

The GREAT Academy – Title I Schoolwide Plan

SY 2025–2026

I. Schoolwide Program Purpose

The purpose of The GREAT Academy's Schoolwide Title I Program is to ensure that all students, particularly those who are low-achieving or at risk of not meeting state academic standards, receive effective instruction and comprehensive support to improve academic outcomes, social-emotional well-being, and engagement.

II. Comprehensive Needs Assessment Summary

Our data-driven Comprehensive Needs Assessment identified the following key priorities:

- Improve academic proficiency in ELA and math.
- Reduce chronic absenteeism.
- Increase access to social-emotional supports.
- Strengthen family engagement and partnerships.

Data sources included: academic achievement data, attendance records, family and staff surveys, behavioral incident data, and input from school stakeholders.

III. Schoolwide Reform Strategies

The following strategies are designed to address the identified needs and improve outcomes for all students:

Priority Area	Strategy	Evidence/Research Base	Monitoring
Academic Achievement	Implement summer intersession with targeted instruction and enrichment	Tier 2 intervention & extended learning time	Benchmark data; student pre/post scores
Attendance	Employ attendance coach to address chronic absenteeism and student engagement	Attendance-focused MLSS and wraparound support models	Weekly attendance reports
	Continued implementation of CLR strategies to make the learning environment welcoming and inviting so that students want to attend and want to learn	Based on the Sharroky Hollie book - Culturally & Linguistically Responsive Teaching and Learning	Teacher reflections, classroom observations, teacher surveys
SEL and Mental Health	Provide general education students access to social worker services	Whole Child/MLSS Tier 2 SEL interventions	Referral tracking; SEL survey data
Family Engagement	Host monthly family engagement nights focused on learning and community	Dual-capacity framework for family-school partnerships	Participation logs; family surveys

IV. Instruction by Certified Teachers

All instructional staff are state-certified and appropriately licensed. We ensure staff quality by:

- Reviewing credentials during hiring
- Providing regular professional development
- Supporting new teachers through mentorship and coaching

V. Strategies to Attract and Retain High-Quality Staff

The school supports staff retention by:

- Offering coaching and peer support
- Promoting leadership roles and decision-making input
- Providing wellness supports and reasonable workloads

VI. Professional Learning and Development

Professional development is aligned to the CNA and includes:

- Trauma-informed practices and SEL strategies
- CLR strategies
- EL support strategies
- Data-driven instruction and MLSS
- Family engagement best practices

VII. Parental and Family Engagement

We maintain a Parent and Family Engagement Policy (updated annually) and School-Parent Compact. Engagement activities include:

- Family nights focused on academics and SEL
- Regular communication in families' home languages
- Annual Title I meeting and input sessions

VIII. Transition Plans

The school supports student transitions by:

- Embedding strategies to help students transition into TGA, 6th grade, 9th grade and during their 12th grade years by ensuring that students have necessary skills such as note taking, understanding online learning strategies, college and career preparation and readiness skills and so on
- Providing orientation and transition activities for incoming and exiting students
- Offering summer programs to mitigate learning loss

IX. Coordination of Services

We coordinate Title I with other federal, state, and local programs such as:

- Title II: Professional development
- Title III: Support for English learners
- McKinney-Vento: Supports for homeless students
- IDEA: Special education coordination
- Local behavioral health and community agencies
- School Dash Plan

X. Evaluation and Plan Revisions

This Schoolwide Plan will be monitored regularly by the leadership team using benchmark assessments, attendance and behavior data, and stakeholder input. Adjustments will be made annually based on a formal review of outcomes in advance of the Title I application due date in April/May of the school year.