



Final Approved Copy
August 2024

School Improvement Action Plan



School Year:	2024-2025
School Name:	Hollydale Elementary
Principal Name:	Jennifer Ridgway
Date Submitted:	June 12, 2024
Revision Dates:	August 2, 2024; August 12, 2024

<i>District Name</i>	Cobb County School District
<i>School Name</i>	Hollydale Elementary School
<i>Team Lead</i>	Jennifer Ridgway
<i>Position</i>	Principal
<i>Email</i>	Jennifer.Ridgway@cobbk12.org
<i>Phone</i>	678-594-8143

**Federal Funding Options to Be Employed (SWP Schools) in This Plan
(Select all that apply)**

X	Traditional funding (all Federal funds budgeted separately)
	Consolidated funds (state/local and federal funds consolidated) - Pilot systems ONLY
	"Fund 400" - Consolidation of Federal funds only

**Factor(s) Used by District to Identify Students in Poverty
(Select all that apply)**

X	Free/Reduced meal applications
	Community Eligibility Program (CEP) - Direct Certification ONLY
	Other (if selected, please describe below)

In developing this plan, briefly describe how the school sought and included advice from individuals (teachers, staff, other school leaders, paraprofessionals, specialized instructional support personnel, parents, community partners, and other stakeholders).
References: Schoolwide Checklist 3.b.[Sec. 2103(b)(2)]

School Response: School Response:
During the months of April and May 2024, stakeholders gathered to celebrate the gains shown through formative and summative assessments. A wide variety of data was presented and analyzed by all stakeholders. Over multiple meetings, teams of stakeholders celebrated the accomplishments of FY 24 and planned the next steps for FY25.
Quantitative –

- A review of beginning Scholastic Math Inventory and Reading Inventory in August of 2023 and final data in May 2024.
- A review of EOG Milestones data in Reading and Writing for 3rd, 4th, and 5th grade students for the Spring of 2024 Administration. At this time, we are still awaiting Math EOG data.

- ACCESS data for EL students – comparison of data between 2023 and 2024
- GLOSS data for all K-5 students from August 2023 through May 2024
- F/P Level growth of K-2 students from August 2023 through May 2024
- Discipline referrals – analyzed the highest number of incidents per student, per type of incident, per location of incident from August 1, 2023 through May 22, 2024.
- Transiency – Number of students who have enrolled and withdrawn August 2023-May 2024
- Attendance and Tardy data for the FY 24 School Year

Qualitative –

- Review of surveys from students, staff, and families (GA Health and Personnel Survey 2024, MRA from LIM 2024, Local school surveys from parents including Title 1 Parent Surveys)
- Minutes from Principal Advisory Committee Mtg, PTA Executive Mtgs, and feedback from parents throughout the year.
- Monthly Action Team Mtgs for each goal met per month to read the goal, analyze progress, and tweak next steps throughout the year.
- Minutes multiple Admin/Instructional Support Specialist Meetings throughout the year outlining observations and anecdotal data.
- Minutes of EOY Action Team Mtgs in April/May to plan for FY 25.

Mixed Review –

- Counselor’s Closing the Gap Report 2023-2024

Format –

- April 17, 2024 Guided Coalition gathered to take a look at the initial academic and CCC effectiveness survey data for the year. Each took the data back to their teams for review.
 - April 24, 2024 & May 1, 2024 Action Teams and Leadership teams met within vertical groups (Reading Team, Writing Team, Math Team, Leadership Team) to draw conclusions on the progress our students made based on various pieces of data as well as recommendations for next steps based on the data available at the time.
- Lighthouse Leadership Team met with LIM District Coach to look at discipline data and the results of the MRA. Participants reacted to the data & responded by recommending strategies for school improvement in the area of social emotional learning & leadership.
- May 13, 2024 – Guided Coalition Retreat
 - May 15th: Met with PTA Executive Board to discuss SIP plans for reading next year based on available data.
 - May 30, 2024: Met with Lighthouse Team to plan SIP action steps & activities for FY 25.
 - June 3, 2024: Guided Coalition informally met during an all day training for CCC Effectiveness to refine action steps for FY 25.
 - June 3, 5, 10, 11 – Met with Admin/Coach team to write and finalize FY 25 Title plan

IDENTIFICATION of STAKEHOLDERS

Stakeholders are those individuals with valuable experiences and perspective who will provide the team with important input, feedback, and guidance. Stakeholders must be engaged in the process to meet requirements of participating federal programs. Documentation of stakeholder involvement must be maintained by the school. Suggested stakeholder participation includes the following roles. **A parent is required.**

Positions and Roles to consider when developing the SIP Committee.

1. Administrative Team
2. Content or Grade Level Teachers
3. Local School Academic Coaches
4. District Academic Coaches
5. **Required: At least one Parent (Non CCSD Employee)**
6. School Counselors
7. Parent Facilitators
8. Media Specialists
9. Public Safety Officers
10. Business Partners
11. Social Workers
12. Faith Based Community Leaders
13. School Technology Specialists
14. Community Health Care Providers
15. Universities or Institutes of Higher Education

The comprehensive needs assessment (CNA) and school improvement team (SIP) team consist of people who are responsible for working collaboratively throughout the needs assessment and plan development process. Ideal team members possess knowledge of programs, the capacity to plan and implement the needs assessment, and the ability to ensure stakeholder involvement. Documentation of team member involvement must be maintained by the school. Multiple meetings should occur and a sign in sheet must be maintained for each meeting.

Meeting Date(s):	4/17/24; 4/24/24; 5/1/24; 5/13/24; 5/15/24, 5/30/24; 6/3/2024; 6/5/24; 6/10/24
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Position/Role	Printed Name	Signature
See Scanned copy of form in Teams		

Comprehensive Needs Assessment Evaluation of Goal(s)
(References: Schoolwide Checklist Section 1114(b)(1)(A))

Collaborate with your team to complete the questions below about the school's progress toward each goal in the FY24 School Improvement Plan (SIP).

Previous Year's Goal #1	Between August 1, 2023 and May 22, 2024, we will increase the number of K-5 students reading on grade level or higher as evidenced by Fountas and Pinnell or Scholastic Reading Inventory by at least 30% of the baseline percentage to be established in August 2023.
Was the goal met? <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO	
What data supports the outcome of the goal?	We used our F & P level Data for our K-2 grade students and our SRI Data for our K-3 grade students to support the outcome of our goal. For K-2 grade levels, we had 39 out of 233 students total On or Above Grade level in August as measured by their F & P and increased to 101 out of 233 students (K-2) on grade level in May. This was an increase of 62 students in total, which was over 100% growth and exceeded our 30% benchmark. For our 3-5 grade students, we went from 28% proficient or advanced to 51% proficient or advanced. This was an increase of 60 students or about 78% growth, which exceeds our 30% growth benchmark.
Reflecting on Outcomes	
If the goal was not met , what actionable strategies could be implemented to address the area of need?	
If the goal was met or exceeded , what processes, action steps, or interventions contributed to the success of the goal and continue to be implemented to sustain progress?	<ul style="list-style-type: none"> • We implemented the WS model with fidelity • We implemented the school-wide use of Data Notebooks to better track reading data such as running records, ARM Scores, F & P levels, site word acquisition • Teachers developed small group plans for literacy to focus on differentiation (Questions 3 & 4) • Our ESOL and Homeroom Teachers utilized strategies and lessons from Ellevation to meet the needs of their EL students. • We utilized our interventionalists for Read 180 and System 44 with fidelity • CCCs paced out curriculum each 9 weeks and added their formative and summative assessments along the way to ensure formative monitoring of student progress • After school tutoring to target students who needed additional support in reading and writing.

Previous Year's Goal #2	Between August 1, 2023 and May 22, 2024, we will increase the number of K-5 students scoring proficient or higher on the Scholastic Math Inventory by at least 45% of the baseline percentage to be established in August 2023.
Was the goal met? <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO	

What data supports the outcome of the goal?	We used Math Inventory Data to support the outcome of our goal. In August of 2023, we had 10% or 49 students scoring proficient or advanced as measured by the Math Inventory. May 2024, we had 47%, or 206 students scoring proficient or advanced. This is an increase of 157 students in this category which exceeds our goal of at least 45% growth on our August baseline.
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Reflecting on Outcomes

If the goal was not met , what actionable strategies could be implemented to address the area of need?	
If the goal was met or exceeded , what processes, action steps, or interventions contributed to the success of the goal and continue to be implemented to sustain progress?	<ul style="list-style-type: none"> • The time provided our teachers in collaboration to unpack the new math standards, create proficiency scales, establish the learning targets, and create common formative assessments for each priority standard contributed greatly to this outcome • Teams having ongoing data cycles for each math priority standard to analyze and discuss grade level data and establishing agreed upon strategies to address areas of weakness and misconceptions • The utilization of the resource Math in Practice during collaborative planning. • A focus on utilizing math manipulatives in K-5 • A focus on learning to use building fact fluency kits during instruction in K-5 • A continued focus on teachers using classroom data to create their math small group plans to differentiate for student needs.

Previous Year's Goal #3	Between August 1, 2023 and May 22, 2024, we will increase the number of K-5 students writing on grade level or higher, as measured by county level rubrics focusing on grade level conventions and elaboration standards, by at least 30% of the baseline percentage to be established in August 2023.
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Was the goal met? YES NO

What data supports the outcome of the goal?	We used our Pre and Post writing assessments in each grade level for the 3 genres of writing assessed (Narrative, Opinion and Informational). In each one of these 3 categories, teachers scored students using their grade level rubrics and entered data in CTLS for each genre. While the data at each grade level shows a growth in each area in grade level averages (based on rubrics for Elaboration, Spelling and Conventions), we did not end the year with a growth of 30% in all genres in all 3 areas tracked.
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Reflecting on Outcomes

If the goal was not met , what actionable strategies could be implemented to address the area of need?	<ul style="list-style-type: none"> • The continued use of Write Score in grades 3-5 and adding 2nd grade if possible; growth was shown from the December and March administrations of the writing assessment. • Professional learning in writing to continue learning how to use data to drive writing. • We need to establish a more manageable tracking system for writing data that can be monitored and analyzed more closely and regularly.
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If the goal was met or exceeded , what processes, action steps, or interventions contributed to the success of the goal and continue to be implemented to sustain progress?	
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Previous Year's Goal #4	Between August 1, 2023 and May 22, 2024, we will decrease the number of office referrals by 30% for classroom disruptions (53 referrals to 37 referrals) as measured by the Comprehensive Discipline Summary Report.
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Was the goal met? <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO	
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What data supports the outcome of the goal?	Our behavior data gathered from our office referrals supports the outcome of this goal. We met our goal of decreasing our office referrals coded as classroom disruptions by 30% as evidenced by our discipline data as tracked in the discipline tracker. In the 2022-2023 school year we processed 50 office referrals for classroom disruption. In the 2023-2024 school year, we processed 36 referrals for classroom disruption. This was a 38% decrease in our referrals for classroom disruption.
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Reflecting on Outcomes	
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If the goal was not met , what actionable strategies could be implemented to address the area of need?	
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If the goal was met or exceeded , what processes, action steps, or interventions contributed to the success of the goal and continue to be implemented to sustain progress?	<ul style="list-style-type: none"> • We will continue to use the schoolwide framework the Leader in Me offers to continue promoting student engagement in math goal setting and in personal leadership goals set during conferencing between students and staff. • We believe that the addition of our Leadership Behavior Specialist was a contributing factor to our decrease in referrals for classroom disruption. • The continued implementation of daily Morning Meeting. • The professional development provided for engagement strategies. • Ron Clark visits and re-delivery by staff to share new engagement strategies with colleagues; implementation of these strategies from January through May when discipline numbers typically are high. • We are taking the Ron Clark strategies school-wide next year by implementing the House System and continuing our focus on implementing engagement strategies in the classroom.
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Comprehensive Needs Assessment – Summary of Findings (Schoolwide) Section 1114(b)(1)(A)

Data	Strengths	Concerns	Multiple Data Sources
<p>ELA</p>	<p>Consistent implementation of the Early Literacy Framework and monitoring the data. Throughout the year, our Kindergarten, 1st and 2nd grade students have grown on average 20-30% on each of the quarter phonics assessments. Students do well with skills in isolation like knowing vowel sounds, vowel teams, and decoding regularly spelled words.</p> <p>In 3-5 use of specific intervention to close gaps in reading (Read 180, Systems 44, After School Tutoring program).</p> <p>GKDS: 65% of students demonstrated or exceeded proficiency in phonics and 64% in phonemic awareness.</p> <p>A more consistent focus on vocabulary with our ESOL students with respect to: K-2: Content vocabulary 3rd Grade: Content vocabulary – Sc, SS, Math 4th Grade: Vocabulary of the Day, Vocabulary within SS, Science, Math 5th Grade: An emphasis on Morphology and Latin Roots of words</p> <p>The data shows 61 students K-5 moved into an overall proficiency of 3.0, 4.0 or 5.0 on the 2024 Access Test.</p> <p>All students used Ellevation strategies in all content areas to assist students in acquiring more of the English language.</p>	<p>Spelling words that are exceptions to the rules is difficult for our students. In addition, students struggle with decoding multiple syllable words.</p> <p>K-5 teachers need more PL to learn how to effectively deliver reading instruction through each strand of the Science of Reading.</p> <p>A review of 1st – 5th Interim data shows students need more practice in reading informational text and comparing a topic between two books.</p> <p>GKIDS: Weakness in the areas of comprehension (44%), conventions of writing (46%), spelling and communication ideas (51%) Consistency among teachers in scoring writing.</p> <p>Stamina in reading and writing for our students.</p> <p>While the EL data showed an increase in the number of students moving towards English proficiency, 10 students entered our school from other countries. All 10 students had varying levels of English exposure but not fluent yet in the English language.</p> <p>Continued work on oral language to practice discourse in all subjects by building word knowledge.</p>	<p>EOG Milestones for ELA (3 thru 5), F & P Levels & Scholastic Reading Inventory (K-5)</p> <p>ELF Pre/Post Assessments for K-2</p> <p>Minutes from admin and coaches' meetings.</p> <p>Minutes from vertical alignment meeting.</p> <p>Minutes from action team meetings and informal surveys with staff (reading and writing action team needs assessment survey).</p>
<p>Math</p>	<p>A consistent approach to CCCs unpacking the new math standards including a deep dive into pedagogy for each priority standard and assessments that aligned to the standard.</p> <p>Math compacting in 2nd, 3rd, and 5th to address students who were not proficient on priority standards & extend</p>	<p>Analyzing collected data to really focus on Questions 3 & 4 –specifically tracking the students that did learn to mastery.</p> <p>While the Building Fact Fluency Kits are available to all teachers, we are not yet consistent with daily use</p>	<p>Scholastic Math Inventory (K-5)</p> <p>CCSD Interim Assessments</p> <p>Grade Level Pre/Post assessments for math priority standards.</p>

	<p>the learning of those who were as measured by common assessments.</p> <p>Data notebooks to track student progress have increased, and there has been an increase in the focus of data in our building.</p> <p>GKIDS data shows 70% of students showed proficiency in writing numerals and comparing quantities & 71% in counting and cardinality.</p> <p>Using the WS model with fidelity based on informal and formal walk-through data throughout the school year.</p> <p>The Math Action Team conducted instructional walkthroughs and consistently analyzed math data throughout the year.</p> <p>Use of interventionist in 3-5 and the use of GLOSS to identify needs and differentiate.</p> <p>Implementing Building Fact Fluency using the resources provided by the Math Department.</p> <p>Increase in the use of math manipulatives purchased for every homeroom teacher through a grant</p> <p>Collaboration with Title 1 Math Coach (professional learning with staff and instructional walks).</p>	<p>as evidenced by the MI data for addition and multiplication: 2nd – 5th Grade: 37 % below grade level for fluency in addition; out of these students 88 of the 131 students needing help represent 4th and 5th grade students. 4th and 5th grade: 54% below grade level for fluency in multiplication</p> <p>GKIDS data shows only 12% of students show proficiency in patterns and passage of time standards.</p> <p>Too much time on procedural mathematical instruction. More time should be spent on conceptual learning.</p> <p>The standards of mathematical practices should be more evident; specifically, #1, #3, #6, should be included in everyday lessons</p> <p>More time could be spent planning collaboratively when it comes to the strategies and the pedagogy behind how to teach math priority standards.</p>	<p>Minutes from meetings: grade level collaborative planning, admin/coach, and math action team meetings and county coaches that observed our classrooms.</p> <p>Formal and informal observations of CCCs and of classroom instruction.</p>
Science	<p>Teachers continued to integrate Science content into ELA when possible. In addition, teachers incorporated STEAM based activities, to increase engagement and mastery of the standards.</p>	<p>Lack of vocabulary and background knowledge interferes with the student's ability to comprehend domain specific content at times.</p>	<p>Lesson Plans Common assessments Vocabulary comprehension Science EOG for 5th Grade</p>
Social Studies	<p>Teachers continued to integrate Social Studies content into ELA when possible.</p>	<p>Lack of vocabulary and background knowledge interferes with the student's ability to comprehend domain specific content at times.</p>	<p>Lesson Plans Common assessments Vocabulary comprehension</p>

<p>Discipline / School Climate Data</p>	<p>Consistent collaboration of CORE Team (Counselors, Social Workers, Administration, RTI Facilitator, Parent Facilitator, and Attendance Clerk) every two weeks to monitor attendance, tardies, discipline, academic and anecdotal data to address ways to proactively support families in multiple ways to ensure students are at school on time and ready to learn.</p> <p>All teachers consistently used the Morning Meeting model from 8:00-8:15 to build relationships and establish a positive classroom culture.</p> <p>Students were given leadership roles to assist them in taking ownership of the school environment.</p> <p>Interventions were used with specific groups of students based on data collected.</p> <ul style="list-style-type: none"> • 100 Men Group • Small Counseling Groups • Social Worker Support • RTI Supports & referrals to Special Ed in some cases <p>Tier 1 behavior strategies continue to be utilized effectively by all staff members.</p> <ul style="list-style-type: none"> • 7 Habits of Highly Effective Kids • Restorative practices to help students settle conflict and repair harm and restore relationships • Utilization of the Peace Place for emotional regulation • Implementing PBIS Leadership Guidelines (Proactive, Respectful, Kind) • During preplanning, staff reviewed behavior flowchart and classroom managed vs office managed behaviors 	<p>An increase in the number of students experiencing housing insecurity has shown in the number of students needing help with food, clothing, and assistance in getting to school on time.</p> <p>An increase in the number of students dysregulated due to inconsistent expectations between home and school due to many reasons.</p> <p>We see an increase in the number of students that have a difficult time self-regulating which interrupts teaching and learning (lack of stamina, difficulty paying attention).</p> <p>Our attendance and tardies are high and students are missing instruction which impacts teaching and learning.</p> <p>The level of rigor and engagement being implemented within lessons is not consistent classroom to classroom.</p> <p>Engagement strategies are lacking and there is an overuse of PowerPoint presentation to teach the content.</p>	<p>PBIS Discipline Data from 2023-24</p> <p>MRA from Leader in Me 2023-2024</p> <p>Closing the Gap Report 2023-2024</p> <p>Leadership Action Team's analysis of data from month to month</p>
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<p>Professional Learning What's been provided? What is the impact?</p>	<ol style="list-style-type: none"> 1. Math Collaborative Planning to unpack the new math standards, create common assessments aligned to the standards, and determine proficiency levels for these assessments as a team. This time proved to be invaluable for our staff as they learned and implemented with students the new math standards this year. 2. Building Fact Fluency by Dr. Angela Mack (Title 1 Coach) – K-5: Increase in engagement using this strategy in add't to number talks due to visuals; increase in student participation, student acquiring skills to subitize quicker 3. Math In Practice – K-5 Grade Level Reps: Increase in best practices being implemented in math lessons and more discussion taking place in CCCs around how to teach the standards effectively 4. Writing Conferences -K-5: Great examples on how to organize a writing conference including how to give feedback to students & keep records of this data. 5. Data Notebooks – What and How should you be collecting? K-5 (This was a look and learn/make and take session) Increase in the focus on data and an increase in teachers knowing what their students specifically need in small groups. 6. Engagement in the Classroom – K-5: <ul style="list-style-type: none"> • While some teachers have embraced some of the strategies we discussed in the PD, the teachers that went to the Ron Clark Academy and attended this PD have been more likely to 	<p>Time. Next steps have been discussed throughout all action teams, leadership teams, and admin/coach meetings of ways to creatively use our time to continue learning best practices to be most effective.</p> <p>Building Fact Fluency: While data is trending forward in the younger grades, most upper grade students show needed support with fluency in addition and multiplication.</p> <p>Math in Practice and Mathematical Standards of Practice: this is a huge shift in mindset for teachers when it comes to math instruction. We need to continue working on this area as noted by the data.</p> <p>Writing Conferences: This PD was so close to the end of the year that we have not been able to see the benefits from it yet. We do think we will need to revisit this in the first semester.</p> <p>Data Notebooks: We will continue the work in this area by monitoring the learning the staff received in this PL.</p> <p>Engagement: Teachers work against the constant attraction of life outside of the classroom (constant engagement with video games, social media, etc.). An increase in the use of common engagement strategies and common data to support the use of each are our next steps.</p>	<p>Title 1 budget Calendar of Meeting dates Minutes from CCC, Action Team, and Admin/Coach meetings Walkthrough and Formative Observation data LIM/MRA Data Feedback from PL sessions</p>
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	<p>focus on engagement strategies in their classroom.</p> <ul style="list-style-type: none"> • Growing interest in Art Integration after attending PD over the last few years. This FY 24 school year 10 staff attended Art Integration walks at area schools. Many staff have integrated Art into their lessons without this PL and have found the engagement of the students to be high. <p>7. Leader in Me Training by Mr. Larry Hahn/Franklin Covey Coach: Staff members interacted with the 7 habits in a different way to reflect on their personal use of the 7 habits of highly effective staff. Collaboration was held to discuss how the use of them impacts both personal and professional lives. CCCs discussed how to align the habits with their CCC norms and violations. Mr. Hahn reviewed updated Leader in Me pacing guides for teaching student lessons on the LIM website.</p> <p>8. Title 1 Parent Engagement PL: Participants learned how to better serve our community through communicating with families, welcoming them into our building and the possible barriers leading to their involvement. Throughout the year, teams brainstormed small ways to engage families through newsletters, phone calls, positive notes home.</p> <p>9. Ellevation – Provided by ESOL Team -K-5: There has been positive feedback and an increase in online resource use throughout the school year. Teachers have found that the resources and lessons are beneficial for their EL students and all students. Several times thought the year CCSD has given Hollydale staff a shout out for online usage.</p>	<p>Leader in Me: The 4DX Model will be utilized in data team meetings, CCCs, and with student goal setting to determine the Wildy important goals, act on the lead measures (strategies), keep a compelling scoreboard (track data) and create a cadence of accountability among staff and students.</p> <p>Title 1 Parent Engagement: Monthly parent workshops were planned this year with feedback from parents in FY 23. On average we only served 3 adults per session. With this, we will change the name from Parent University to a less threatening name. We will continue to place the materials from each workshop on our school website.</p> <p>Ellevation: More time will be spent on utilizing and sharing the strategies used in classrooms during vertical team meetings to encourage even more use of Ellevation in all K-5 classrooms.</p>	
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Other	<p>LTRS Training – 5 staff members completed this training this year with 2 more currently enrolled. Dyslexia Training – 2 staff members graduated this Spring with their dyslexia endorsement with two more enrolling in programs for the fall. Skilled Teachers Build Skilled Readers – 3 teachers (one each from K, 1st, and 4th) attended this county training & redelivered great information to our teams. Staff members are hungry for more information regarding the Science of Reading. 3rd, 4th, and 5th grade teachers used an encoding and decoding survey with their students.</p>	<p>Teacher anxiety due to the new changes in reading standards and how reading instruction and assessment will change in the future.</p> <p>Lack of resources for teachers in 3rd, 4th, and 5th to address gaps in phonics as measured by the encoding and decoding survey.</p>	<p>Report of Absences Redelivery of training with staff Staff Survey for FY 25</p>
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Comprehensive Needs Assessment – Summary of Findings (Student Groups) Section 1114(b)(1)(A)

Data	Student Groups	Strengths	Concerns	Multiple Data Sources
ELA	<input checked="" type="checkbox"/> Econ. Disadvantaged <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Special Ed. <input checked="" type="checkbox"/> Foster/Homeless <input checked="" type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant	<p>Providing background knowledge of concepts and words using pictures.</p> <p>Provide workshops to parents learning how to access to print and digital resources to support literacy at home in Spanish and English.</p> <p>Accommodations and support given by specialized teachers to help students with disabilities or limited English. (ESOL Teachers and Interventionists)</p> <p>Data is monitored & reviewed by subgroup.</p>	<p>Limited families come to events to support learning at home despite activities offered online and face to face and at various times of the day.</p> <p>English language students need additional support learning how to read; most all students need to work on comprehension strategies (3rd/4th/5th) including sequencing, main idea, and inferencing.</p> <p>We had almost double the number of newcomers this year compared to last year. This growth was across grade levels.</p> <p>Students lack background knowledge and vocabulary due to either gaps in learning or language acquisition.</p>	<p>FAME Parent University Sign in Sheets Lesson Plans Pre/Post Assessments Scholastic Reading Inventory ACCESS Scores GKIDS Data Notebooks Read 180 and System 44 ELF Data Interim Data MRA/Leader in Me Data</p>
Math	<input checked="" type="checkbox"/> Econ. Disadvantaged <input checked="" type="checkbox"/> English Learners	<p>Providing background knowledge of concepts, words utilizing pictures.</p>	<p>Lack of number sense, math fact fluency in many of our students across grade levels.</p>	<p>Scholastic Math Inventory (K-5) GKIDS</p>

	<input checked="" type="checkbox"/> Special Ed. <input checked="" type="checkbox"/> Foster/Homeless <input checked="" type="checkbox"/> Race/Ethnicity <input type="checkbox"/> Migrant	Provide workshops to parents learning how to access to print and digital resources to support numeracy at home in Spanish and English through FAME, Parent University, & Teacher Newsletters.	Problem solving is difficult for our students because of deficits in reading and vocabulary. Limited number of families come to events to support learning at home.	GLOSS (K-5) ACCESS Scores Data Team CCC minutes Data Team Notebooks Interim Data Parent University and FAME sign in sheets MRA/Leader in Me Data
Science	<input checked="" type="checkbox"/> Econ. Disadvantaged <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Special Ed. <input checked="" type="checkbox"/> Foster/Homeless <input checked="" type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant	Students excelled in our STEAM night activities & parents were engaged in the engineering process too.	Limited ability to read complex text and limited background knowledge.	EOG Milestones, 5 th Grade Interims
Social Studies	<input checked="" type="checkbox"/> Econ. Disadvantaged <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Special Ed. <input checked="" type="checkbox"/> Foster/Homeless <input type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant	Providing background knowledge of concepts and words. In all areas, the eagerness to learn despite the wide gaps of learning was apparent.	Limited ability to read complex text and limited background knowledge.	Common Formative Assessment Data Interims
Discipline / School Climate Data	<input checked="" type="checkbox"/> Econ. Disadvantaged <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Special Ed. <input checked="" type="checkbox"/> Foster/Homeless <input type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant	Students used scenarios during morning meetings to review how they should handle difficult situations between peers and adults. Morning meeting was conducted in 100% of homerooms.	Continues to be problematic in the classroom with 36 documented disruptions to the class.	CCSD Discipline Data Admin Walks MRA/Leader in Me Data
Professional Learning	<input checked="" type="checkbox"/> Econ. Disadvantaged <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Special Ed. <input checked="" type="checkbox"/> Foster/Homeless <input type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant	Students benefited from engagement strategies such as using movement to learn vocabulary words. Ellevation strategies were used to assist students in learning vocabulary in all content areas. Staff use of 7 habits in both personal and professional areas.	Lack of stamina in subject areas and behaviors which show a growth mindset.	Use of Ellevation Lesson Plans
Other	<input checked="" type="checkbox"/> Econ. Disadvantaged <input checked="" type="checkbox"/> English Learners	PL in the Science of Reading was well received, and teachers are eager to learn more.	Time and a pervasive feeling of not knowing what the new ELA standards and implementation of Science of Reading will entail.	Feedback on PL sessions

	<input checked="" type="checkbox"/> Special Ed. <input checked="" type="checkbox"/> Foster/Homeless <input type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant			
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Statement of Concern #1	Limited background knowledge and vocabulary which impacts reading comprehension and writing.
Root Cause #1 - (Within control) Impacts which system(s): <input checked="" type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input checked="" type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	It is difficult to teach grade-level standards when students have so many learning gaps in literacy. Teachers often must teach/re-teach previous grade-level standards for students to bridge the gap in attempting to master grade-level standards. Instructional materials provided by the district such as Benchmark Literacy, Units of Study, and Expeditionary Learning address grade-level standards but do not address gaps in learning from previous grade levels. Teachers then must find supplemental materials from various sources which leads to inconsistent instruction across grade levels and throughout the school.
Root Cause #2 - (Within control) Impacts which system(s): <input type="checkbox"/> Coherent Instruction <input checked="" type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	Many teachers have not received training in the science of reading. With the increase in student learning gaps in literacy, professional development is key to supporting learning for students. With numerous students functioning years below grade level expectations, teachers require additional professional development focusing on instructional strategies in phonemic awareness, phonics, and basic reading comprehension, and writing. In addition, with a significant population of English Language Learners teachers need ongoing professional development targeting language acquisition.
Root Cause #3 - (Within control) Impacts which system(s): <input type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	There is a lack of knowledge and consistency in developing vocabulary to support reading with our EL population. This is evidenced through our SRI Data: 72% of EL students ended the year reading at basic or below basic as opposed to 28% EL students on or above.
<p style="text-align: center;">Contributing Factors (Outside of control)</p>	<ul style="list-style-type: none"> • Many parents are unable to help students with reading or writing at home due to limited English proficiency. • Technology and print resources at home to practice standards. • Additional time in the school day to cover prerequisite standards. • Transient backgrounds and poor attendance which has caused gaps in learning. • Limited background knowledge • Limited proficiency in the English Language • Time constraints limit the amount of time teachers can reteach prerequisite skills.

Goal

***Specific, Measurable, Achievable, Relevant,
Timebound***

K: The percentage of kindergarten students scoring on, or above grade level will increase from 15% in August 2024 to 40% in May 2025, as measured by the Amira Reading Measurement tool.

1st/2nd: The percentage of 1st and 2nd-grade students scoring prepared will increase from 30% in August 2024 to 35% in May 2025, as measured by Lexiles on the Beacon Assessment.

3rd-5th: The percentage of 3rd, 4th, and 5th grade students scoring proficient and distinguished will increase from 25% to 30% as measured by the 2024-2025 EOG ELA Assessment.

Statement of Concern #2	<p>Our students are struggling with mastering grade level math standards including fluency standards and do not always understand the concrete reasoning behind abstract math concepts.</p>
<p>Root Cause #1 - (Within control) Impacts which system(s): <input type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement</p>	<p>Students lack fact fluency that inhibits them from doing more complex math at the upper grades. This is evidenced in our Math Inventory results. The Instructional Recommendations Report pulled from SMI states-- 22 out of 70 2nd grade students scoring below grade level in addition fluency 21 out of 112 3rd grade students scoring below grade level in addition fluency 52 of 75 4th grade students scoring below grade level in addition fluency 36 of 101 5th grade students scoring below grade level in addition fluency 49 – 4th graders and 46 –5th graders scored below in multiplication fluency</p> <p>The GKIDS report from Spring of 2024 shows 37% of students not meeting grade level standards for addition.</p>
<p>Root Cause #2 - (Within control) Impacts which system(s): <input type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement</p>	<p>Teachers need professional learning to understand how to use math manipulatives to help students build conceptual understanding of math concepts through story problems.</p>
<p>Root Cause #3 - (Within control) Impacts which system(s): <input type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement</p>	<p>Teachers need additional support in creating lessons, performance tasks and assessments aligned to the level of rigor in the standard.</p>
<p>Contributing Factors (Outside of control)</p>	<p>Limited experiences prior to formal schooling/gaps in learning due to transiency, reinforcement of math skills at home due to time or ability to speak English.</p>

<p style="text-align: center;">Goal <i>Specific, Measurable, Achievable, Relevant, Timebound</i></p>	<p>K - The percentage of kindergarten students fluently adding and subtracting within 5 (using a variety of strategies) will increase from 0% to 80% as measured by the 2024-2025 GKIDS 2.0 Assessment.</p> <p>1st-3rd: The percentage of 1st and 2nd-grade students scoring prepared will increase from 8% in August 2024 to 25% in May 2025 as measured by the 2024-2025 spring administration of the Beacon assessment.</p> <p>4th-5th - The percentage of 4th and 5th grade students scoring proficient and distinguished will increase from 20% in August 2024 to 25% in May 2025 as measured by the 2024-2025 EOG ELA Assessment.</p>
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Statement of Concern #3	<p>Our students are overall not engaged in learning which negatively impacts their growth and mastery of grade level standards.</p>
Root Cause #1 - (Within control) Impacts which system(s): <input checked="" type="checkbox"/> Coherent Instruction <input checked="" type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	<p>While teachers are unpacking standards and meet collaboratively, they are not planning lessons and activities collaboratively in each of the core subject areas. Because teachers divide and conquer by planning subjects in smaller, break out teams, the interpretation of the lessons is not always the same, causing different levels of rigor and engagement to be implemented from classroom to classroom.</p>
Root Cause #2 - (Within control) Impacts which system(s): <input checked="" type="checkbox"/> Coherent Instruction <input checked="" type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input checked="" type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	<p>Teachers rely on each other's lessons to teach standards often presented to students in a Power Point slide presentation that does not engage students in the learning or engage teachers in the delivery of the content. Content presentation is the same lesson to lesson without variety or variation of delivery. This is partially a result of the teacher's lack of professional knowledge in engagement strategies and a focus on planning for these within a unit.</p>
Root Cause #3 - (Within control) Impacts which system(s): <input checked="" type="checkbox"/> Coherent Instruction <input checked="" type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input checked="" type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	<p>While our teachers have begun to utilize data notebooks to track student growth and use their data to drive their instruction, our students are not taking responsibility for their own growth and learning goals. There is a culture of learned helplessness and dependence that results from gaps in learning, language barriers and teachers focusing more on the teaching during the lesson than the student engaging in the actual lesson activities.</p>
<p style="text-align: center;">Contributing Factors (Outside of control)</p>	<p>Teachers feel pressed for time to plan for all subject areas together which drives their tendency to share the planning responsibilities.</p> <p>The sheer number of standards to be taught at each grade level in each 9-week period is difficult to attain to mastery in the time allotted on the county pacing guides.</p> <p>Parents habitually do not get students to school on time.</p> <p>Factors in the home that prevent students from coming to school contribute to high absenteeism.</p> <p>Exposure to a wide range of inappropriate topics on social media outside of school, differences in acceptable behavior at home/school, limited time spent with same age peers outside of school</p>

<p>Goal</p> <p><i>Specific, Measurable, Achievable, Relevant, Timebound</i></p>	<p>Between August 1 and May 21, we will increase student engagement as measured by student goal setting in the following areas:</p> <ul style="list-style-type: none"> • The percentage of students meeting or exceeding their math computational fluency from the baseline in August 2024 to 75% proficiency in May 2025 & • At least 90% of personal leadership goals mastered by May 2025 as measured by student goal tracking in student lighthouse notebooks.
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<p>School Improvement Goals</p> <p><i>Include goals on the parent compacts and policy</i></p>	
Goal #1	<p>Grade K-2 The percent of kindergarten, 1st and 2nd-grade students scoring prepared will increase by 35% from August 2024 to May 2025, as measured by Amira.</p> <p>Grades 3-5 The percentage of students scoring proficient and distinguished in 3rd, 4th, and 5th grade will increase from 25% to 30% as measured by the 2024-2025 EOG ELA Assessment.</p>
Goal #2	<p>Kindergarten The percentage of kindergarten students fluently adding and subtracting within 5 (using a variety of strategies) will increase from 0% to 80% as measured by the 202-2025 GKIDS 2.0 Assessment.</p> <p>Grades 1 & 2 The percentage of 1st and 2nd-grade students scoring prepared will increase from 8% in August 2024 to 25% in May 2025 as measured by the 2024-2025 spring administration of the Beacon assessment.</p> <p>Grades 3-5 The percentage of 3rd – 5th grade students scoring proficient and distinguished will increase by 5% from May 2024 to May 2025 as measured by the EOG Math Assessment.</p>
Goal #3	<p>Between August 1 and May 21, student engagement will increase as measured by 95% of students meeting or exceeding their personal leadership goal and 80% of students meeting or exceeding the math computational fluency goal as measured by goal tracking in student lighthouse notebooks.</p>

Title I Personnel/Positions Hired to Support the School Improvement Goals

SWP Checklist 2.c(iv) - Section 1114(b)(7)(A)(i-iii)(I-V)

Position	Supports Goal(s)	Supports which system(s)	How will the primary actions of this position support the implementation of the School Improvement Plan?
Class Reduction Teacher for 2 nd Grade	<input checked="" type="checkbox"/> Goal 1 <input checked="" type="checkbox"/> Goal 2 <input checked="" type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4	<input checked="" type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input checked="" type="checkbox"/> Supportive Learning Environment <input checked="" type="checkbox"/> Family Engagement	The primary actions of a classroom reduction teacher will ensure smaller class size and more differentiated learning for all students in reading, writing, math, science, and social studies. More instruction can be used to teach students how to properly self-monitor & self-regulate their emotions as well as use proper learning behaviors. Less students will give great time to communicate with families.
Parent Facilitator	<input checked="" type="checkbox"/> Goal 1 <input checked="" type="checkbox"/> Goal 2 <input checked="" type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4	<input checked="" type="checkbox"/> Coherent Instruction <input checked="" type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input checked="" type="checkbox"/> Supportive Learning Environment <input checked="" type="checkbox"/> Family Engagement	A Parent Facilitator is essential to help communicate what students should know and be able to do throughout the year in all major subjects for all students K-5. Much of the population did not attend school in our country, therefore a staff member is needed to explain the educational jargon, help parents get help for their students, and equip families in supporting learning at home.
Instructional Paraprofessional	<input checked="" type="checkbox"/> Goal 1 <input checked="" type="checkbox"/> Goal 2 <input checked="" type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4	<input checked="" type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input checked="" type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	The primary actions of an instructional paraprofessional will be to deliver interventions to students who are close to grade level proficiency in math and reading with the goal to get each child on the para's caseload to grade level proficiency at the end of the year. More instruction can be used to teach students how to properly self-monitor & self-regulate their emotions as well as use proper learning behaviors.

<p>GOAL #1</p>	<p>Grade K-2 The percent of kindergarten, 1st and 2nd-grade students scoring prepared will increase by 35% from August 2024 to May 2025, as measured by Amira.</p> <p>Grades 3-5 The percentage of students scoring proficient and distinguished in 3rd, 4th, and 5th grade will increase from 25% to 30% as measured by the 2024-2025 EOG ELA Assessment.</p>					
<p>Action Step(s) <i>SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv), 2.c(v)</i></p>	<p>Resources</p>	<p>Funding Source(s) <i>SWP Checklist 5.e</i></p>	<p>Start Date</p>	<p>How will the action step be implemented and monitored? What artifacts will be collected to demonstrate implementation? <i>SWP Checklist 3.a 34 CFR § 200.26</i></p>	<p>How will the action step be evaluated for impact? What evidence will be collected to demonstrate impact? <i>SWP Checklist 3.b 34 CFR § 200.26</i></p>	<p>People Responsible</p>
<p>K-5 teachers will implement explicit vocabulary instruction for grade level content and Tier 2 vocabulary.</p>	<p>Ellevation Cox Campus Modules CTLS Teach CTLS Assess</p>	<p>ESOL/Title 3 Title 1</p>	<p>8/1/2024</p>	<p>Implementation Performance Target: 100% of all K-5 Homeroom teachers will implement explicit vocabulary instruction in content.</p> <p>Implementation Plan: <u>August:</u> 30-minute training session by ESOL Teacher to Grade Level Teachers on how to use word splashes to develop vocabulary. Pinpoint Tier 2 vocabulary words to use by grade level throughout the year.</p> <p><u>September – May:</u> Ongoing use of word splashes to both introduce vocabulary and build on background knowledge pertaining to the topic for content.</p> <p>Use of words splash on an anchor chart throughout each unit. Utilize motion to help students make connections and remember vocabulary. Expectation for staff and students to use new vocabulary words in speaking and writing.</p> <p><u>October:</u> Academic coaches and administrators will begin to conduct walkthroughs to monitor the implementation of explicit vocabulary instruction.</p>	<p>Evaluation Performance Target: At least 65% of our students will score at the proficient level in vocabulary as measured by iReady.</p> <p>Increase the number of students in proficiency levels 3, 4, and 5 for each grade level on the ACCESS Test in May 2025.</p> <p>Increase the baseline score for the Vocabulary and Usage section of the ELA Beacon given in August 2024 by 10% as measured by ELA Beacon given in May 2025.</p> <p>Evaluation plan: Student will complete the iReady assessment 3 times during the school year (Fall, Winter and Spring)</p> <p>Student will complete the Imagine Learning assessment 3 times during the school year (Fall, Winter, and Spring)</p> <p>Evidence: iReady assessment data Imagine Learning assessment data ACCESS assessment data ELA Beacon Assessment Data</p>	<p>Teachers Admin</p>

				<p>1st 9wks: Use of walkthrough form to show evidence of word splash.</p> <p>2nd 9wks: Add to walkthrough form– Can hear the language of content/Tier 2 vocabulary being used during the Literacy block by teachers and students.</p> <p>3rd & 4th 9 Wks: Add to walkthrough form – Evidence of vocabulary being used by students through written or oral expression.</p> <p>Artifacts: Lesson plans to show explicit vocabulary instruction in content and for tier 2 words. Word Splash Anchor charts posted in room to use as a tool to reference. Walkthrough forms/data</p>		
K-5 teachers will differentiate instruction for students who fall below proficiency or score above proficiency in reading.	<p>iReady</p> <p>Imagine Learning</p> <p>Cox Campus Modules</p> <p>Ellevation</p> <p>CTLS Teach, Assess, and Learn</p>	<p>Title Class Reduction Teacher (2nd Grade, Hardin)</p> <p>County Funds</p> <p>Title Funds</p> <p>20 Day Funds & Title</p>	8/15/24	<p>Implementation Performance Target: 100% of K-5 Homeroom teachers will provide interventions or extensions for students based on iReady assessments and phonics surveys.</p> <p>Implementation Plan: <u>First Quarter:</u> The academic coaches will facilitate multiple PL sessions for teachers on how to use Acadience and iReady to determine students’ needs, plan small group instruction and monitor student progress.</p> <p><u>August:</u> Teachers will analyze diagnostic data in IReady (K-5) to determine student strengths and areas of concern and will focus on area of weakness during small group instruction for ELA. Teachers enter diagnostic data on grade level data spreadsheet & list greatest area of need based on each student.</p> <p><u>Fall, Winter Spring</u> -The academic coaches will guide teachers in analyzing iReady Data and planning small group instruction.</p>	<p>Evaluation Performance Target: At least 50% will increase their performance score by 35% in grades kindergarten through second and 30 % in grades 3 through 5 as measured by iReady assessment.</p> <p>Evaluation Plan: Use of ongoing common formative assessments. Teachers will use data to tweak interventions: Acadience, ELF (K-2) and iReady</p> <p>Mid-Year Monitoring: December, March: Amira (K-3), iReady and Beacon (1st-5th)</p> <p>End of Year Monitoring: May: Acadience, iReady, and Beacon</p> <p>Evidence: Data from Acadience, iReady, and Beacon</p>	Teachers & Tutors

				<p><u>September – May:</u> Classroom teachers and support personnel (Special Education, ESOL, EIP, SLPs, Interventionist) will provide daily, small group, direct instruction aligned to student deficit areas and/or strengths.</p> <p>Artifacts: Teacher Schedules, Data Conference notes, Small group data notebooks, and small group instruction lesson plans</p>		
Provide differentiated writing instruction based on formative data throughout the year.	Writescore CTLS Teach, Assess, and Learn	ASP Funds Local School Funding Title 1 Funds 20-day funds	9/1/24	<p>Implementation Performance Target: 100% of K-5 teachers will use common formative writing assessment data to differentiate instruction in writing.</p> <p>Implementation Plan: <u>August:</u> K/1/2: Prewriting assessment given and scored by grade level rubric. 3/4/5: Prewriting assessment from Write Score given to students.</p> <p><u>September – May:</u> K-5: Ongoing monthly writing assessments. Teachers use data during writing conferences to give feedback on a child’s performance in the areas of elaboration and conventions. Apply the use of vocabulary.</p> <p>Artifacts: Small group lesson plans, Grade Level Data team sheet, writing rubrics for each grade level, Write Score database</p>	<p>Evaluation Performance Target: Increase the number of students writing on grade level or above in elaboration and conventions as measured by grade level common assessments (K-5) and Write Score assessments (3-5). (Baselines to be established in August of 2024 with targets to meet by the end of the year.)</p> <p>Evaluation Plan: <u>August:</u> Pre-Test for K-2 – Common Diagnostic Assessment; Pre-Test for 3-5- Write Score Pre-Test <u>Sept-May:</u> Monthly writing assessments Mid-Year Monitoring: <u>December/March:</u> 3rd-5th Write Score Assessment</p> <p>End of Year Monitoring: May: ELA EOG Writing Data, EOY Grade level Writing Assessment for K-5</p> <p>Evidence: Grade level data sheets showing data from common monthly assessments Sept-May; ELA EOG Writing data, EOY Writing Assessment Data for K-5</p>	Reading Coach Teachers

<p>Provide protected collaborative time in the master schedule for homeroom teachers to go to PL directed for the Science of Reading, pace out units, write assessments, and determine learning targets for reading.</p>	<p>CTLS, Reading Standards Cox Campus Modules County Level Coaches Local Coach</p>	<p>PL County Funds Title</p>	<p>8/1/24</p>	<p>Implementation Performance Target: By the dates below, 100% of Homeroom teachers K-5 will meet for collaborative planning for the designated quarter shown below:</p> <ul style="list-style-type: none"> • 10/11/2024 • 12/20/2024 • 3/14/2024 <p>Implementation Plan: Agenda for set days -</p> <ul style="list-style-type: none"> • Pace out all content areas, unpack priority standards in math and ELA including a discussion of pedagogy around each one, create and align assessments for each standard. • Determine learning targets for math and ELA aligned to formative daily & or weekly assessments. • Pinpoint key vocabulary you will explicitly teach in math, ELA, content, and in general. Place on your pacing guide with an assessment for each group of words. • Ensure the pacing guide aligns with required quarterly and benchmark assessment schedules and HES schedule. • Complete Cox Campus Course Literacy module as a team & collaborate about your new learning. • Assess your effectiveness as a CCC <p>Artifacts: Schoolwide plan for collaboration on calendar; Report of Absence Forms & Sign in sheet, Quarterly Teaching Plan (w/pacing, assessments, etc), and Minutes of Mtg</p>	<p>Evaluation Performance Target: An increase of 20% in the percentage of students at each grade level scoring 70% or higher in ELA as measured by common unit assessments administered throughout the year.</p> <p>Evaluation plan: Grade Level Unit Common Assessments will be administered throughout the year. Assessments given as a pretest first then posttest to show growth.</p> <p>Evidence: Common formative ELA assessment outcome (growth, goal met or not met) Data Team Worksheet</p>	<p>Reading Coach & HR Teachers</p>
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Provide instruction two weeks before preplanning for students entering Kindergarten to address early reading skills.	Teacher Created Lessons	Title 1 Funds ASP and Local Funding Donations from Partners	July 8-11 & July 15-18, 2024	<p>Implementation Performance Target: Provide Kindergarten Camp to the children enrolled in K for Hollydale by June 1, 2024.</p> <p>Implementation Plan: <u>April 2024:</u> Offer in person K registration for families; inform of Kindergarten Camp <u>May 2024:</u> Send reminder for K Camp via CTLS <u>June 2024:</u> Send a hard copy through the mail for K Camp with a QR code to register. <u>July 2024 8-11 & 15-18</u> K Camp</p> <p>Artifacts: Lesson plans, attendance sheets for staff and students, MS Form for registration, and pre/post assessments</p>	<p>Evaluation Performance Target: 80% of Incoming Kindergarten students will be able to identify all uppercase letters by the end of kindergarten camp.</p> <p>Evaluation Plan: July 8, 2024 – Pre assessment July 18, 2024 – Post assessment</p> <p>Evidence: K Camp and Post Test Data</p>	Teachers and Para teaching K Camp
Provide programs and materials throughout the school year to equip families with skills needed to help their children be proficient in reading.	CTLS Teach CTLS Parent Readers in Parent Resource Room Take/Make materials	Supplies from Title 1 Parent Engagement Funds	8/1/24	<p>Implementation Performance Target: Offer math and reading strategies for parents to use at home to support their child’s educational success at least 2 times this year.</p> <p>Implementation Plan: <u>July 30th:</u> Meet and Greet for all students; 6 PM Kindergarten Orientation <u>August through April</u> – Monthly Parent Workshops to equip parents with skills needed to help with literacy at home. <u>August 22:</u> Open House K-5; Teachers review curriculum and standards to learn in Quarter 1 and learning expectations for the year. <u>September 19:</u> PTA/Battle for Houses Bingo Night (w/Reading strategies parents can use at home) <u>October 15-18:</u> Conference Week <u>FAME:</u> Oct 23-Dec 4 <u>December 12:</u> STEAM Winter Wonderland (Science and Math Night) <u>March 6:</u> 5th to 6th Parent Mtg <u>March 20:</u> Multicultural Art Show (a celebration of Art Integration in ELA)</p> <p>Artifacts: Flyers to advertise events, Title 1 Surveys with testimonials of impact, Agendas, Pictures,</p>	<p>Evaluation Performance Target: At least 75% of families reported resources were useful.</p> <p>Evaluation Plan: Families will be asked to complete Title 1 Surveys after events to get feedback on ways we can improve & to determine the success of the event.</p> <p>Evidence: Family Title 1 Surveys after Title 1 Events</p>	Parent Facilitator Academic Coach

				Summer Learning Workbooks, and Make/take materials to support reading		
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GOAL #2	Kindergarten The percentage of kindergarten students fluently adding and subtracting within 5 (using a variety of strategies) will increase from 0% to 80% as measured by the 202-2025 GKIDS 2.0 Assessment.					
	Grades 1 & 2 The percentage of 1 st and 2nd-grade students scoring prepared will increase from 8% in August 2024 to 25% in May 2025 as measured by the 2024-2025 spring administration of the Beacon assessment.					
Grades 3-5 The percentage of 3 rd – 5 th grade students scoring proficient and distinguished will increase by 5% from May 2024 to May 2025 as measured by the EOG Math Assessment.						
Action Step(s) <i>SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv), 2.c(v)</i>	Resources	Funding Source(s) <i>SWP Checklist 5.e</i>	Start Date	How will the action step be implemented and monitored? What artifacts will be collected to demonstrate implementation? <i>SWP Checklist 3.a 34 CFR § 200.26</i>	How will the action step be evaluated for impact? What evidence will be collected to demonstrate impact? <i>SWP Checklist 3.b 34 CFR § 200.26</i>	People Responsible
Provide protected collaborative time in the master schedule for all math teachers to unpack the math standards and create common assessments.	CTLS, Math Standards Math in Practice Book County Level Coaches Local Coach	PL County Funds Title	8/1/24	Implementation Performance Target: By the dates below, 100% of Homeroom teachers K-5 will meet for collaborative planning for the designated quarter shown below: <ul style="list-style-type: none"> 10/11/2024 12/20/2024 3/14/2024 Implementation Plan: Agenda for set days - <ul style="list-style-type: none"> Pace out all content areas, unpack priority standards in math and ELA including a discussion of pedagogy around each one, create and align assessments for each standard. 	Evaluation Performance Target: At least 50% of students at each grade level will demonstrate proficiency in mathematics by scoring 70% or higher on common unit assessments administered throughout the year. Evaluation plan: Pre-Requisite Grade Level Assessments will be given at the beginning of each unit. Grade Level Unit Common Formative Assessments will be given to monitor growth throughout each unit. Common Summative Assessment will be given at the end of each unit.	Math Coach

				<ul style="list-style-type: none"> Determine learning targets for math and ELA aligned to formative daily & or weekly assessments. Pinpoint key vocabulary you will explicitly teach in math, ELA, content, and in general. Place on your pacing guide with an assessment for each group of words. Ensure the pacing guide aligns with required quarterly and benchmark assessment schedules and HES schedule. Complete Cox Campus Course Literacy module as a team & collaborate about your new learning. Assess your effectiveness as a CCC <p>Artifacts: Schoolwide plan for collaboration on calendar; Report of Absence Forms & Sign in sheet, Quarterly Teaching Plan (w/pacing, assessments, etc), and Minutes of Mtg</p>	<p>Evidence: Common formative math assessment outcome (growth, goal met or not met), Data Team Worksheet</p>	
Use math manipulatives to build contextual understanding of math concepts in story problems indicated through walk-through data.	<p>CTLs, Math Standards Math in Practice Book County Level Coaches Local Coach</p>	<p>PL County Funds Title</p>	8/1/24	<p>Implementation Performance Target: 100% of teachers will model the use of manipulatives to build contextual understanding of math concepts in story problems.</p> <p>Implementation Plan: <u>August:</u> PL for using manipulatives as a learning tool and in math instruction. <u>August – May:</u> Utilize math manipulatives as appropriate to ensure concrete/conceptual understanding and make connections abstract representations of mathematics.</p> <p>Artifacts: Walkthrough data</p>	<p>Evaluation Performance Target: At least 70% of classrooms observed will show students using math manipulatives to build contextual understanding of math concepts in story problems.</p> <p>Evaluation plan: Monthly instructional walks will take place to monitor the instructional practice of using manipulatives to solve story problems in mathematics.</p> <p>Evidence: Walk through Data Beacon Assessment Data</p>	<p>Math Coach Teachers</p>
Implement explicit vocabulary instruction for grade level math vocabulary as evidenced by math walks.	<p>CTLs, Math Standards Math in Practice Book County Level Coaches</p>	<p>PL County Funds Title</p>	8/1/24	<p>Implementation Performance Target: 100% of all K-5 Homeroom teachers will implement explicit vocabulary instruction in content.</p> <p>Implementation Plan: <u>August:</u> 30-minute training session by ESOL Teacher to Grade Level Teachers on how to use word splashes to</p>	<p>Evaluation Performance Target: Increase the baseline score for the Math Beacon given in August by 10% as measured by the Math Beacon given in May.</p> <p>At least 50% of students at each grade level will demonstrate proficiency in mathematics by scoring 70% or higher on</p>	<p>Teachers</p>

	Local Coach			<p>develop vocabulary. Pinpoint Tier 2 vocabulary words to use by grade level throughout the year.</p> <p><u>September – May:</u> Ongoing use of word splashes to both introduce vocabulary and build on background knowledge pertaining to the topic for content.</p> <p>Use of words splash on an anchor chart throughout each unit.</p> <p>Utilize motion to help students make connections and remember vocabulary.</p> <p>Expectation for staff and students to use new vocabulary words in speaking and writing.</p> <p><u>October:</u> Academic coaches and administrators will begin to conduct walkthroughs to monitor the implementation of explicit vocabulary instruction. 1st 9wks: Use of walkthrough form to show evidence of word splash. 2nd 9wks: Add to walkthrough form– Can hear the language of content/Tier 2 vocabulary being used during the Literacy block by teachers and students. 3rd & 4th 9 Wks: Add to walkthrough form – Evidence of vocabulary being used by students through written or oral expression.</p> <p>Artifacts: Lesson plans to show explicit vocabulary instruction in content and for tier 2 words. Word Splash Anchor charts posted in room to use as a tool to reference. Walkthrough form/data</p>	<p>common unit assessments administered throughout the year.</p> <p>Evaluation plan: K-5 will complete the Beacon assessment at least three times a year.</p> <p>K-5 students will complete common summative assessments at the end of each unit.</p> <p>Evidence: Beacon assessment data Common summative assessment data</p>	
Implement evidence-based instructional strategies to develop students’ math fluency and conceptual understanding of grade-level standards.	CTLS, Math Standards Math in Practice Book County Level Coaches	PL County Funds Title	8/1/24	<p>Implementation Performance Target: 100% of teachers utilize Building Fact Fluency Kits and Number Talks following the pacing guide provided.</p> <p>Implementation Plan: <u>July/August</u> Coach presents the pacing guide w/grade level teachers.</p>	<p>Evaluation Performance Target: By the end of the 2024-2025 school year, 80% of students will meet or exceed the grade level priority standard for computational fluency as measured by the posttest in May.</p> <p>Evaluation plan: Pre-Test (August)</p>	Math Coach & Teachers

	Local Coach Building Fact Fluency Kits Number Talks and MFF Pacing Guide			<p><u>August 12 – May 12</u> BFF/Number Talks will be implemented for year.</p> <p>Based on grade level priority standards for computational fluency: K: Mentally Add/Subtract within 5 1: Mentally Add/Subtract within 10 2: Mentally Add/Subtract within 20 3: Fluency with multiplication and division with single-digit numbers • Fluency with addition and subtraction within 1,000 4: Add/subtract multi-digit whole numbers 5: Multiply and divide whole numbers</p> <p>Artifacts: BFF and Number Talks Pacing Guide by grade level, Class Schedule, Lesson plan with Time for BFF & Number Talks, Pre/Post Test, and Monthly Benchmark Common Assessments</p>	<p>Monthly common formative assessments for computational fluency. Post Test (May)</p> <p>Evidence: Monthly data sheets showing progress from each grade level. Assessments from CTLS on grade level priority standard.</p>	
Provide instruction two weeks before preplanning for students entering Kindergarten to address early numeracy skills.	CTLS Teach Local Lesson Plans	Local School Funding Title 1 Funds	7/8/24	<p>Implementation Performance Target: Provide Kindergarten Camp to the children enrolled in K for Hollydale by June 1, 2024.</p> <p>Implementation Plan: <u>April 2024:</u> Offer in person K registration for families; inform of Kindergarten Camp <u>May 2024:</u> Send reminder for K Camp via CTLS <u>June 2024:</u> Send a hard copy through the mail for K Camp with a QR code to register. <u>July 2024 8-11 & 15-18</u> K Camp</p> <p>Artifacts: Lesson plans, attendance sheets for staff and students, MS Form for registration, pre/post assessments</p>	<p>Evaluation Performance Target: 80% of Incoming Kindergarten students will be able to count from 1-20 by the end of kindergarten camp.</p> <p>Evaluation Plan: July 8, 2024 – Pre assessment July 18, 2024 – Post assessment</p> <p>Evidence: K Camp Pre and Post Test Data</p>	Select Teachers
Provide programs and materials throughout the school year to equip families with skills needed to help their children be proficient in math.	CTLS Teach CTLS Parent Readers in Parent Resource Room	Supplies from Title 1 Parent Engagement Funds	8/1/24	<p>Implementation Performance Target: Offer math and reading strategies for parents to use at home to support their child’s educational success at least two times a year.</p> <p>Implementation Plan:</p>	<p>Evaluation Performance Target: At least 75% of families reported the resources were useful.</p> <p>Evaluation Plan: Families will be asked to complete Title 1 Surveys after events to get feedback on</p>	Parent Facilitator

	Take/Make materials		<p><u>July 30th</u>: Meet and Greet for all students; 6 PM Kindergarten Orientation</p> <p><u>August through April</u> – Monthly Parent Workshops to equip parents with skills needed to help with literacy at home.</p> <p><u>August 22</u>: Open House K-5; Teachers review curriculum and standards to learn in Quarter 1 and learning expectations for the year.</p> <p><u>September 19</u>: PTA/Battle for Houses Bingo Night (w/Reading strategies parents can use at home)</p> <p><u>October 15-18</u>: Conference Week</p> <p><u>FAME</u>: Oct 23-Dec 4</p> <p><u>December 12</u>: STEAM Winter Wonderland (Science and Math Night)</p> <p><u>March 6</u>: 5th to 6th Parent Mtg</p> <p><u>March 20</u>: Multicultural Art Show (a celebration of Art Integration in ELA)</p> <p>Artifacts: Flyers to advertise events, Title 1 Surveys with testimonials of impact, Agendas, pictures, Summer Learning Workbooks, Make/take materials to support reading</p>	<p>ways we can improve & to determine the success of the event.</p> <p>Evidence: Family Title 1 Surveys after Title 1 Events</p>	
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GOAL #3	Between August 1 and May 21, student engagement will increase as measured by 95% of students meeting or exceeding their personal leadership goal and 80% of students meeting or exceeding the math computational fluency goal as measured by goal tracking in student lighthouse notebooks.					
Action Step(s) <i>SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv),2.c(v)</i>	Resources	Funding Source(s) <i>SWP Checklist 5.e</i>	Start Date	How will the action step be implemented and monitored? What artifacts will be collected to demonstrate implementation? <i>SWP Checklist 3.a</i>	How will the action step be evaluated for impact? What evidence will be collected to demonstrate impact? <i>SWP Checklist 3.a</i>	People Responsible
K-5 Teachers will implement a variety of engagement strategies at least 1-2 times each 9-week grading period in whole or small group instruction as indicated by formal and informal observation data.	Arts Integration PD Grade Level AI Reps Ron Clark Academy PL	PL County Funds Title I Funds	October 1	<p>Implementation Performance Target: 100% of K-5 Teams will plan for and implement at least 1 Arts Integration strategy and 1 Ron Clark Strategy per unit in each 9-week grading period.</p> <p>Implementation Plan: <u>August/Sept.</u> - Grade Level Reps attend first training “<i>What is Arts Integration</i>” & redeliver content to team during CCC time. <u>October:</u> K-5 Teams Plan for and Implement 1 AI Lesson <u>October/Nov.</u> – Grade Level Reps attend 2nd training “<i>Drama Integration</i>” & redeliver content to team during CCC time. <u>November/Dec.</u> – K-5 Teams Plan and Implement 1 AI Lesson <u>January</u> – Grade Level Reps Attend 3rd AI Training “<i>Visual and Media Integration</i>” & redeliver content to team during CCC time. <u>February/March</u> – K-5 Teams plan for and implement 1-2 AI Lessons <u>February/March</u> – Grade Level Reps Attend 4th training session “<i>Music & Dance Integration</i>” & redeliver content to team during CCC time <u>March/April</u> – Teams plan and implement 1-2 AI Lessons <u>May</u> – Engagement Celebration</p>	<p>Evaluation Performance Target: Evidence of 100% of teacher use of AI strategy during instruction as evidenced by instructional walk-through data.</p> <p>Evaluation plan: <u>October – May:</u> Admin will review lesson plans and rubrics created for AI lesson.</p> <p>Admin will observe AI lessons being taught and Ron Clark engagement strategies implemented in the classroom. Conduct walkthroughs to collect data of AI strategies being implemented.</p> <p>Evidence: Teacher created Rubrics Student Products Walkthrough Data</p>	Admin Coaches Arts Integration Grade Level Reps

				<p><u>Second Semester</u> – Send 4-6 Teachers to Ron Clark Academy and have them redeliver content to teams.</p> <p>Artifacts: Lesson Plans Pictures of Student Products from each lesson Art Integrated Pacing Guides per 9 Weeks for each grade level Specialist lesson plans showing grade level standards integration</p>		
Students will confer with teachers to write a SMART goal for math computational fluency and leadership and track their progress throughout the year as measured by leadership notebooks.	Leader in Me Lessons	ASP Funds Title 1 Funds PL Funds	August 30, 2024	<p>Implementation Performance Target: 100% of teachers and students will confer with one another to write a SMART goal for the year for math computation and leadership by September 2024.</p> <p>Implementation Plan: <u>August:</u> Pre-Test given for math computational fluency by grade level. Teachers and students discover talents and leadership potential to determine leadership role for the year. August 30 – SMART goals written for math computational fluency and leadership by individual student & teacher Teach students the 4DX model used to meet goals.</p> <p><u>September – April</u> Once a week on WIG Wednesdays, students track progress on their math goal using tracking sheets in their leadership notebook. (math and leadership goals)</p>	<p>Evaluation Performance Target: 80% of students will meet or exceed their math computational fluency goal by May 2025.</p> <p>95% of students will meet or exceed their personalized leadership goal for the year by May 2025.</p> <p>Evaluation plan: Math: Pre/Post common assessment per grade for math computational fluency.</p> <p>Leadership: Conference notes between teacher and student throughout the year and end-of-year reflection on leadership role in the classroom or school.</p> <p>Evidence: Data spreadsheets for math computational fluency goal tracking</p>	Homeroom Teachers Students

			<p>Teachers confer with students after monthly math assessment to give feedback and tweak goal if needed.</p> <p><u>May:</u> Post Test for math computational fluency goal. Student reflection on leadership goal. Conference with individual students regarding yearly progress.</p> <p>Artifacts: Weekly Lesson Plans showing conferencing, Leader in Me Lessons for 4DX model, House Mtgs to meet with accountability partners, student lighthouse notebooks & goal setting and tracking worksheets.</p>	<p>Student lighthouse notebooks with yearly tracking of goals & reflection on leadership goal.</p>	
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Actions to Support Student Groups in Meeting School Improvement Goals

Student Group(s) <i>SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii)</i>	Action steps to improve/support achievement of student groups	Resources	Funding Source
<input checked="" type="checkbox"/> Econ. Disadvantaged <input type="checkbox"/> English Learners <input type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input checked="" type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant	Partner with community stakeholders to provide goods and services in need to families. (Must Ministries Food Pantry once a month, school supplies, backpacks, winter coats/mittens/socks, and holiday based assistance).	Must Ministries Donations	Donations
<input checked="" type="checkbox"/> Econ. Disadvantaged <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Special Ed. <input checked="" type="checkbox"/> Foster/Homeless <input checked="" type="checkbox"/> Race / Ethnicity <input checked="" type="checkbox"/> Migrant	Provide workshops to families to access digital resources and print out hard copies of reports or documents needed to help students at home (teacher newsletters, printable books, etc).	Teacher Leaders & Parent Facilitator	Title 1 Funding & Local Funds
<input checked="" type="checkbox"/> Econ. Disadvantaged <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Special Ed. <input checked="" type="checkbox"/> Foster/Homeless <input checked="" type="checkbox"/> Race / Ethnicity <input checked="" type="checkbox"/> Migrant	Utilize county resources (Social Worker, Homeless Liaison, International Welcome Center, Cafeteria Services) to help families with free and reduced lunch applications, health and housing assistance as well as procedures to support students of migrant workers or homeless families.	Social Work Resources CCSD Cafeteria Services Homeless Support Office	Donations & funding through federal funds.
<input checked="" type="checkbox"/> Econ. Disadvantaged <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Special Ed. <input checked="" type="checkbox"/> Foster/Homeless <input checked="" type="checkbox"/> Race / Ethnicity <input checked="" type="checkbox"/> Migrant	Provide Parent workshop “Make and Take” sessions as well as events to spotlight reading, writing, and math to support learning at home. Provide parents access to the Parent Resource Center for additional materials for checkout at home to support all subjects.	County and Title Resources and Funds	Parent Facilitator, Teachers, Admin
<input checked="" type="checkbox"/> Econ. Disadvantaged <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Special Ed. <input checked="" type="checkbox"/> Foster/Homeless <input checked="" type="checkbox"/> Race / Ethnicity <input checked="" type="checkbox"/> Migrant	The data teaming process in math, writing, and reading is used to analyze data based on subgroups and provide needed interventions to ensure specific strategies are used to minimize learning gaps between subgroups.	County/Local Funds	Admin, Teachers, Coach

Family Engagement Plan to Support School Improvement (*Required Components*)

Family Engagement Activities (<u>Must be listed in the school policy</u>)	Date(s) Scheduled	Date Completed	"Shall" Standard(s) Addressed
<p>1. Required <u>Annual Title I Meeting – Deadline September 30, 2024</u> Parents will learn about Title I, how our school spends Title funds (budget snapshot), highlights of the schoolwide plan, description of curriculum and assessments used, our school compacts and policies, professional qualifications of our teachers, and opportunities for family engagement including use of the family resource center.</p>	Sept. 19, 2024		<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3 <input type="checkbox"/> 6
<p>2. Required <u>Fall Input Survey/ Evaluation (secondary method) – Deadline November 4, 2024</u> Parents will have the opportunity to assist in planning future family engagement activities, revising our school policy and compact, and considering how to spend our family engagement funds.</p>	October 15-18, 2024		<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 6
<p>3. Required <u>Spring Input Meeting and Survey (primary method) – Deadline April 30, 2025</u> Parents will have the opportunity to assist in planning future family engagement activities, revising our school policy and compact, and considering how to spend our family engagement funds.</p>	March 13, 2024		<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 6
<p>4. Required <u>FOUR Building Staff Capacity Opportunities (Do not need to be listed in the Policy)</u> Teacher will continue to learn about the value and utility of contributions of parents including how to reach, communicate with, and work with parents to implement parent programs and build ties between the parents and school <u>Deadlines: PL#1 9/20/24 PL#2 12/6/24 PL#3 2/14/25 PL#4 4/25/25</u></p>	9/11/24		
	12/4/24		<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5
	1/12/24		<input checked="" type="checkbox"/> 3 <input type="checkbox"/> 6
	3/19/24		
<p>5. Required <u>Transition Activities for parents of students entering or exiting our school (Multiple options, not just visit the school)</u> Parents will have an opportunity to learn about the next grade level in their child’s education. <u>Briefly describe the transition activities here:</u></p>	March 6, 2025		<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3 <input type="checkbox"/> 6
<p>6. Required: Provide information related to school and parent/programs meetings in a format and language parents can understand. <i>SWP Checklist 5.d</i></p>	<p><u>List documents translated for parents:</u></p>		<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 3 <input type="checkbox"/> 6

School Developed Family Engagement Activities (Required for “Shall’s” 2 and 6)

School Developed Family Engagement Activities (Must be listed in the school policy)	“Shall” Addressed	Goal(s) Addressed	Resources	Funding Source(s) <i>SWP Checklist 5.e</i>	Date	How is the activity monitored, and evaluated? Include data/artifacts to be collected as evidence.	Team Lead
Monthly Parent University Seminars <i>(technology, instructional strategies to do at home for math and reading, social and emotional learning tips, test scores/RTI information, MS skills for rising 6th grade students, test prep)</i>	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6	<input type="checkbox"/> Goal 1 <input type="checkbox"/> Goal 2 <input type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4	Water, prepackage d snacks Handouts	Title 1 Local Funds	8/1- Coffee and Conversation w/new HES Families 8/8-Technology workshop for Parents 9/15 - Bingo & Rdg support for Parents at Home 10/14 -Math Parent Workshop 11/13, 11/14, 11/15 - Lunch and Learn w/Parents & Students-view goals set & progress made. 1/16 - 2 nd Semester Curriculum Night 3/6 - 5 th to 6 th Parent Mtg 5/8 - Summer Learning Workshop for Parents	Parent Survey Collected for feedback from families, agendas, sign in sheets, CTLS invitation	Carmen Rodriguez
STEAM Night – Math/Science Focused	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6	<input type="checkbox"/> Goal 1 <input type="checkbox"/> Goal 2 <input type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4	County Science Kits	Title 1 Local Funds	12/12/2024	Parent Survey Collected for feedback from families, agendas, sign in sheets, CTLS invitation	Carmen Rodriguez
Multicultural Night – ELA/Writing Focused on Interactive Country Boards, scavenger hunts, etc.	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6	<input type="checkbox"/> Goal 1 <input type="checkbox"/> Goal 2 <input type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4	Art Supplies	Title 1 Local funds	3/20/2024	Parent Survey Collected for feedback from families, agendas, sign in sheets, CTLS invitation	Carmen Rodriguez

GaDOE required six “Shall’s”. Each shall must be addressed at least once during the school year:

1. Assist parents in understanding state academic standards, state and local assessments, and how to monitor their child’s academic progress.
2. Provide materials and training to help parents work with their child to improve academic achievement. (Ex. Literacy training, technology training)
3. Educate school staff in the value and utility of the contributions of parents, and how to reach, communicate with, and partner with parents to implement parent programs to build ties between parents and the school.
4. Coordinate and integrate parent programs and activities with other Federal, State, and local programs (Preschool to Kindergarten, transitions, parent resource centers, etc.) to support parents in more fully participating in their child’s education.
5. Ensure information related to school and parent programs/meetings are sent in a format and language parents can understand.
6. Provide other reasonable support for parental involvement activities as parents may request. These are school developed activities based upon parent input. (#14 in list of “shalls” and “mays”)

School Improvement Plan Required Questions

Schoolwide Plan Development – Section 1114(2)(B) (i-iv)

1. Cobb County’s schoolwide plans are developed during a 1-year period; unless – the school is operating a schoolwide program on the day before the date of the enactment of Every Student Succeeds Act, in which case such school may continue to operate such program but shall develop amendments to its existing plan during the first year of assistance after that date to reflect the provisions of the section. **Evidence to support this statement includes: The dated schoolwide plans, dated budget meeting agendas and signature pages, and dated committee and input meeting signature pages. SWP Checklist 5(a)**

2. Cobb County’s schoolwide plans are developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals present in the school, administrators (including administrators of programs described in other parts of this title), the local educational agency, to the extent feasible, tribes and tribal organizations present in the community, and , if appropriate specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to a secondary school, students, and other individuals determined by the school. **Evidence to support this statement includes: The schoolwide plan committee signature page and the Family Engagement fall and spring input meetings. Schoolwide Checklist 5(b)**

3. Cobb County’s schoolwide plans remains in effect for the duration of the school’s participation under Sec. 114(b)(1-5) of ESSA, except that the plan and its implementation shall be regularly monitored and revised as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging State academic standards. **Evidence to support this statement includes: The Title I midyear and end of year monitoring of SWP goals, monitoring and approving all Title I expenditures, and revision dates listed on the SWP cover page. SWP Checklist 5(c)**

4. Cobb County’s schoolwide plans are available to the local education agency, parents, and the public, and the information contained in such plan shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand. **Evidence to support this statement includes: Every Title I school post the Title I plan, Title I budget, and Family Engagement Components on the school’s website and in multiple languages. SWP Checklist 5(d)**

5. Describe how the schoolwide plan has been developed in coordination and integration with other Federal, State and local services, resources, and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted

support and improvement activities under section 1111 (d), if appropriate and applicable. *SWP Checklist 5(e)* **Include district initiatives that are supported with Title I Funds (For example: Early Literacy Framework (ELF), Math Fluency Initiative (MFI), LETRS, Read 180, etc.)**

SCHOOL RESPONSE:

The schoolwide plan has been developed by analyzing multiple data points from assessments, attendance, discipline, surveys, and anecdotal information with all stakeholders. Using this information, a shared vision and mission is tweaked to ensure all stakeholders are beginning with the end in mind. Specific programs used to ensure all students are learning include LETRS training, Early Literacy Framework, Math Fluency Initiative, Read 180, Systems 44, Dreambox, and the Leader in Me Framework. Parental support programs such as Parent workshops and FAME are used to both partner and equip families to support their child’s learning.

ESSA Requirements to Include in the Schoolwide Plan – Section 1116(B)(1)

6. Jointly develop with, and distribute to, parents and family members of participating children a written parental and family engagement involvement policy, agreed on by such parents, that shall describe the means for carrying out the requirements of Subsections (c) through (f). Parents shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. Such policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school. **Evidence to support this statement includes Posting every Title I school’s parent policy on the school’s website in multiple languages where practicable, Fall and Spring input meeting agendas and sign in sheets providing parents the opportunity to assist in the development of the school’s parent policy, compact and parent engagement budget.**

SWP Checklist 4

Evaluation of the Schoolwide Plan - 34 CFR § 200.26

7. Describe how the school regularly monitors and the implementation of, and results achieved by, the schoolwide program, using data from the State’s annual assessments and other indicators of academic achievement. *SWP Checklist 3(a)*

SCHOOL RESPONSE:

Cobb Collaborative Community (CCC) Teacher Meetings ensure teachers work collaboratively to plan, analyze data and adjust instruction to meet the needs of all students. During these work sessions, teachers monitor and implement standards-based instruction utilizing the workshop model. Annual assessments such as the End of Grade Milestones and more periodical assessments such as the Scholastic Reading and Math Inventory are used to show student growth throughout the year & yearly growth in May. Common assessments are utilized in phonics, math, and writing more frequently to show student achievement.

8. Describe how the school determines whether the schoolwide program has been effective in increasing the achievement of students in meeting the challenging State academic standards, particularly for those students who had been farther from achieving the standards. *SWP Checklist 3(b)*

SCHOOL RESPONSE:

For the upcoming, 2024-2025 school year, we will expect students to “lead and learn to infinity and beyond!” Using the following measures & data teaming protocols with each.

K, 1, 2 ELA – Common Phonics and Writing Assessments, Amira, Beacon, GKIDS, iReady

3,4,5 ELA – Common reading & writing assessments, Beacon, EOG, iReady

K-5 Math - Math Common Assessments, GLOSS, Beacon, GKIDS

The school will employ one instructional paraprofessional funded with Title 1 to work with specific students in first and second grade, filling in the gaps shown in reading, writing, and math. In addition, various intervention groups for reading and math will be conducted by ESOL, Special Education, EIP, and Interventionist to increase the number of students at or above grade level. Tutoring funds will be utilized from October through March to continually support student learning & promote grade level proficiency in reading, writing, and math.

9. Describe how the schoolwide plan will be revised, as necessary, based on regular monitoring to ensure continuous improvement of students in the schoolwide program. *SWP Checklist 3(c)*

SCHOOL RESPONSE:

Throughout the year, actionable steps are implemented and monitored through assessments, CCC's, surveys, and anecdotal records. With this, the steps we are taking to meet yearly goals are modified if data necessitates a change. A systematic goal setting process is used throughout the year to monitor the impact we are having on students and promote student ownership of their learning. Using the school improvement goals, teams of teachers set grade wide goals for students to track throughout the year. In addition, individual students set their own goals to meet the school wide goals. Data is tracked each week in three ways: school wide goals, team goals, and individual student goals. Scoreboards are used in the hallway to view weekly data on meeting school and team goals; student data is tracked within personal Leadership Notebooks.

At year's end, various groups meet (Guided Coalition Team, Lighthouse Team, PTA Board, Principal's Advisory Committee, and vertical teams for all grades and departments) to review data. This data includes EOG Milestones data collected in ELA, Math, Science, and SS. It also includes data from the Beacon, and common assessments for reading, writing, and math throughout the year. In addition, data is reviewed from attendance records, discipline referrals, GA Health and Personnel Surveys, MRA (LIM) Survey, and Title 1 School Improvement forums throughout the year. This data is used to determine upcoming yearly goals and actional steps to meet those goals.

Schoolwide Plan Reform Strategies – Section 1114(b)(7)(A)(i-iii)(I-V)

10. Address the reform strategies the school will implement to meet the school needs, including a description of how such strategies will: Provide opportunities for all children, including all subgroups defined in section 1111 (c)(2), to meet the State's challenging academic standards. **Evidence to support this statement includes: Specific schoolwide plan action steps, the method for monitoring and evaluating those action steps and the schoolwide plan student groups page specifically identifying supports to assist various student groups in meeting the State's challenging academic standards, where applicable.** *SWP Checklist 2(a)*

11. Address the reform strategies the school will implement to meet the school needs, including a description of how such strategies will: use methods and instructional strategies that strengthen an academic program in the school, will increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education. **Evidence to support this statement includes: Specific schoolwide plan action steps, the method for monitoring and evaluating those action steps, where applicable.** *SWP Checklist 2(b)*

12. Address the reform strategies the school will implement to meet the school needs, including a description of how such strategies will: address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards through activities which may include - counseling, school-based mental health programs, specialized instructional support services and other strategies to improve students' skills outside the academic subject areas. **Evidence to support this statement includes: Specific schoolwide plan action steps, the method for monitoring and evaluating those action steps, where applicable.** *SWP Checklist 2(c)(i)*

13. Describe the implementation of your schoolwide tiered model to prevent and address problem behavior and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.). *SWP Checklist 2.c(iii)*

SCHOOL RESPONSE:

As a collective body (parents, students, and staff), we have identified three foundational beliefs that govern our daily practices:

1. Change starts with us.
 2. Hard work is rewarding.
 3. We are a team.
- Our school will implement the Response to Intervention process (RTI) by meeting as grade level teams at Tier 2 at least once per month. The RTI facilitator will provide support and training for teachers in terms of interventions, data collection, and use of the portal, in addition to facilitating meetings. Once students are referred to Tier 3, the RTI facilitator, in conjunction with the school counselors, SSA, and school psychologist will meet with the class teacher and parents to develop individualized interventions and monitor progress.
 - We use county allotments to employ a half time social worker. She supports the academic success of our students by providing resources and finding assistance for specific families in need. In addition, she works with our counselors to help students/families dealing with grief, changing families, and anger management.
 - We collaborate with our Homeless Liaison and School Social Worker to identify specific needs. Our SSW holds monthly truancy intervention panels to discuss the importance of attendance and being on time for school. In addition, she makes home visits to determine specific needs our families face & works collaboratively with area resources to help meet those needs.
 - Specific students throughout the building check in with a trusted adult each morning.
 - With the Leader in Me Framework, students are taught the 7 Habits of Highly Effective People through morning meetings and throughout the day with teachable moments.
 - Finally, an emphasis on building relationships is paramount at Hollydale ES. We strive to get to know our students and families and provide what we can to meet their needs. Morning Meetings are mandatory and take place from 8:00-8:15 each day.

School-wide Behavior System

- We are a Leader in Me school. We implement common expectations through our Leadership Guidelines: PRK: Proactive, Respectful and Kind as well as the utilization of the 7 Habits of Highly Effective People throughout the day. Students are awarded House Points as positive reinforcement of the guidelines & habits both in common areas and individual classrooms. The House System is used to offer students a friendly competitive way to compete with one another in a variety of ways. Rewards are intrinsic rather than tangible. We recognize our students for making good leadership choices by showing their picture on the Ron Clark House App throughout the building. In addition, "S&S Shout Outs" are used by staff and students via a form to praise one another for using the habits; these are read on the Morning News & posted year-round in the hallway. We prefer not to be reactive to a child displaying a negative behavior. Instead, social skills are retaught, and a restorative approach is used to repair harm. If this isn't working, natural consequences are used followed by the grade level behavior management system. The CCSD board policies dictate consequences for student behavior which results in office referrals.
- Restorative practices are used to investigate problematic situations. Our teachers focus on the restorative practices questions in order to ensure the victim and offender are dealt with in a positive fashion. At the end, whether a student needs to return to the classroom (from the office) or the settling of a situation between two students, a restorative type of conference is used to ensure the relationship has been mended and ready for instruction.

14. Describe professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. *SWP Checklist 2.c(iv)*

SCHOOL RESPONSE:

Focused professional development based on high standards of teaching and learning is essential to improving teaching and increasing student achievement. It must be focused on what teacher's district-wide and in the individual schools need to know and be able to do for their students. Ultimately, professional development should build "professional communities" committed to higher student learning or Cobb Collaborative Communities (CCC's). Continuous learning opportunities that are focused, reflective, and coherent are essential. The following are research-based practices in professional development that support career-long development of teaching and student learning:

- Provide on-going learning opportunities for all
- Improve teaching and learning
- Target student outcomes and goals of schools and districts
- Set time aside to allow teachers to implement new techniques learned and to plan collaboratively
- Establish study groups (e.g., book studies, professional magazine articles, etc)
- Involve all teachers including, Special Education, ESOL, paraprofessionals and specialists (music, art, science, math and physical education)

Hollydale will provide quality professional learning experiences to teachers, staff, and paraprofessionals in social emotional learning, reading, writing, and math. This will occur through monthly staff meetings, weekly meetings with the Academic Coach, Teacher Led Workshops, and through specific job embedded sessions (walkthroughs, peer observations, teacher rounds, etc.). The Franklin Covey organization will provide training in ways to implement the Leader in Me Framework to promote leadership, culture, and academics.

Specific PL opportunities include:

- Monthly Staff Meetings (Vertical grade level meetings, Training on Leader in Me, Restorative Practices, etc.)
- Weekly meetings with Academic Coach and Team to unpack standards, plan assessments, and discuss the "how" of instruction in reading and math.
- Bi-monthly new teacher meetings with the Academic Coach and Student Support Administrator.
- Monthly "Cookies with Rookies" led by a teacher leader to focus on student engagement, differentiation, vocabulary instruction, technology, and creativity for new teachers or teachers new to Cobb/Hollydale.
- Twice a year, we will meet with the Leader in Me Coach to learn how to incorporate the Leader in Me into academic goal setting with students.

15. **ONLY MIDDLE AND ELEMENTARY SCHOOL RESPONSE REQUIRED** Describe the transition activities provided for preschool children to kindergarten, 5th grade students to 6th grade and 8th grade students to 9th grade. *SWP Checklist 2.c(v)*

SCHOOL RESPONSE:

- For preschool students coming into Kindergarten, we offer a two week/8 day Kindergarten Camp in the summer prior to the beginning of the school year. Students are introduced to navigating a school building, identification of letters, colors, numbers/counting, reading books, and learning to be an advocate for themselves.
- We collaborate with our feeder schools to ensure we are seamless in our expectations for learning and behavior. (For PreK to K and 5th to 6th)
- Students are taught career readiness lessons by our counselors and informally in classrooms.
- 5th Grade students visit the feeder middle school each Spring for a tour and brief orientation by middle school administrators and counselors.
- Periodically throughout the year, middle school students visit Hollydale to read books with students.

16. **ONLY HIGH SCHOOL RESPONSE REQUIRED** Describe how the school prepares and makes aware of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools. *SWP Checklist 2.c(ii)*

SCHOOL RESPONSE: N/A

Comprehensive Needs Assessment – Section 1114(b)(1)(A)

17. Cobb County's schoolwide plans are based on a comprehensive needs assessment of the entire school, that considers information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the State academic standards and any other factors as determined by the local educational agency. **Evidence to support this statement includes: The comprehensive needs assessment section of the schoolwide plan.** *SWP Checklist 1*