

Additional Mandatory Title I Descriptions

Please include in the space below the following descriptions mandated by NCLB legislation. If the SSD has already included any of the descriptions, they do not need to be provided again here; please indicate the page number or section of the Plan where this information is included.

Please provide a general description of the nature of the programs to be conducted by the SSD under Sections 1114, "Schoolwide Programs," and/or Section 1115, "Targeted Assistance Schools." All ten of the required components must be addressed. (For more information on Schoolwide, please go to <http://www.cde.ca.gov/sp/sw/rt/>; for Targeted Assistance go to <http://www.cde.ca.gov/sp/sw/rt/tasinfo.asp>).

	Description of how the SSD is meeting or plans to meet this requirement:
For schoolwide programs (SWP), describe how the SSD will bring together all resources to upgrade the entire educational program at the school and include assistance in activities such as: <ul style="list-style-type: none">• A comprehensive needs assessment of the entire school in relation to state standards. Schoolwide reform strategies that provide opportunities for all children to meet state standards.• Effective methods and instructional strategies based on scientifically-based research.• Strategies that give primary consideration to extended learning time, extended school year, before and after school and summer programs.• Proven strategies that address the needs of historically under served students, low achieving students, and those at risk of not meeting state standards.• Instruction by highly qualified teachers and strategies to attract and keep such teachers.	N/A. GALS will be offering a TAS plan.

<p>teachers, principals, paraprofessionals, and if appropriate, pupil services personnel, parents and other staff.</p> <ul style="list-style-type: none"> • Strategies to increase parental involvement. • Assistance to preschool children in transitioning from early childhood programs to elementary school programs. • Timely and effective additional assistance to students who experience difficulty mastering state standards. 	
<p>For targeted assistance programs (TAS), describe how the SSD will identify participating students most at risk of failing to meet state standards and help those students to meet the State's challenging academic standards. The description should include activities such as:</p> <ul style="list-style-type: none"> • Effective methods and instructional strategies based on scientifically-based research. • Strategies that give primary consideration to extended learning time, extended school year, before and after school and summer programs. • Strategies that minimize removing children from the regular classroom during regular school hours for instruction. • Instruction by highly qualified teachers. • Professional development opportunities for teachers, principals, and paraprofessionals, including if appropriate, pupil services personnel, parents, and other staff. • Strategies to increase parental involvement. 	<p>GALS will be offering a targeted assistance program (TAS).</p> <p>The Principal and teachers together identify students who are failing or most at risk of failing. Multiple measures are used to assess:</p> <ul style="list-style-type: none"> -Students are assessed in the beginning of the year and the end of the year via NWEA map assessments. Students are also assessed via state assessment tests in the spring. -Students grades and classroom participation will be considered. -Parent interviews will be considered. -IEP plans will be considered. -As student has an assigned wellness coach who will also provide input. <p>Staff development and professional collaboration aligned with standards-based instructional materials:</p> <ul style="list-style-type: none"> *A focus on differentiated reading instruction for all teachers within 3 years *Staff development and collaboration on data analysis, ELD strategies, and reading strategies. *Develop grade level and content area standards-based pacing plans. *Department meetings

	<p>Extended learning time: After-school program Supplemental services- tutoring and intervention</p> <p>Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents):</p> <ul style="list-style-type: none"> *Parent Workshops (standards and assessment workshops) *Site based council and leadership team will receive reports and analyze them to ensure average reading growth goals are met. *Parents will be invited to two parent conferences and at least one parent meeting to discuss reading goals, reading strategies and assessment results. *Literacy activities that involve parents like Books and Pajamas and family book club. *Student Study Team (SST) <p>GALS uses a variety of instructional strategies to best meet the needs of students. English Language Development, Special Education and Intervention are available to meet specific identified needs of students. These programs ensure that all students are provided with an integrated and coordinated program based on student needs. These strategies may take form in the following ways:</p> <p>Assessments: Students are assessed in the beginning and the end of the school year. This assessment gives a baseline of reading grade level for students.</p> <p>Differentiated Instruction: The teachers provide varied learning options in the classroom to make curriculum and</p>
--	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

	<p>instruction the best for each student.</p> <p>Data Driven Instruction: GALS teachers examine data and collaboratively create lessons that will help move students from their current levels to levels that meet state's proficiency and advanced expectations.</p> <p>Intervention: GALS teachers identify attendance issues, provide early intervention to behavioral issues, identify students needing academic intervention services, identify potential candidates for special education services, and provide ongoing services to students and their families.</p>
--	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Additional Mandatory Title I Descriptions

(continued)

Please describe how teachers, in consultation with parents, administrators, and pupil services personnel in targeted assistance schools under Section 1115, "Targeted Assistance Schools," will identify the eligible children most in need of services under this part. **Please note that multiple, educationally related criteria must be used to identify students eligible for services.** Where applicable, provide a description of appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children in community day school programs, and homeless children.

	Description of how the SSD is meeting or plans to meet this requirement:
<p>Describe who is involved and the criteria used to identify which students in a targeted assistance school will receive services. The criteria should:</p> <ul style="list-style-type: none"> Identify children who are failing or most at risk of failing to meet the state academic content standards. Use multiple measures that include objective criteria such as state assessments, and subjective criteria such as teacher judgment, parent interviews and classroom grades. <p>Include solely teacher judgment, parent interviews and developmentally appropriate measures, if the district operates a preschool through grade 2 program with Title I funds.</p>	<p>The Principal and teachers together identify students who are failing or most at risk of failing. Multiple measures are used to assess:</p> <ul style="list-style-type: none"> -Students are assessed in the beginning of the year and the end of the year via NWEA map assessments. Students are also assessed via state assessment tests in the spring. -Students grades and classroom participation will be considered. -Parent interviews will be considered. -IEP plans will be considered. -As student has an assigned wellness coach who will also provide input.
<p>The description should include services to homeless children, such as the appointment of a district liaison, immediate enrollment, transportation, and remaining in school of origin.</p>	<p>GALS will provide services to homeless children if they are enrolled at our school that includes the appointment of a direct liaison, immediate enrollment, transportation and remaining in school origin, if necessary.</p>
<p>The description should include services to children in a local institution for neglected or delinquent children and youth or attending a community day program, if appropriate.</p>	<p>Not applicable.</p>

Additional Mandatory Title I Descriptions

(continued)

Please describe the actions the SSD will take to obtain assistance if identified under Section 1116, "Academic Assessment and Local Educational Agency and School Improvement," as in need of improvement. Note that the federal guidance indicates that in the case of direct-funded charter schools, the charter authorizer should play a role in providing this assistance.

	Description of how the SSD is meeting or plans to meet this requirement:
<p>If the SSD is a PI school(s), describe technical assistance activities the SSD will obtain, such as the following:</p> <ul style="list-style-type: none">• Assistance in developing, revising, and implementing the school plan.• Analyzing data to identify and address problems in instruction, parental involvement, professional development and other areas.• Assistance in implementing proven and effective strategies that will address the problems that got the school identified as PI and will get the school out of PI.• Assistance in analyzing and revising the school budget so the school's resources are used effectively.	N/A

Additional Mandatory Title I Descriptions

(continued)

Please describe the actions the SSD will take to implement public school choice with paid transportation and Supplemental Educational Services, consistent with the requirements of Section 1116, "Academic Assessment and Local Educational Agency and School Improvement."	
	Description of how the SSD is meeting or plans to meet this requirement:
Describe the process for parent notification of the school's identification as PI, including notification of the right for students to transfer to another school that is not PI with paid transportation, and the right to receive supplemental services.	N/A
Describe how the SSD will provide school choice and supplemental services to eligible children, including the selection of the children to receive services.	N/A

Additional Mandatory Title I Descriptions

(continued)

Please describe the strategy the SSD will use to coordinate programs under Title I with programs under Title II to provide professional development for teachers and principals, and, if appropriate, pupil services personnel, administrators, parents in accordance with Section 1118, "Parental Involvement," and Section 1119, "Qualifications for Teachers and Paraprofessionals."	
	Description of how the SSD is meeting or plans to meet this requirement:
Describe the SSD's strategies for coordinating resources and efforts to retain, recruit and increase the number of highly qualified teachers, principals, and other staff.	Teachers will be provided significant time and opportunity – including 4 pupil-free days plus at least three hours each week – a total of almost 200 hours annually -- to engage in collaborative planning time and professional development to continuously improve their teaching practice including: 1) Grade level Lead Teachers will work with the Principal for one month in the summer prior to the school opening to: plan curriculum and assessments, learn and do curriculum mapping to the Common Core Standards, plan backwards, engage in collaborative planning, assess and refine educational strategies for data driven teaching and coaching, set student outcome goals, ensure that all teachers' professional growth needs are addressed and budgeted for the upcoming year. 2) A two-week, mandatory Summer Institute for all teachers prior to the start of each school year (three weeks prior to the start of the first year) to review the school's philosophy, goals, and teaching methodology; to discuss professional readings and research; to analyze and discuss instructional practices and student outcomes; to engage in collaborative planning for the year ahead; to train the teachers on how to use the student information system to analyze data and generate reports; and to train the teachers on how to make

	<p>decision in the classrooms based on this data. 3) Once-weekly grade level planning meetings; monthly planning time across grade levels. 4) Wednesday “Early Out” sessions will provide a dedicated two hour block of time each week for faculty to engage in professional development with a rotating schedule of full-faculty meetings, professional development workshops, and every other week, collaborative planning time for curriculum and assessment development. 5) Pupil-free days 4 times a year to intensely analyze student achievement data and engage in collaborative planning. 6) Opportunities to attend professional development workshops or conferences on topics approved by the Principal.</p>
Describe the SSD’s strategies for coordinating resources and efforts to prepare parents to be involved in the school and in their children’s education.	<p>As previously stated, GALS will make every effort to involve parents in all aspects of the school. GALS has also developed an annual survey for parents. The survey, presented in both English and Spanish, gathers information on parents’ perceptions of instruction, school environment and parent support. Data collected from the survey will be used to inform the school on areas for improvement and where to allocate additional resources.</p>

Additional Mandatory Title I Descriptions

(continued)

<i>Coordination of Educational Services</i>	
<p>In the space below, please describe how the LEA will coordinate and integrate educational services to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program. Include programs such as: Even Start; Head Start; Reading First; Early Reading First and other preschool programs (including plans for the transition of participants in such programs to local elementary school programs; services for children with limited English proficiency; children with disabilities; migratory children; neglected or delinquent youth; Native American (Indian) students served under Part A of Title VII; homeless children; and immigrant children.</p>	
	Description of how the SSD is meeting or plans to meet this requirement:
<p>Describe how the SSD will coordinate and integrate educational services to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program, including programs such as:</p> <ol style="list-style-type: none"> Even Start Head Start Reading First Early Reading First Other preschool programs Services for children that are migratory, neglected or delinquent, Native American (Title VII, Part A), homeless, immigrant, and limited-English proficient, and children with disabilities. <p>Compare to programs listed on Page 11 of the SSD Plan to determine if all active programs have been addressed.</p>	<p>GALS is a middle school and therefore will not be offering preschool programs.</p> <p>GALS will coordinate and integrate educational services to increase program effectiveness, eliminate duplication and reduce fragmentation of the instructional program regarding services for children that are migratory, neglected or delinquent, Native American (Title VII, Part A), homeless, immigrant, and limited-English proficient, and children with disabilities.</p>