GAINESVILLE CITY SCHOOLS 2026 - 2027

Schoolwide School Improvement Plan-Consolidating Funds

District Name	Gainesville City Schools	School Name	Gainesville High School	Fiscal Year	2026 - 2027

Comprehensive Needs Assessment

Describe the process/es and data sources used in conducting the school's comprehensive needs assessment: A thorough review of data was conducted on a monthly basis throughout the 2025-2026 school year in order to create a comprehensive needs assessment. This needs assessment took into account information on the academic achievement of students in relation to the challenging State academic standards, particularly the needs of those students who are failing or are at-risk of failing. Data sources that were analyzed included universal screeners, state assessments (ACCESS, GKIDS and GA Milestones), SAEBRS SEL survey, behavioral information from Educators' Handbook, grades, attendance logs, surveys, and other feedback from faculty, students, parents, and community stakeholders. The needs of the following groups were considered: students from economically disadvantaged backgrounds, English Learners, migratory students and families, students with disabilities, immigrants, gifted, and students from a variety of demographic subgroups. The professional learning needs of staff members (including mentors for new staff members) in order to help support the needs of these students and families were also considered. This comprehensive needs assessment process culminated in a two-day district retreat in May of 2026, during which district and school staff worked with a variety of stakeholders in order to develop an initial draft of the schoolwide improvement plan, including reform strategies for addressing identified needs.

List Identified Needs:

- **Increase student attendance and reduce chronic absenteeism.**
- **Provide targeted support for students affected by mobility and transiency.**
- **Reduce and eliminate significant achievement gaps in mathematics.**
- **Strengthen support for students entering 9th grade who are reading below grade level.**
- **Expand and enhance opportunities for meaningful parent and family engagement.**
- **Deliver school-wide professional learning focused on effective instructional strategies for English Language Learners (ELLs).**
- **Promote distributed leadership opportunities to support staff development, growth, and retention.**
- **Provide additional academic and behavioral interventions for English Language Learners, students with disabilities, and migrant students (Priority for Service and non-Priority for Service).**
- **Strengthen integrated ESOL services to support language development and academic success.**

Schoolwide Plan Development: The schoolwide plan has been developed during a 1-year period. It was developed with the involvement of parents, teachers, school and district administrators, paraprofessional, the academic coach, counselor, post-secondary providers, and community partners such as Boys and Girls Club. We look forward to more opportunities to collaborate with our community partners in the future. The plan will remain in effect for the 2026-2027 school year and will be monitored quarterly during principal meetings, Consolidated Funds Quarterly Reviews, and School Governance Council meetings. The plan will be revised as necessary in order to ensure that all students are provided the opportunity to meet the challenging State academic standards. The simplified format of the schoolwide reform strategies, as detailed in the following section, is designed to be available and clearly understandable to a variety of stakeholders.

District Goal #1	By June 2027, increase achievement on state assessments in the area of ELA by 3 percentage points.
School Subgoal #1	Elevate the quality and consistency of Tier 1 instruction by embedding district-revised **High-Leverage Practices (HLPs)** into the collaborative planning process. Focus will be placed on intensifying student engagement strategies and aligning daily instructional rigor with the depth of the state standards. By June 2027, Gainesville High School will enhance targeted **linguistic interventions** to increase the ESOL (English to Speakers of Other Languages) program exit rate from **5.9%** to **8.0%**, measured by student performance on the ACCESS for ELLs assessment. By June 2027, Gainesville High School will embed disciplinary literacy skills across all content areas. Through cross-curricular reading and writing strategies, faculty will ensure that all students can analyze multi-modal texts, cite textual evidence, and effectively use the Claims-Evidence-Reasoning (CER) framework.
District Goal #2	By June 2027, increase achievement on state assessments in the area of Math by 3 percentage points.
School Subgoal #2	Elevate the quality and consistency of Tier 1 instruction by embedding district-revised High-Leverage Practices (HLPs) into the collaborative planning process. Focus will be placed on intensifying student engagement strategies and aligning daily instructional rigor with the depth of the state standards. Algebra concepts and connections instructional team will fully implement and utilize the Math Learning plans provided by the GA Department of Education (GaDOE). This instructional framework will ensure the 9th-grade math instruction is strictly aligned to state-level rigor, pacing, and academic expectations By June 2027, Gainesville High School will embed disciplinary literacy skills across all content areas. Through cross-curricular reading and writing strategies, faculty will ensure that all students can analyze multi-modal texts, cite textual evidence, and effectively use the Claims-Evidence-Reasoning (CER) framework.
District Goal #3	By June 2027, increase the percentage of students on track to graduate by 2% points at the high school level and decrease the percentage of students in Tiers 2 and 3 by 2 percentage points.

School Subgoal #3	By June 2027, Gainesville High School will improve school-wide ADA (Average Daily Attendance) metrics by shifting student absenteeism percentages into lower-tiered brackets. **Projected Attendance Targets (Attainable Growth for 2027)** ● **Tier 1 (0–4 Days Absent):** Increase from **40.48%** to **45.00%** *(Moving more students into the ideal attendance bracket)* ● **Tier 2 (5–9 Days Absent):** Maintain or compress from **27.30%** to **26.00%** ● **Tier 3 (10–14 Days Absent):** Decrease from **15.75%** to **14.50%** ● **Chronic Absenteeism (15+ Days Absent):** Decrease from **16.47%** to **14.50%** *(A realistic ~12% reduction in severe chronic absenteeism)* By June 2027, administration and faculty will refine and systematically implement Tier 2 and Tier 3 behavior interventions. By actively engaging additional stakeholders—including parents, community mentors, and student support teams—GHS will reduce overall disciplinary infractions. **Projected Discipline Reduction Targets** ● **Major Office Discipline Referrals (ODRs):** Decrease from 399 referrals (May 2026) to **340 or fewer** *(A realistic 15% reduction)* ● **Minor Disciplinary Referrals:** Decrease from 1,019 referrals (May 2026) to **900 or fewer** *(An achievable 11% reduction via early-stage classroom interventions)* By June 2027, Implement EngageNY curriculum resources along with DESMOS GA in the freshmen seminar class and study skills for upper level students to provide targeted, multi-tiered support in ELA and Math, ensuring the most vulnerable students receive the strategic and intensive intervention necessary to support student achievement and address gaps. Students in the Freshman Seminar class will show growth from BOY benchmark to EOY benchmark.

School Improvement Actions (Aligned to Subgoal)	Assessments, Resources, & Materials	Timeline	Methods of Evaluation	Funding Sources	Person(s) Responsible

1	Subgoal: 1 Building on the established literacy framework, the school will deepen implementation by monitoring instructional fidelity, analyzing student literacy data, and refining instructional practices based on identified needs. Through continued professional learning, collaborative planning, targeted interventions, and strategic use of instructional resources, the school will strengthen reading and writing achievement and increase literacy growth for all student groups.	• Professional learning on High-Leverage Practices (HLPs), linguistic supports, and content-specific literacy strategies. • Ongoing professional learning focused on implementation of the new ELA standards. • Substitute coverage and staff stipends to support professional learning and extended responsibilities. • CommonLit 360 to support literacy remediation, enrichment, and differentiated instruction. • Progress Learning to support standards-based instruction, intervention, and assessment. • Media center book collections to expand access to literacy resources. • Bilingual books and resources to support multilingual learners and family engagement. • Media center supplies to enhance literacy-focused learning opportunities. • DRC Beacon • Engaged NY Curriculum	**July 2026 - May 2027**	• ELEVATE system implementation, including coaching cycles, PLCs, EOCs, and quarterly data reviews. • Student performance data from formative and summative assessments • Training agendas and professional learning documentation • Purchase orders and budgeting records • Software usage data and engagement reports • End-of-Course (EOC) proficiency reports • Monitoring schedule for student writing development • Consolidated Funds (CF) quarterly data review reports	***Consolidated Funds*** ***District Funds (Progress Learning)***	• Principal • (Nick Scheman) • ELA Department Chair • Assistant Principal • PLC Leads

School Improvement Actions (Aligned to Subgoal)		Assessments, Resources, & Materials	Timeline	Methods of Evaluation	Funding Sources	Person(s) Responsible
2	Subgoal 1 and 2 Provide ongoing professional learning for Math and ELA teachers that deepens their understanding of learning standards and strengthens their ability to deconstruct standards into clear, actionable learning targets. Support educators in designing and implementing high-quality common assessments that accurately measure student mastery and are fully aligned to instructional priorities. In addition, strengthen collaborative planning practices to ensure consistency in assessment design, instructional rigor, and expectations across classrooms and grade levels.	• Math learning plans to support structured instruction and student skill development. • Instructional software to provide targeted remediation and enrichment opportunities. • Expanded text resources, including young adult literature and L1/native language texts. • English Learner–specific instructional materials to support language development. • Mentorship program for new teachers to strengthen onboarding and instructional practice. • Word-to-word dictionaries to support multilingual learners. • Professional learning materials, and PLCs including ESOL strategy workbooks and WIDA Standards resources. • Stipends for the department leads to support instructional leadership and collaboration. • Summer curriculum pacing and planning Summer 2026 (core contents) - Stipends for voluntary participants • Summer planning for specific contents to plan for upcoming year and standards. • Provide school wide PL to focus on HLPs in the fall of 2026.	**July 2026 - May 2027**	• ELEVATE system implementation to support instructional improvement and monitoring • Coaching cycles to strengthen teacher practice and feedback • Professional Learning Communities (PLCs) to support collaboration and instructional alignment • End-of-Course (EOC) assessments to measure student mastery • Quarterly data reviews to analyze progress and inform instruction • CommonLit use and PD	***Consolidated Funds***	• Professional Learning Communities (PLCs) • Administration team • Dr. Price

3	Subgoals: 1, 2, 3 Building on the established foundation of a data-driven Multi-Tiered System of Supports (MTSS), continue to refine and strengthen the system by consistently integrating literacy, mathematics achievement, attendance, and behavior data to proactively identify student needs and deliver timely, targeted interventions. Sustain and improve the effectiveness of supports across all tiers to better meet the needs of all student subgroups, including Economically Disadvantaged students, English Learners, Students with Disabilities, Migrant students (PFS and non-PFS), McKinney-Vento students, and Gifted students, with the ongoing goal of increasing the four-year graduation rate.	● Flexible scheduling to support students as needed (PFS and non-PFS) ● Specifically in ESOL and SPed) (Grades 6–12), ESOL lead teachers, and Special Education lead teachers to provide targeted support for staff and students ● Professional learning for teachers, including effective grading practices ● Substitute coverage to support teacher participation in professional learning ● CommonLit software to expand literacy-focused instruction, benchmark assessments, and standards-based data analysis ● Extended learning time opportunities, including after-school tutoring. ● Summer School for credit recovery ● Summer Leadership Summit to strengthen leadership capacity and instructional practice ● Attendance Matters Campaign - PBIS Attendance Incentives	**July 2026 - May 2027**	● Ensure students are appropriately scheduled to support academic success and access to required courses ● Weeks 3–6: Develop a student watchlist identifying those needing support (attendance, grades, behavior, etc.) and create intervention referrals and action plans. ● Weeks 9–12: Monitor progress of intervention plans, review grades and attendance, and adjust supports as needed ● Week 15: Conduct a comprehensive student progress check to evaluate academic and behavioral growth ● December 2026: Analyze end-of-semester results to assess overall student performance and intervention effectiveness	**Consolidated Funds** **District Funds**	● Principal ● Assistant Principals ● HUB Director ● MTSS Lead ● Content Leads

School Improvement Actions (Aligned to Subgoal)	Assessments, Resources, & Materials	Timeline	Methods of Evaluation	Funding Sources	Person(s) Responsible
			• January 2027: Repeat monitoring and intervention cycle to continue supporting student progress • Consolidated Funds data review • Otus data software reports and analytics • Master schedule documentation • Team meeting minutes • Personalized Learning Plan (PLP) logs • Professional Learning Community (PLC) agendas • Student performance data (formative and summative assessments) • School social worker (SSW) juvenile court referral data • GaLEADS Documentation		

School Improvement Actions (Aligned to Subgoal)		Assessments, Resources, & Materials	Timeline	Methods of Evaluation	Funding Sources	Person(s) Responsible
4	Subgoal: 1, 2, 3 Strengthen communication systems and practices to ensure greater accessibility and engagement for all parents, guardians, families, and community stakeholders, leading to improved attendance and participation in school-wide events.	• Translation services (LanguageLine, Translatelive, and other interpreter/translator support tools) • Digital newsletters to improve timely communication with families. Parent meetings to increase engagement and two-way communication: Partnering for Success (Oct / March) • Transition activities for each cohort, including support for rising freshmen • Parent and family mailers / electronic communication to share important updates and information • Staffing and supplies at the Family Hub to support student and family needs beyond academics • Refreshments and materials for parent engagement events • Stipends for grade-level leads to support parent and student engagement efforts	**July 2026 - May 2027**	• Sign-in sheets for parent and family engagement events • Meeting agendas documenting topics and discussions • Payroll records for funded parent engagement activities and stipends • Parent input and feedback data • Title I Fall and Spring meeting documentation • Parent and Family Engagement Policy and School-Parent Compact documents	***Consolidated Funds***	• Principal • APs • School counselors • Parent liaison • The HUB

5	Subgoal: 1, 2, 3 Continue to refine the full implementation of the school-wide Positive Behavioral Interventions and Supports (PBIS) framework by using data analysis to inform decision-making, applying evidence-based behavioral interventions, and sustaining data-informed practices that promote a positive and supportive learning environment for all students and staff.	• Digital newsletter to keep parents, students, and faculty informed of school initiatives • Trauma-informed professional learning for staff • New teacher mentor program to support induction and retention • PBIS training to strengthen school-wide behavior supports • Paraprofessionals to support all students academically and behaviorally • Professional learning for teachers of students with disabilities (SWD), focusing on both academic and behavioral supports • Academic support coach for off-track and at-risk students (academic intervention with behavioral support components as needed) • Parent coordinator to strengthen family engagement and communication • Staff and supplies at the HUB to support students with non-academic needs • Youth Mental Health First Aid training for staff • Substitutes, stipends, and travel to support professional learning participation • McKinney-Vento training to support students experiencing homelessness • Character Strong Implementation	**July 2026 - May 2027**	• Professional Learning (PL) agendas • Student performance data • Staff PBIS training agendas • Purchase orders • Big Red Rewards program documentation • Student Success Room records and usage data • Intake forms • School climate rating data • Job descriptions • Social-Emotional Learning (SEL) survey data	***Consolidated Funds*** ***District Funds (because of SEL Survey/ SAEBRS)***	• Principal • Assistant Principals • Department Chairs • HUB Coordinator • Mentorship Coordinator

School Improvement Actions (Aligned to Subgoal)		Assessments, Resources, & Materials	Timeline	Methods of Evaluation	Funding Sources	Person(s) Responsible
6	Subgoal: 1, 2, 3 Strengthen and expand student engagement in extracurricular and co-curricular activities while increasing participation across all programs. In addition, significantly increase the number of students who successfully complete their selected pathway programs, ensuring they are better prepared with the acad emic, technical, and employability skills needed for post-secondary success.	• Club sponsors to support student clubs and extracurricular activities • Field trips to provide experiential learning opportunities • Activity bus transportation for after-school student participation • Career, Technical, and Agricultural Education (CTAE) supplies to support instructional programs • PLC time for advisement to strengthen student support and planning • YouScience implementation and communication to support career exploration and readiness • Workforce Development (WFD) and employability skills instruction • Career awareness and exploration activities to support postsecondary readiness • Character Strong Advisement monthly • Provide information through advisement for ways to get involved.	**July 2026 - May 2027**	• Payroll records supporting club, activity, and supplemental staff • Graduation rate data and monitoring reports • Pathway Completers Report for career and technical education programs • Rosters of students participating in each club and extracurricular activity • Advanced Academics initiatives and agendas (AP, DE, WBL)	***Consolidated Funds***	• Principal • Assistant Principals • Instructional Coaches • Club Sponsors • CTAE Director (CTAE & Workforce Development)

School Improvement Actions (Aligned to Subgoal)		Assessments, Resources, & Materials	Timeline	Methods of Evaluation	Funding Sources	Person(s) Responsible

ESSA Requirements: The school will use and implement effective parent and family engagement strategies under Section 1116, Section 1112 (b)(7), and Section 1112E(3)(C) by:

- Involving parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under Title I, Part A, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan.
- Updating the school parent and family engagement policy periodically to meet the changing needs of parents and the school, distribute it to the parents of participating children, and make the parent and family engagement policy available to the local community.
- Providing full opportunities, to the extent practicable, for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under Section 1111 of the ESSA in an understandable and uniform format, including alternative formats upon request and, to the extent practicable, in a language parents understand.
- Being governed by the following statutory definition of parent and family engagement and by carrying out programs, activities, and procedures in accordance with this definition:

Parent and Family Engagement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring:

(A) Parents play an integral role in assisting their child's learning
(B) Parents are encouraged to be actively involved in their child's education at school
(C) Parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child
(D) Other activities are carried out, such as those described in Section 1116 of the ESSA

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