal Screener- Percent of students at BENCHMARK level	Kinder	1st grade	2nd grade
Gainesville Exploration	58%	61%	46%

Aims Math- Universal Screener- 50th percentile and above	Kinder	1st grade	2nd grade	3rd grade
Gainesville Exploration	75%	76%	74%	73%

Writing- common assessment	Kinder	1st grade	2nd grade	3rd grade	4th grade	5th grade
Gainesville Exploration	87%	68%	55%	51%	58%	79%

2016 GA Milestones Levels 2-4			
	3rd grade	4th grade	5th grade
ELA	47%	44%	67%
Reading on/above grade level	61%	28%	57%
Math	67%	70%	65%
Science	61%	55%	67%
Social Studies	54%	73%	82%

Gainesville Exploration Academy has developed measurable **goals** to address our student’s instructional needs. Based on the analysis of current data –CCRPI and SLOs, we will focus on Balanced Literacy and Math. It is crucial that instructional gaps are identified.

Through Balanced Literacy Instruction (ELA), we will integrate text related Science and Social skills. Reading and Writing (ELA) skills will be intentional and differentiated to address individual needs. Our measurable goals are:

Improve our OVERALL CCRPI score from 72.2 to 78 by increasing the number of sub groups meeting and exceeding on the GA Milestones in ELA, math, social studies, science and writing. This will be accomplished through the following benchmark goals:

- **Increase communication with parents and the community through social media- Facebook, Twitter and the GEA website as well as Power Announcement.**
- **Increase writing achievement from 68% to 73% of students scoring at Meets/Proficient using the Write from the Beginning Rubrics.**
- **GEA student numbers (grades 3 and 5) on the remediation roster for the GA Milestones (2017) will decrease by 10% as compared to 2016 data by providing effective reading and vocabulary strategies. (Goal-37%)**
- **Increase Math achievement for grades 3-5 on the 2017 GA Milestones (level 2 and above) from 67% to 70% by providing effective intervention strategies through RTI and strengthening student's understanding of numbers sense and operations.**
- **Improve science- 70% and social studies- 75% scores on the 2017 GA Milestones (grade 5) by providing effective close reading strategies, vocabulary/language development and enrichment for all students in ELA- reading/ writing.**
- **Improve the Culture and Climate at Gainesville Exploration Academy by providing 100% of teachers with data analysis and instructional support as well as effective intervention strategies through Professional Learning Communities.**

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).

Describe strategies to be used, with specific emphasis on the lowest performing students.

We will provide opportunities for all children at GEA to meet or exceed Georgia’s proficient and advanced levels of student performance by implementing scientifically- researched-based, school-wide reform strategies. We will use the following as effective means of raising student achievement, specifically our lowest performing students:

- Cooperative groupings
- Flexible, small group reading and math instruction as well as progress monitoring
- RTI (Response to Intervention) conducted with fidelity (5 days @week)
- PBIS (Positive Behavior Intervention System) is used by all staff members to teach procedures and expectations at GEA. Students earn “Super Stomps” and “Bucks” to be used for incentives.
- Formative and Summative assessments, benchmarks and project- based tasks with feedback
- Writing instruction using Thinking Maps and Write from the Beginning incorporated into all subject areas
- Weekly grade level S.M.A.R.T. team meetings include identifying Greatest Areas of Need (GAN) and collaborative planning to address those needs
- AM/PM tutorials with students based on academic need
- Edgenuity- Advanced instruction (6th grade instructional level for 5th grade students)
- Integration of science and social studies standards into all content areas and expand Connection classes to include science, math and technology (inquiry-based)
- Beyond Questioning student response systems to provide instantaneous feedback to students, as well as Ebeam smart board system, and Google forms
- Small group math includes hands-on math activities with manipulatives to engage and motivate students (concrete learning).
- IXL Math – an online skill-based program to assist with math skills.
- Promote **character education** through a character trait of the week, citizen of the month, biblio-therapy, PBIS lessons and Project Wisdom.
- Incentives to increase attendance- monthly, quarterly and yearly

- Career Activities and lessons to prepare students for college and career readiness
- Technology devices to support and encourage active participation and 21st century learning skills
- Academic Coach and parent coordinator conducts parent workshops (math and reading) to build capacity with parents (engagement in their child's learning needs)
- Student Intern program (jobs around the school) to provide students' real life applications to connect the importance of academics to future college and career readiness success.

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

Remember to cite current or recent research

- **Strengthen the core academic program in the school**
- **Increase the amount and quality of learning time, such as providing an extended school year and before- or after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum**
- **Include strategies for meeting the educational needs of historically underserved populations**

The following are examples of **Scientifically Based Research** supporting our effective methods and instructional practices or strategies. According to Robert Marzano's What Works in Schools, educators should value and respect the diversity in our schools and community.

Educators should earn the trust and confidence of stakeholders (school board, school system staff, parents, students, and community) through timely two-way channels of communication that will strengthen parental/community ownership of the school system and their commitment to its success.

Schools should maximize each and every student's learning and eliminate achievement disparities that exist among different student groups. Researchers at McREL have identified nine instructional strategies that are most likely to improve student achievement **(including ELL, economically disadvantaged and special needs)** across all content areas and across all grade levels. These strategies are explained in the book Classroom Instruction That Works with English Language Learners by Debra Pickering and Jane Pollock (Marzano).

1. Identifying similarities and differences
2. Summarizing and note taking
3. Reinforcing effort and providing recognition
4. Homework and practice
5. Nonlinguistic representations
6. Cooperative learning
7. Setting objectives and providing feedback
8. Generating and testing hypotheses
9. Cues, questions, and advance organizers

GEA also incorporates the **Scientifically Based Research** findings of Ruby Payne, Ph.D., [A Framework for Understanding Poverty](#).

Our school-wide support system integrates the following:

1. School-wide scheduling that puts students in subgroups by skill for reading and math
2. Direct, systematic teaching of instruction and classroom skills
3. Team interventions- teachers, parents, administrators and students meet to plan interventions that are supportive and positive.
4. Daily goal setting and procedural self-talk
5. Parent training and contact
6. Teaching coping skills
7. Teaching the structure of language

Additionally, GEA also incorporates the strategies found in [Classroom Discussions: Using Math Talk to Help Students Learn](#) by Chapin, O'Conner and Anderson. Based on a four-year research project (Project Challenge) conducted by the US Department of Education, Math Talks supports language development **with ELL, Minority students and ED students**. Scaffolding students' language development as well as supporting thinking and learning is a productive avenue for classroom communication between students and teachers. Talking about math concepts and procedures causes misconceptions to surface and helps teachers to address misunderstandings. Group discussion and partner talk plays a part in helping students improve their ability to reason logically. Strategies include:

1. Turn and Talk

2. Re-voicing
3. Repeating
4. Reasoning
5. Adding on

Finally, GEA incorporates the strategies found in Teaching with Poverty in Mind and Engaging Students of Poverty by Eric Jensen. Brain-Based Education is the purposeful engagement of strategies based on principles derived from solid scientific research in social neuroscience, psycho-immunology, behavioral genetics, psychobiology, cognitive science, neuroscience and physiology. It is the application of a meaningful group of principles that represent our understanding of how our brain works in the context of education. Brain-Based Learning is simply the engagement of strategies based on body/mind/brain research that incorporates effort, behavior, cognitive capacity and attitude.

GEA's core academic programs will be strengthened through the daily use of these scientifically based research strategies as well as scaffolding language development, explicit and systematic direct instruction, graphic organizers (Thinking Maps), specific feedback and purposeful engagement in learning. These strategies build upon the academic foundations of learning that cross throughout all content areas and include motivation, vocabulary/ language development and executive functioning of the brain (retaining information).

Based on effective means to raise student achievement, with a focus on students farthest away from developing proficiency, the following actions are implemented:

- **The RTI teams meet monthly to discuss students' needs and progress.** The team creates individual goals and monitors interventions. Some of the research based interventions are Differentiated Instruction, SRA, Thinking Maps, Touch Math and Leveled Guided Reading.
- **How to Plan Differentiated Reading Instruction by McKenna/Walpole-** model of instruction to address phonics, comprehension and vocabulary needs. **Shared Reading** – classroom sets of text to expose all students to grade level text and vocabulary. **Classroom Libraries** will provide students with a variety of text (fiction and non-fiction) to engage and motivate based on individual interest.
- **Vocabulary Instruction-** students can read in and out of school time, over weekends, holidays and school breaks. Independent, Vocabulary Instruction is supported right along with reading of texts assigned by teachers. Supports higher order thinking skills, lexile levels and comprehension assessments.

- Research based Technology programs used to support remediation in reading, math, science and social studies are FreedomFlix, ScienceFlix, TrueFlix, Read Theory, Starfall More and IXL Math.
- Additional resources are *Number Talks: Helping Children to Build Mental Math and Computation Strategies* by Sherry Parrish- To address our needs in math, specifically numbers and operations, problem-solving and fluency.
- ILearn online math- provides diagnostic information and skill practice-remediation and acceleration, for students.
- **The integration of technology (individual devices) will be used to provide instant visual feedback to connect and enrich vocabulary/language development as well as tools for highlighting, annotations and comments.**

We will increase the amount and quality of learning time by targeting the students that did not meet proficiency on the GA Milestones or Universal Screeners (SLOs) by incorporating the following activities:

- Students will be chosen to participate in the after school tutorial (a partnership with the Boys and Girls Club of Hall County) program if they score below the 50th percentile on the DIBELS, SRI, or Aims Math assessments, and/or reading one year or more below grade level on guided reading benchmarks. Seventy-five of the lowest achieving students, with a focus on grades 3 – 5, will have the opportunity to participate in this program each day (Monday- Friday). They will receive targeted instruction in reading and/or math. Transportation is provided for students that participate in the Boys and Girls Club Afterschool program.
- Targeted at-risk students receive daily Am/Pm tutoring from grade-level teachers to address their reading/math skill needs.

Students will be assessed using project based tasks designed by the academic coach and grade level teachers. Grade level common assessments as well as Universal Screeners will also be used to determine student’s achievement levels and skill needs.

Additionally, we will use GA Milestones and SLO’s summative results to determine if such needs have been met and are consistent with improvement plans approved under the Elementary and Secondary Education Act of 1965 (ESEA). Students must achieve **Developing** -level 2 or higher (math, science and social studies) and **Reading on grade level or above** (ELA) on this assessment in order to be deemed successful.

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 Common Core standards in order to help students meet proficiency in Reading/ELA, Writing and Math, Familiarization of Standards-TKES (Teacher Keys Evaluation System) to improve teacher performance, and develop and implement common assessments in order to effectively differentiate instruction.
- Career Day (3rd-5th grades) -provides students with opportunities to investigate career fields as well as gain knowledge of the skills needed to compete in global society. Over thirty businesses (from the career clusters) volunteer to spend the day discussing their career fields with our students.
- Community Helpers Day- (k-2) engages students in understanding careers from a “community” perspective. Approximately twelve community helpers spend the day discussing their career with our students.
- 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.
- GEA Counselors meet with students for whole group lessons, small group lessons based on needs as well as individually to address specific concerns.
- GEA offers a Robotics Club for students in 4th and 5th grade. The Robotic Club focuses on STEM standards.
- Students are offered a morning “Homework Club” before school hours to provide assistance for students without adult support at home.
- Service Learning- Guest speakers include: Ga Power, Elachee, and Junior Achievement.
- GEA Afterschool Clubs- Teacher volunteers lead various programs to develop positive relationships with students and families as well as provide activities that students might not have access to otherwise, such as ballet, soccer, journalism, Lego builders, Math Thinkers, Art Honors, running team, cooking club, Reading Bowl, Chorus, and yearbook club.

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.**

How do you evaluate the effectiveness of the instructional programs? How will you evaluate the effectiveness of Title I services?

Gainesville Exploration Academy’s leadership team, grade-level teams and School Governance Council reviews quarterly data from universal screeners, reading benchmarks and common assessments, discipline referrals, attendance, and surveys to determine the effectiveness of our instructional programs and Title I services. We also analyze GA Milestones data and CCRPI report of student achievement to determine program effectiveness.

While our teachers are encouraged to plan field trips for academic purposes, Gainesville Exploration Academy does not use Title I Funds for these field trips.

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 also participate in professional development surveys annually. Data from the self-assessments and surveys are analyzed to determine professional development priorities and needs.

Gainesville Exploration Academy has established a partnership with the University of North Georgia, Brenau University, University of Georgia and Georgia State University to provide students that want to pursue a career in education a variety of practicum experiences. By establishing this relationship, GEA is able to gain many viable teacher candidates.

All teachers at Gainesville Exploration Academy are Highly Qualified. GEA teachers also have additional certifications:

- ESOL certified- 55
- Gifted certified- 7
- Special Education certified- 12
- Reading endorsement-22
- Math and Science endorsement- 7

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. **Professional development is directly aligned to needs identified in comprehensive needs assessment**

We will provide professional development that includes school orientation sessions that address how our school operates (lesson plans, classroom management strategies and curriculum expectations). Teachers and paraprofessionals will continue to receive job-embedded professional development in implementing the Georgia Common Core Standards, Write from the Beginning, Thinking Maps, Math Talk, Beyond Questioning training, Student Learning Objective (SLO) training, SLDS training, WIDA Standards training, W-APT training, MindSet training, STEM integration, Gary Alderman Discipline and Differentiated Instruction.

New teachers are also required to read The First Days of School by Harry Wong. Specific videotaped chapters of The First Days of School are also used for teachers who are struggling with classroom management.

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. For example, all staff members are required to receive training on the Georgia Common Core Standards and TKES (Teacher Keys Evaluation System). The academic coach and administrators will provide support and workshops on **Writing-Write from the Beginning and Thinking Maps**, **Comprehension-Document Based Questioning**, **Balanced Literacy-Guided Reading Instruction**, **Open Court Phonics**, **How to Plan Differentiated Reading Instruction (including the cross curricular integration of science and social studies)** as well as **Math-Classroom Discussions: Seeing Math Discourse in Action** and **Number Talks**.

Response to Intervention (**RTI**) and Positive Behavior Interventions and Supports (**PBIS**) 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 the root causes of our academic weaknesses-**Literacy and Math**. For example, funding for additional staffing, extended/ individualized learning times and additional instructional resources (technology

devices) as well as our Academic Coach have been allocated to assist teachers and staff with ensuring all students succeed. Our professional learning is embedded into our school day and during Teacher Work Days.

We have included teachers in professional development activities regarding the use of academic assessments and how to analyze the data. This will enable our Leadership Team and Grade level Teams to provide information on, and how-to improve, the achievement of individual students and the overall instructional program in the following ways:

- Improve communication between school and home
- Individualize instruction based on need
- Understand and appreciate diverse cultures/learners

5. Strategies to attract high-quality highly qualified teachers to high-need schools.

The strategies we will use to attract highly qualified teachers will be to provide each new teacher with a mentor as well as monthly meetings with the Induction Team to discuss concerns about their growth. The Induction Team members include our Media Specialist, Academic Coach, Teacher Mentors and Team Leaders. New teachers work closely with administrators and the Induction Team on instructional decisions and issues related to their professional growth.

Other strategies to attract highly qualified teachers include:

- Attending Job Fairs in order to gain exposure to high quality educators outside of our district.
- Job openings are posted on the Gainesville City Schools district website.
- Leadership opportunities are provided within the school and at district level.
- Teachers are included during the interview process

The following are procedures we would follow in the event of certification deficiencies:

Any certified personnel who does not hold a Clear Renewable certificate or is not Highly Qualified must have a written plan of action or a remediation plan showing how they will meet the necessary requirements set forth by PSC, Title IIA and Gainesville City School System.

At the beginning of each school year, the Human Resources Department staff reviews all newly hired and certificated employees' certification. Based on the information contained in the certificate, the non-highly qualified employee (s) discusses his/her plan of action to become highly qualified or obtain a Clear Renewable Certificate with the Principal or HR manager or Human Resources Assistant Superintendent.

The plan includes

1. Identifying teachers and paraprofessionals who are not Highly Qualified and do not hold a Clear Renewable certificate.
2. Listing on a special form the requirements needed for the teachers and paraprofessionals to become Highly Qualified and/or obtain a Clear Renewable certificate, how to accomplish the needs and the date of completion.
3. Obtaining signatures from the teachers or paraprofessionals, Principals and the Assistant Superintendent of Human Resources.
4. Documenting what remediation is needed based on the Title IIA regulations and PSC certification using the form created by the Human Resources Department.
5. Documenting how the teachers and paraprofessionals will be monitored. The Principal and Assistant Superintendent will review twice a year (once in December and May).
6. Scheduling a time for Principals to be trained on proper hiring procedures. The training will take place during the System's Administrative Retreat and/or at the Administrative Meeting during preplanning in August. Each Principal has been given a GCSS Human Resources Handbook with a section entitled "Hiring Procedures".
7. 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.
8. Notifying the Human Resources Department of any changes or moves on the "Request for Change" form created by the HR Department.

At the beginning of the school year, letters are sent home to parents of the students IF they will have a non-HiQ teacher. If the teacher does not pass the GACE, they will be placed in a co-teaching position until such time they are able to retake the test. Teachers who do not hold a Clear Renewable certificate or are not Highly Qualified by the end of the current academic year will be non-renewed.

The paraprofessionals are informed that they have until the end of the academic year to obtain their certification or HiQ status or otherwise will be moved into non-instructional positions if available or be terminated for the next school year. All paraprofessionals are certified and Highly Qualified.

We currently have 74 certified teachers on staff. We also employ 17 certified paraprofessionals.

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

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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
Teaching with Poverty in Mind	<i>Aug.- May</i>	<i>\$0</i>	<i>Administration</i>	<i>Walk throughs Lesson plans</i>	Sign in sheet Common Assessments GA Milestones/SLO
Number Talks by Sherry Parrish	<i>Aug. May</i>	<i>\$0</i>	<i>Academic coach</i>	<i>Walk throughs Lesson plans</i>	Sign in sheets Common Assessments GA Milestones/SLO
<i>How to Plan for Differentiating Instruction by Sharon Walpole and Michael McKenna Balanced Literacy using Differentiated Menus</i>	<i>Aug.- May</i>	<i>\$2000 Title One</i>	<i>Academic Coach</i>	<i>Walk throughs Lesson plans</i>	Sign in sheets Common Assessments GA Milestones/SLO

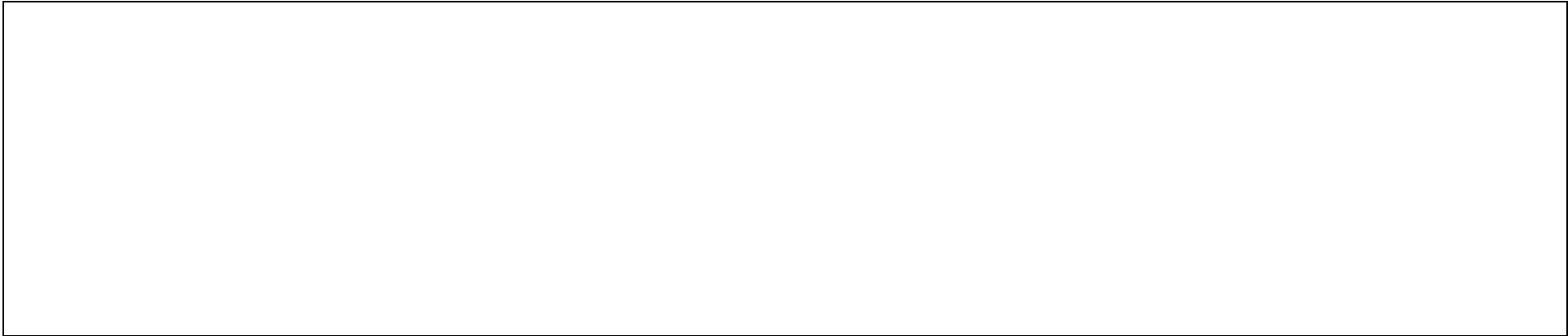
<i>TKES- Standards PLC Collaboration</i>	<i>Aug- May</i>		<i>Administration</i>	<i>Walk throughs Lesson plans</i>	Sign in Sheets
<i>Vocabulary Instruction- Balanced Literacy</i>	<i>Jan.- May</i>	<i>\$5000.00 Title One</i>	<i>Academic Coach Kristy Lopez</i>	<i>Walk throughs Lesson Plans</i>	Sign in Sheets

Highly Qualified Staff (SWP 3,5)

All courses are taught by highly qualified staff. YES _____ (Yes or No) If no, explain

List efforts to recruit highly qualified teachers to your school.

- Attending Job Fairs in order to gain exposure to high quality educators outside of our district.
- Job openings are posted on the Gainesville City Schools district website.
- Leadership opportunities are provided within the school and at district level.
- Teachers are included during the interview process



Parent Engagement and Communication

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

We have developed a parental involvement plan that includes strategies to increase parental involvement such as family literacy services, parent workshops, student/parent activity nights, PTO, volunteer activities and home/school connections. It describes how the school will provide individual student academic assessment results, including an interpretation of those results. Our comprehensive school-wide program plan is available to the LEA, parents, and the public (internet, newspaper, newsletters).

We have involved parents in the planning, reviewing, and improvement of the comprehensive school wide program plan by helping to develop the parent survey and meeting periodically with the committee to address the concerns/needs of our school. A strong commitment to involving our parents ensures high academic growth for our students. Parents are provided a

copy of the School/Parent compact and Parent Involvement Plan. GEA’s Compact and Plan are reviewed annually. Copies can also be accessed via our webpage.

Gainesville Exploration Academy incorporates a Parent Resource Room managed by our Parent Coordinator. The Parent Resource Room houses instructional materials that are available for parent checkout to support “At home learning.”

7. 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.

PreK parents will attend an orientation session in the spring at Gainesville Exploration Academy with kindergarten teachers and paraprofessionals, administrators, school counselor, nurse, and lunchroom personnel. Information will be shared concerning immunizations, Provision 2 lunch, kindergarten assessments, school handbook, school agendas, etc. PreK students who are enrolled in GCSS also visit kindergarten classrooms prior to school ending for the year. Flyers are sent home to GEA parents, Pre-K students and dispersed to daycares with the date and times for the orientation session.

Parent Engagement Activities	Timeline	Estimated Cost, Funding Source, and/or Resources	Person(s) Responsible	Evaluation Results	Artifacts/Evidence of Impact on Student Learning
<i>Annual Title One Review</i>	<i>September 20 @ 5:00 PM</i>	<i>\$0</i>	<i>Principal, Parent Coordinator</i>		<i>Parent sign in sheets</i>
<i>Curriculum Night/ Science Night</i>	<i>September 20 @ 6:00 PM</i>	<i>\$0 Hands on science supplies</i>	<i>Principal, Parent Coordinator</i>		<i>Parent sign in sheets</i>

Math Night	October 20 @ 6:00PM	\$0 Hands on Math supplies	Academic Coach, Parent Coordinator		Parent sign in sheets
Parent Camp	Jan. 26@ 6:00 Feb. 23 Mar. 16	\$2000.00 Title One funds	Academic Coach Parent Coordinator, Teachers		Parent sign in sheets
Family Fitness Night	April 27 @ 6:00 PM	\$0 5K running supplies	Admin, First Grade Teachers, Parent Coordinator		Parent sign in sheets

STUDENT ASSESSMENT DATA

8. 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.
 The ways that we include teachers in decisions regarding use of academic assessments are through the design of performance based tasks, weekly Greatest Area of Needs (GAN)/Collaborative meetings, collaborative planning, creating common assessments and monthly meetings to discuss Response to Intervention of individual students as well as looking at student work/exemplars.
 Administrators also conduct a workshop on standardized test interpretation for teachers in the fall and spring. The ESOL teachers conduct a workshop on how to read and interpret ACCESS scores. Administrators and the Academic Coach work closely with staff members as they analyze student data **(PLCs)**.

9. 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

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ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

Describe the additional academic support students are provided on a regular basis throughout the year based on their specific individual needs.

We are providing students who experience difficulty mastering proficient or advanced levels of academic achievement standards effective and timely additional assistance. Activities such as AM/PM tutorials, afterschool tutorials for math and reading, RTI conferences with parents and administrators, effective feedback and commentary, the development of Individualized Learning Plans, and in the community through Comprehensive Learning Supports Network help to ensure that students are provided additional assistance when needed.

An Individualized Learning Plan (**ILP**) is developed for students who are experiencing academic and/or behavioral challenges. A teacher led parent conference details what the school will do to help the student, ways the parent can assist the student at home, as well as additional services that is available to the student at school. Teachers are 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**).

Our RTI Team analyzes data from universal screeners, common assessments and other data to collaboratively plan interventions for students identified as Tier 2 or Tier 3. During the RTI Team meetings, the team reviews and tracks data, shares strategies and ideas, modifies interventions, as well as discuss successes. Students that show little progress at Tier 3 will be referred to the Student Support Team (SST). The SST committee consists of the School Psychologist, Assistant Principal, teacher, social worker and parents to identify an intensive intervention approach.

In addressing our school improvement goals, teachers work in grade level data teams to analyze literacy (reading and writing across content areas) and math goals. They collaborate on effective strategies to enhance instruction and to meet the needs of struggling learners as well a challenge our high performing learners.

10. 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.

The following are our listing of federal, state, and local services and programs and a full explanation of how we are coordinating and integrating those services and program. In coordination with these programs, Title One funds are utilized to fund class size reduction teachers.

The **Federal** Programs include:

- Migrant services offer summer tutorials, school/clothing needs and individual student tutorials.
- English to Speakers of Other Languages offer language acquisition strategies as well as cultural awareness- Title 3
- Provision 2 meals feed children whose parents meet qualifications insuring that no child goes hungry.
- 21st Century Grant to provide afterschool tutorials and enrichment classes
- Title I provides assistance for Economically disadvantaged students and parental involvement
- Fruit and Vegetable Program provides a fruit or vegetable daily to students as a snack
- Title 2A – Quality Teachers

The **State** programs include:

- Department of Family and Children Services which monitor the safety and well-being of Georgia children.
- ESOL program
- Parent Involvement Program coordinates educational tutorial and other needs of identified families
- EIP- Early Intervention Program provides reading and math support to at-risk students.
- Solutions for Growth Counseling provides private counseling for students
- Gainesville Community Service Center and AVITA provides private family counseling services
- Pioneer RESA sponsored teacher resources and GYSTC
- Migrant program
- Gifted program

The **Local** programs include:

- Boys and Girls Club afterschool program—21st Century Grant
- Partners in Education-student incentives for achievement from Pizza Hut, Six Flags, and the Atlanta Braves

- The system-wide Benchmark Assessment ensures that all CCGPS requirements have been taught for appropriate grade levels.
- 21st Century Afterschool grant provides funding for afterschool programs- Boys and Girls Club
- Center Point mentoring provides mentors for students who are at-risk and counseling services.
- Art Honors Class afterschool program
- Elachee Nature and Science Center provides instruction related to our science standards for various grade levels
- Humane Society provides information on safety/caring for animals to kindergarteners
- Kiwanis Club provides dictionaries to our 3rd Graders
- McDonald's provided character development to students on bullying
- Quinlan Art Center provided scholarships to students for Art Camp and Youth Art Month exhibit.
- Brenau University hosted the 5th Grade Honors Chorus
- Fiesta Taxi Co. -free rides to for parent-teacher conferences
- Gainesville Fire Dept. provides fire safety info to kinder students
- 9th district housing development program.
- Junior Achievement
- United Way of Hall County
- Community Food Pantries provides free food to needy families
- America's Best Eyeglasses -free eye glasses to needy families
- Good News at Noon provides food, afterschool tutoring, and clothing to needy families
- Georgia Power provided a STEM presentation for grades 3rd 5.
- Back Pack Love
- Safe Kids
- Feeding our Future
- Career Day and Community Helpers' Day
- Give Kids a Smile
- Hall County Sheriff's Department Gang Task Force (Gang and drug awareness) and ADVANCE program

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

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Who interprets assessment results for parents? How are parents notified that this service is available?

Gainesville Exploration Academy uses formative assessments daily during class instruction. This allows the teacher to determine student or class strengths and weaknesses and to plan for instruction. Student assessment results are provided to parents in writing attached to their child's agenda, discussed during parent conferences and via parent phone calls. Report cards are shared with parents every nine weeks and at the end of the year. Report cards are translated in Spanish as well. Parents can also receive assessment results and interpretations during parent conferences and/or Curriculum Night.

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

Gainesville Exploration Academy also utilizes Google Forms, SRI, DIBELS and Aims Math as primary data systems. This provides teachers with timely feedback in regards to student performance on quarterly benchmarks. Teams of teachers design common benchmarks and project-based tasks. Grade level teams meet weekly to discuss results and share best practices to ensure that no student is overlooked. The GADOE provides critical information to schools on student performance. Assessment data is collected from GKIDS, GA Milestones and ACCESS.

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

The GADOE State Assessments are valid and reliable testing instruments. SRI, DIBELS and Aims Math assessments utilize a psychometric/MetaMetric system that provides reliable and valid studies as well.

14. Provisions for public reporting of disaggregated data.

Are results posted to the school's website. Describe how parents are notified that results are posted. Be mindful to inform parents who don't have Internet access how results are available for their review.

The public can access GEA's assessment results in several ways such as:

- *GA DOE website*
- *GEA's website*
- *School Governance Council meetings*

- *Annual Title One parent meeting*
- *Principal's Newsletter*
- *Parent workshops*
- PTO meetings
- GCSS Board of Education Meetings

DEVELOPMENT OF PLAN

15. 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.

Plan should be reviewed and updated as necessary throughout the year.

Gainesville Exploration Academy's plan was developed during a one-year period 2016-2017. The Leadership Team, School Governance Board, parents, stakeholders and faculty review and will update the plan throughout the year.

16. 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.

Be mindful to provide all parents and staff the opportunity to provide input into school improvement plans. Do not limit to governance council or leadership teams.

The following stakeholders were involved in the development of the Title I School Improvement Plan: teachers, administrators, paraprofessionals, other school staff, parents, and community members as well as our School Governance Council and Leadership Team. Parents are given the opportunity to provide feedback and suggestions – online, verbal and/or written.

17. Plan available to the LEA, parents, and the public.

Plan must be submitted to Director of State/Federal Accountability for review and approval. Upon approval plan must be made available to ALL parents.

A copy of the Title I School Improvement Plan is available on the school's website and eBoard. A hard copy is on file at the school and GCSS Board of Education office. A copy is available during our Annual Title One Night and upon request for parents and the community.

18. 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 One School Improvement Plan is available upon request in the primary language of the significant percentage of parents of participating students at the school. The Title One School Improvement Plan is translated into Spanish during parent workshops and for planning committees.

19. Plan is subject to the school improvement provisions of Section 1116.
Our Title I School Improvement Plan is based on the needs of our students as determined through our assessment data. Our Leadership team works with the District Title 1 team to ensure the provisions of Section 1116 have been met.

Prioritized Needs	Data Sources	Participants Involved	Communication to Parents and Stakeholders
<p>(Based on information from multiple data sources, what has been determined to be the greatest area of need [by grade level or content area])</p> <p>Balanced Literacy (M) Focus on SWD/ ELL</p>	<p>(Classroom Assessments, Course Pass Rate, Local Assessments, Statewide Assessments, etc.)</p> <p>SRI, DIBELS, GEA quarterly writing assessment, Guided Reading Benchmarks, Common Assessments, Informal Decoding Inventory, GA Milestones,</p>	<p>(Teachers, Students, Parents, Administrators, etc. Describe in narrative how each participant is held accountable)</p> <p>K-5 students, parents, teachers and staff, Academic Coach, Counselor and Administration</p>	<p>(Ensure that communication methods consider ALL parents, especially those who do not have access to technology or transportation or those who are not on School Governance Teams)</p> <ul style="list-style-type: none"> ● Parent workshops ● GEA website ● Newsletters ● School Governance Council

	ACCESS, GKIDS, ReadTheory and progress monitoring		<ul style="list-style-type: none"> ● Facebook /Twitter ● Conferences
Math Literacy (N) Focus on SWD/ELL	Aims Math, Common Assessments, GA Milestones, GKIDS, progress monitoring	K-5 students, parents, teachers and staff, Academic Coach, Counselor and Administration	<ul style="list-style-type: none"> ● Parent workshops ● GEA website ● Newsletters ● School Governance Council ● Facebook /Twitter ● Conferences
PLC/ GANs (T)	ABC (Attendance, Behavior and Classroom Success) data, TKES data, vertical collaboration, RTI data	K-5 students, parents, teachers and staff, Academic Coach, Counselor and Administration	<ul style="list-style-type: none"> ● Strategies/ ideas ● Parent workshops ● Parent information packets ● Procedure videos ● Conferences

SMART GOAL #1:

GOAL AREA 2: HIGH QUALITY INSTRUCTION WITH EQUITY OF ACCESS FOR ALL STUDENTS

M. Utilize research-based strategies to promote Literacy

GEA student numbers (grades 3 and 5) on the remediation roster for the GA Milestones (2017) will decrease by 10% as compared to 2016 data.

Georgia School Performance Standards	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
			Artifacts	Evidence		
CS-2 CS-3 IS-4 IS-6	ALL	Implementation of Striving Readers' Model/Strategies- Differentiated Reading Instruction for All Students <ul style="list-style-type: none"> ● Differentiation Menus ● Depth of Knowledge 	Lesson plans, Quarterly data- SRI, DIBELS, Reading Benchmark	School Leaders Demonstrate: Training for teachers Teachers Demonstrate: Fidelity of implementation; 70% of students will be reading on or above grade	Observation checklist from Striving Readers;	Shared Reading literature: \$8,000 Striving Readers Notebooks for teachers: \$1000.00

				<p>level</p> <p>Students Demonstrate: Lexile Level Growth; On grade level reading</p>		<p>Classroom Libraries: \$47,000.000</p> <p>Differentiation Menus: \$3,000.00</p>
CS-3 IS-6	ALL	<p>Professional Development: Effective implementation of Balanced Literacy to include: Reading, Writing, Science and Social</p> <p>Increase the use of technology in the classroom to provide students access to visuals, research opportunities and project based activities to build vocabulary and language development.</p>	<p>Lesson Plans, Sign in Sheets,</p> <p>Quarterly data- SRI, DIBELS, Reading Benchmark, Common assessments for science and social studies</p>	<p>School Leaders Demonstrate: Training for teachers</p> <p>Teachers Demonstrate: Fidelity of implementation; 70% of students will be reading on or above grade level</p> <p>85% Science/ Social Studies Assessments</p> <p>Students Demonstrate: Lexile Level Growth; On grade level reading</p>	<p>Observations; integration of science and social studies -</p>	<p>Subs: \$2500.00</p> <p>Chromebooks: \$90,000</p> <p>MyOn- online library: \$7,000</p>

IS-5 IS-9	ALL ELL SWD	RTI and Progress Monitoring of students for ELA/ Reading <ul style="list-style-type: none"> ● Provide interventions based on each child's individual skill deficits through Response to Interventions ● Flexible grouping based on student need ● Provide data based on sub-groups 	RTI document ation	School Leaders Demonstrate: Training for teachers; Monthly meetings with RTI team Teachers Demonstrate: Fidelity of implementation; Monthly meetings with RTI team Students Demonstrate: Lexile Level Growth	GAN Collaboration Meetings	
IS-7 AS-5 PLS-1	ALL	Provide professional development for grades k-5 on effective writing strategies; Collaborative grading of quarterly writing; Teachers will give specific feedback to students: Grow and Glows	Quarterly writing scores	School Leaders Demonstrate: Training for teachers Teachers Demonstrate: Fidelity of implementation; 73% of students will score at meets or above on Writing Rubric by the end of the year.		

				Students Demonstrate: Score at Meets or higher on Writing Rubric; writing growth scores		
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SMART GOAL #2:						
GOAL AREA 2: HIGH QUALITY INSTRUCTION WITH EQUITY OF ACCESS FOR ALL STUDENTS						
N. Utilize research-based practices to promote quality mathematics instruction.						
Increase Math achievement for grades 3-5 on the 2017 GA Milestones (level 2 and above) from 52% to 60%						
Georgia School Performance Standards	Student Group- All or sub group	Action/Strategies	Evaluation of Implementation and Impact on Student Learning		Monitoring Actions of Implementation	Estimated Cost, Funding source, and/or Resources
			Artifacts	Evidence		

<p>PLS-1 PLS-6</p>	<p>ALL</p>	<p>Professional Development: Number Talks- Mental Math, number sense and operations</p>	<p>Lesson plans, Quarterly data- Aims Web, Common Assessment , Envision GA Milestones</p>	<p>School Leaders Demonstrate: Training for teachers Teachers Demonstrate: Fidelity of implementation; Math Fact Fluency- POP 60% of grade level Students Demonstrate: On grade level or growth</p>	<p>Observation; TKES feedback</p>	<p>Number Talks: \$0</p>
<p>IS-5 IS-7 IS-9</p>	<p>ALL ELL SWD</p>	<p>RTI and Progress Monitoring of students for math</p> <ul style="list-style-type: none"> ● Provide interventions based on each child's individual skill deficits through Response to Interventions ● Flexible grouping based on student need ● Provide data based on sub-groups- black, white, ELL and SWD 	<p>RTI documents Quarterly data- Aims Web, Common Assessment , Envision GA Milestones</p>	<p>School Leaders Demonstrate: Training for teachers Teachers Demonstrate: Fidelity of implementation; student growth 80% of students will score at proficient on common assessments</p>	<p>Observations; Monthly RTI meetings;</p>	

				Students Demonstrate: On grade level achievement		
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<p>SMART GOAL #3: District GOAL AREA 3: PEOPLE WITH A SHARED PURPOSE AND COLLABORATIVE CULTURE T. Utilize collaborative planning to facilitate the development and continuation of Professional Learning Communities and enhance vertical articulation.</p> <p>Improve the Culture and Climate at Gainesville Exploration Academy by providing 100% of teachers with data analysis and instructional support as well as effective intervention strategies through Professional Learning Communities.</p>						
Georgi a Schoo l Perfo rman ce St an da rd	Student Group- All or sub group	Action/Strategies	Evaluation of Implementation and Impact on Student Learning		Monitoring Actions of Implementatio n	Estimated Cost, Funding source, and/or Resources
			Artifacts	Evidence		

s						
LS-4 LS-5 LS-7 LS-8 POS-1	ALL	Support: Continuous training of the TKES standards and expectations- Academically Challenging Environment and Assessment Uses <ul style="list-style-type: none"> ● Address barriers to teacher performances ● Provide support and feedback for teachers 	Lesson plans, Quarterly data- Aims Web, Common Assessment , Envision GA Milestones TKES- Formative/ and summative	School Leaders Demonstrate: Training for teachers Teachers Demonstrate: Level 3 Students Demonstrate: engagement	Observation; TKES feedback; GAN meetings;	TKES platform; Video Library of teaching clips
PLS-2 PLS-3 PLS-6 POS-2 AS-4	ALL	PLC's: <ul style="list-style-type: none"> ● Weekly GAN Meetings to discuss data, student performance and alignment of common assessments to standards ● Weekly Leadership Team meetings ● Monthly Gifted Team meetings ● Monthly ESOL Team 	GA Standards Quarterly data- Aims Web, Common Assessment , Envision GA Milestones	School Leads Demonstrate: Effective strategies and or support for teachers. Teachers Demonstrate: Effective strategies for remediation and enrichment for students based on data	Observations; Participation and feedback	ABC data- Attendance, Behavior and Classroom Success

		meetings <ul style="list-style-type: none"> ● Monthly School Governance Council Meetings 		Students Demonstrate: On grade level achievement		
LS-2 SCS-1	ALL	Implementing PBIS effectively <ul style="list-style-type: none"> ● PBIS team meetings ● District Coach meetings 	Discipline data	School Leaders Demonstrate: Consistent school wide processes Teachers Demo: Class expectations- 4 Rs Students Demo: PBIS expectations	Observations; Checklists	Reduction in discipline referrals

