



School: Hollydale Elementary School

Principal: Jennifer Ridgway

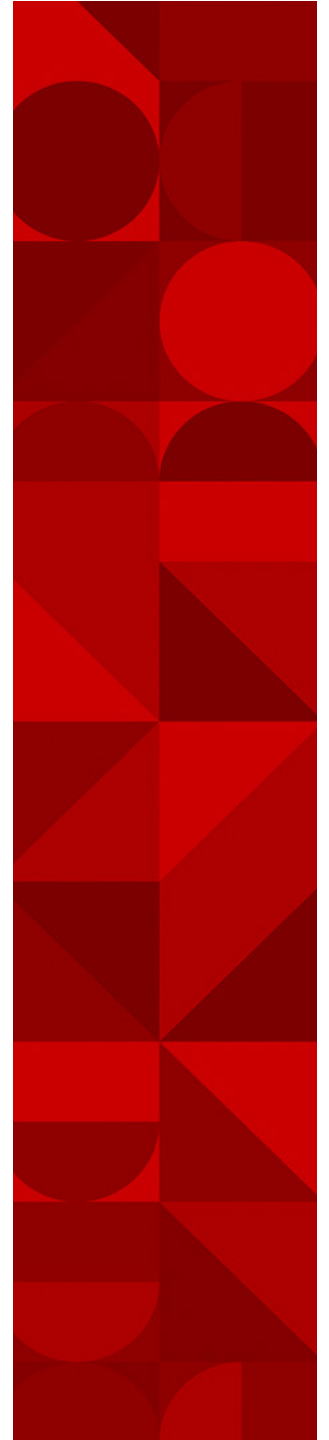
School Year: 2023-2024

Instructions


You will be selecting school goals connected to the Superintendent's priorities in the following areas:

- Literacy
- Math
- School Selected-Determined by Local School

Indicate which priority your goal is connected to and the actions, and evidence needed to meet the intended outcome. The reflection stage will be completed after measuring success with your intended outcome.



Goal #1: Literacy

Superintendent's Priority: 2. Simplify our foundation for teaching and learning in order to prepare for innovation. 

Literacy Initiative (Goal):

We will increase the number of students performing on grade level in writing and reading as stated below:

- Between August 2023 to May 2024, 30% or more of students will be proficient or higher as measured by F&P levels in K-2 and SRI in 3-5.
- Between August 1, 2023, and May 22, 2024, we will increase the number of students writing on grade level or higher, as evidenced by use of grade level conventions and elaboration standards and measured by county level rubrics, by 30% of the starting baseline August 1.

Critical Action: (What actions are necessary and by when?)

INSTRUCTION:

- Incoming Kindergarten Students will attend a two week Kindergarten camp to learn letters, letter sounds, and begin writing letters.
- Students who are currently reading below grade level will be provided research based interventions, differentiated based on need and grade level.--K-2: EIP and ESOL Teacher Support, Guided Reading, afterschool tutoring. 3-5: Systems 44, Read 180, Really Great Reading Groups, EIP and ESOL teacher support, afterschool tutoring
- Students who are exceeding the standard will be provided accelerated guided reading groups within the grade level. These will take place all year long and be taught by teachers with gifted endorsements. In addition, Advanced Content ELA will be offered in 4th Grade.
- Students K-5 will learn how to use elaboration and convention grade level standards within their writing. Rubrics containing the same criteria at each grade level will be shared with students to measure their progress.
- Students will continued to be empowered to take ownership of their learning through the use of student leadership notebooks which contain individual goals set for reading and writing.

PROFESSIONAL LEARNING:

- Best practices in using formative assessments to drive reading instruction (running records, reading conference and notes, and collecting data through administering the Jan Richardson Next Steps in Guided Reading). Fall 2023
- Ellevation Training to all staff members to learn how to meet English Language learners where they are based on Access levels and provide research based instructional strategies to ensure EL students grow in their acquisition of the English language through writing, listening, speaking, and reading. Fall 2023
- Best practices in providing differentiated reading and/or strategy groups for all students. Fall 2023
- Best practices in writing conferences to all staff.

PARENTS

- In order to equip our parents in helping their children at home, we will provide three Parent University sessions both online and in person to teach parents how to ensure a literacy rich environment at home. Parents will walk away with multiple ways to support reading, reading comprehension and writing at home.
- Our parents of English Language learners will be invited to two sessions (Fall of 2024 and Winter of 2024) to learn how schools in the United States operate. Parents will be engaged in actual reading and writing lessons so they can learn how to perform the skills and standards their children are being asked to do in school.
- Parents will be sent home the Title 1 Parent Compact to show the resources available for them to use at home to help their children.
- Our Multi-Cultural Night in January of 2024 will have an emphasis on reading and writing. Parents will walk away understanding what it means for their child to read/write on grade level and how to ensure they can help their children at home.

Goal #1: Literacy

Evidence: (How do we monitor progress?)

-Students and teachers create goals together for reading individually during a reading and writing conferences. Throughout the year, the teacher and student continue checking in on the progress being made. Students chart their progress through their Leadership Notebook.

-Interim assessments at the end of each 9 weeks should be an indicator of growth in the required standards and skills required for the grade level student. This data will be analyzed by grade level teams & used for interventions and extensions as needed. The K-5 Writing Action Team will ensure K-5 Writing Progressions are in place per grade level to show what it means to write with elaboration and conventions. Vertical teams and grade level teams will participate in collaboratively scoring writing to ensure consistent grading & feedback is given to students. The team will monitor the growth towards this goal monthly in their vertical meeting.

-K-5 Reading Action Team will ensure Next Steps with Guided Reading assessments are given with consistency across grade levels and common formative data is assessed, analyzed, and instructional next steps are provided throughout the year. Vertical meetings within this Action Team will monitor the F&P levels of reading and common formative assessment data collected K-5, August through May.

Outcomes: (How do we measure success?)

Success will be determined by each individual grade meeting their goal. Baseline will be established in August 2023 which will show the number of students reading on grade or above grade level. Each grade level will set a goal to increase the total number of students reading on grade level by 40% or more, with the understanding that every grade level should be ensuring all students read on level or above.

In addition, monthly writing assessments will be graded against a grade level specific rubric to show grade level use of elaboration and convention skills and standards. Throughout the year, teachers will measure success by student scores increasing per grade and school wide.

Finally, the Write Score Assessment will be given to students three times a year. Data will be shared with students and parents to communicate next steps to ensure students are writing on grade level.

Reflection: (What do we do if goal is met or not met?)

Goal #2: Math

Superintendent's Priority: 3. Use data to make decisions.



Math Initiative (Goal):

Between August 2023 to May 2024, 45% or more of students will be proficient or higher as measured by the SMI.

Critical Action: (What actions are necessary and by when?)

INSTRUCTION

-Incoming Kindergarten students will attend a two week Kindergarten camp to learn prerequisite skills needed to be ready to learn the standards and skills of mathematics (basic names of shapes, counting to ten, an introduction to vocabulary like more than, less than, equal, how much, etc.).

PROFESSIONAL LEARNING

-Summer of 2023, teacher leaders from each grade level will participate in a study of the book, Math in Practice. These leaders will redeliver their learning to their teams in the fall. This resource will be used continually throughout the year to learn how to conceptually teach math.

-Beginning in the Summer of 2023 and extending throughout the year in Cobb Collaborative Communities, teachers will engage in unpacking the new Math priority standards, identifying prerequisite skills, important vocabulary, and creating common formative assessments to give as a pre/post test of learning.

-Teachers will conduct data team meetings after pre tests to determine instructional strategies that will be used to best teach the lessons. Data will be utilized to ensure those students who need additional support and those students who already met the grade level standard are engaged in their learning.

-Best Practices in data teaming will be reviewed and modeled for staff beginning in the August of 2023. Gradually this will be released back to each team with the goal being that each team will effectively make these data teaming processes a part of the continual learning/teaching framework for students.

PARENTS

-Parents will be invited to Parent University learning sessions offered in the morning and evening to learn how to support the learning of specific grade level math standards at home.

-STEAM Night December 8, 2023 will focus on grade level Science and Math standards integrated into STEAM specific projects.

-Parents will be sent home the Title 1 Parent Compact to show the resources available for them to use at home to help their children.

-Our parents of English Language learners will be invited to two sessions (Fall of 2023 and Winter of 2024) to learn how schools in the United States operate. Parents will be engaged in actual math lessons so they can learn how to perform the skills and standards their children are being asked to do in school.

Goal #2: Math

Evidence: (How do we monitor progress?)

-Informal learning walks by teacher leaders, coaches, and teachers will ensure Math in Practice strategies are being used consistently through math instruction.

-Students and teachers create goals together for math fluency in August (K-2 - addition and subtraction fluency and 4-5 multiplication/division fluency). Throughout the year, the teacher and student continue checking in on the progress being made. Students chart their progress in their Leadership Notebook.

-CCC's will document minutes of data team meetings. This will include specific students exceeding the standard and those falling below the intended standards. Interim assessments at the end of each 9 weeks should be an indicator of growth in the required standards and skills required for the grade level student. This data will be used for interventions and extensions as needed. Both individual teams as well as K-5 Action Team for Math will meet vertically each month to monitor the progress of students through Interim data and common formative assessments.

Outcomes: (How do we measure success?)

Success will be met when at least 40% or more of our students per grade level increase their math scores on the Scholastic Math Inventory.

Reflection: (What do we do if goal is met or not met?)

Goal #3: School Selected

Superintendent's Priority: 1. Ensure that Cobb is the best place to teach, lead, and learn.



School Selected Initiative (Goal):

Between August 1, 2023 and May 22, 2024, we will increase the number of students engaged in their own learning and therefore decrease by 30% the number of office reerrals for classroom disruptions (from 57 to 37 referrals or less).

Critical Action: (What actions are necessary and by when?)

INSTRUCTION:

- Continue daily morning meetings to build community and continue teaching leadership lessons.
- Continue the use of the Leader in Me Framework to build student efficacy in taking ownership of their learning as well as use of strategies to manage relationships and self.
- Continued use of restorative practices to help studetns manage conflict and restore relationships with one another.
- Implement a PBIS Tier 2 referral program for teachers to refer studetns not responding to Tier 1 behavior supports.

PROFESSIONAL LEARNING:

- Two sets of teachers will attend the Ron Clark Academy to learn more about research-based practices that can be used to engage students in learning.
- CCC's will study John Hattie's research to determine how to nurture a community of students excited to learn.
- The Tier 2 PBIS Team will offer assistance to teachers by helping implement strategies for students who are not responding to Tier 1 instruction (check in, check out, extra movement breaks, peer mentors, staff mentors, etc.).

PARENTS:

- Offer Parent University classes to equip parents with tools, resources, and a network of each other to offer assistance with behaviors that negatively impact students.
- Counselors and school based Social Worker will offer as needed community mental health referrals.
- Counselors will hold behavior academies to empower students to proactively be in charge of themselves across a number of topics. Small group counseling sessions will be used as needed for grief, changing families, etc. Parents are kept informed of these sessions.

Goal #3: School Selected

Evidence: (How do we monitor progress?)

- Weekly learning walks to ensure Morning Meeting is being conducted with fidelity as well as daily attendance in these meetings by teacher leaders and the administrative team.
- The use of PBIS Rewards will show an increase in student engagement in learning and therefore more points given to students being proactive, respectful, and kind (our PBIS Leadership guidelines).
- Less students referred to Tier 2 for behavior concerns.
- Discipline referrals decreasing with the goal being to reduce referrals due to classroom disruption from 53 in 2023 to 37 in 2024.

Outcomes: (How do we measure success?)

- A decrease in the number of office referrals for classroom disruption by 30% from August 1, 2023 through May 1, 2024.
- An increase in students engaged in their learning - talking about their learning, excited to engage in classroom activities and lessons
- A decrease in the number of unexcused tardies and absences from school.

Reflection: (What do we do if goal is met or not met?)