

School Improvement Plan

Title I, Part A



School Year:	2025 - 2026
School Name:	Hollydale Elementary
Principal Name:	Jennifer Ridgway
Date Submitted:	September 10, 2025
Revision Date(s):	6/3/25, 8/12/25

<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 in This Plan (SWP Schools. 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 2025, 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 all Beacon ELA and Math Data from August 2024 to May 2025.
- A review of EOG Milestones data in Reading and Writing for 3rd, 4th, and 5th grade students for the Spring of 2025 Administration.
- ACCESS data for EL students – comparison of data between 2024 and 2025
- P.A.S.T. and Core Phonics Data for all students K-4.
- Amira for K-3 students.
- Writescore results for students in 3rd – 5th grade from the year (August, December, and March)
- End of year GLOSS data from students K-5.
- Discipline referrals – analyzed the highest number of incidents per type of incident from August 1, 2024 through May 21, 2025. ,
- Attendance and Tardy data for the FY 25 School Year

Qualitative –

- Review of surveys from students, staff, and families (GA Health and Personnel Survey 2025, MRA from 2025, Local school surveys from parents including Title 1 Parent Surveys)
- Measurable Results Analysis from May 2025 to triangulate with other surveys – focusing on academics, leadership behavior, and culture.
- 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 26.

Format –

- March 12, 2025, April 16, 2025 & May 19, 2025 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.
- May 7, 2025 – Guided Coalition Meeting to Assess Next Steps
- May 19, 2025—Staff Meeting Focusing on CNA and Root Cause Analysis Steps
- May 21, 2025: Met with Lighthouse Team to plan SIP action steps & activities for FY 25 related to behavioral and leadership data.
- May 28, 2025: Guided Coalition informally met during an all day training for CCC Effectiveness focused on Assessment to refine action steps for FY 26.
- April 30, May 13, May 19, May 22– Met with Admin/Coach team to analyze data, write goals, and action steps for FY 26 Title plan

IDENTIFICATION of STAKEHOLDERS

Stakeholders are those individuals with valuable experiences and perspectives 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.

Required Stakeholders	Suggested Stakeholders
Administrative Team	Parent Facilitators
Content or Grade Level Teachers	Media Specialists
Local School Academic Coaches	Public Safety Officers
District Academic Coaches	Business Partners
Parent (a Non-CCSD Employee)	Social Workers
Student (Required for High Schools)	Community Leaders
Structured Literacy Coach (For CSI/ TSI Schools)	School Technology Specialists
MRESA School Improvement Specialist (For Federally Identified Schools)	Community Health Care Providers
	Universities or Institutes of Higher Education

SCHOOL IMPROVEMENT PLAN COMMITTEE MEMBERS - SIGNATURE PAGE

The comprehensive needs assessment (CNA) and school improvement plan (SIP) team consists of individuals 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 Dates:	April 16, April 30, May 7, May 19, May 21, May 28, June 3, August 12
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Position/Role	Printed Name	Signature
Principal	Jennifer Ridgway	Jennifer Ridgway
Assistant Principal	Wendy Astin	Wendy Astin
Instructional Support-Literacy	Caryn Adkinson	Caryn Adkinson
Instructional Support-Math	Afrikka Ellison	Afrikka Ellison
Instructional Support-Behavior	Erica Matthews	Erica Matthews
Kindergarten Team Lead	Claire Galt	Claire Galt
Parent Facilitator	Carmen Rodriguez	Carmen Rodriguez
First Grade Team Lead	Tracy Black	Tracy Black
Second Grade Team Lead	Sarah Cooper	Sarah Cooper
Third Grade Team Lead	Faith Biedermann	Faith Biedermann
Fourth Grade Team Lead	Dr. Edgar Rivas	Dr. Edgar Rivas
Fifth Grade Team Lead	Gerardo Rodriguez	Gerardo Rodriguez
ESOL Team Lead	Karen Fincham	Karen Fincham
EIP Support Lead	Livia Reed	Livia Reed
Special Education Teacher & Lead	Suzanne Carroll	Suzanne Carroll
PTA President & Principal Ad. Board	Kaila Taylor	Kaila Taylor
PTA Secretary & Principal Ad. Board	Nicole Jennings	Nicole Jennings
PTA VP & Principal Ad Board	Martha Lozano-Cantu	Martha Lozano-Cantu
District Title 1 Academic Coach	Dr. Angela Mack	Dr. Angela Mack
District Title 1 Supervisor	Cheryl Johnson	Cheryl Johnson

Comprehensive Needs Assessment Evaluation of Goal(s)

(References: Schoolwide Checklist Section 1114(b)(1)(A))

Collaborate with your team to complete the questions below regarding the progress the school has made toward each goal in the School Improvement Plan (SIP).

Previous Year's Goal #1	Kindergarten-2nd Grade: The percent of kindergarten, 1st and 2nd-grade students scoring On Level will increase by 35% from August 2024 to May 2025, as measured by Amira. 3rd-5th Grade: 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.
Was the goal met? ☐ YES ☒ NO ☐ Partially	
What data supports the outcome of the goal?	EOG ELA Milestones 2025 and Amira from the FY 25 school year.
Reflecting on Outcomes	
If the goal was not met , what actionable strategies could be implemented to address the area of need?	The focus on our literacy goal must be streamlined for FY26. This year there was a lot of PL for Reading: REAP, RISP, State Literacy Modules, and local training for UFLY, Writescore, Science of Reading, and teaching phonics for the upper grades. Next steps to ensure goal is met: - Select a 1-2 action steps with clear implementation steps. - Monitor our implementation and adjust as needed throughout the year. - Early May 2025 data suggest a focus on K-2 comprehension and 3-5 a focus on phonics and phonemic awareness as well as continued focus on morphology. - Writing continues to show a need for improvement therefore a streamline approach with this and the use of CFA in Kindergarten and Writescore for grades 1-5.
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 #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 2024-2025 GKIDS 2.0 Assessment. 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. 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.
Was the goal met? ☐ YES ☐ NO ☒ Partially	
What data supports the outcome of the goal?	GKids 2.0 Assessment Report, 1 st and 2 nd Beacon data for Math, and EOG Math Assessment data all from the FY 25 school year.
Reflecting on Outcomes	
If the goal was not met , what actionable strategies could be implemented to address the area of need?	Kindergarten – 74 students - ESOL Strategy – i.e. Picture Induction Model - Classroom Assessments; Mimicking and modeling materials/assessment format - Minimize variability in proctoring assessments - Model how to use tools (manipulatives, laptops, paper/pencil) - Connect multiple representations (verbal, numerical, contextual), CRA - Discussion on what accommodations should look like in a Kindergarten setting. First Grade & Second Grade – 21% - Looking at evidence of student learning. - Connecting representations (CRA) - Unpacking standards - Aligning the assessments to the standards - Deconstructing the assessments - Assessment Department PL – Assessment Audit

	Fifth Grade – Did not meet - Using the language of strategies from K-5 (friends of 10, doubles, etc.); Skills are often lost in translation à We know this, we learned this, now just apply it over. - Number Talks; are they consistent? The Engage may not always match, can we continue to have these conversations? - Adapting the number talks (Number Talk Book) - Looking at evidence of student learning. - Connecting representations (CRA) - Unpacking standards - Aligning the assessments to the standards - Deconstructing the assessments - Assessment Department PL – Assessment Audit
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?	Third Grade – Met - Use of CTLS Assessments & Lessons - Instructional Methods were aligned to assessment - Focus on fluency with addition, subtraction and multiplication. Fourth Grade – Met - Looked at assessments in beginning and broke them down - Focused on what the questions were asking and making sure it matched - Aligning the assessments - Used manipulatives, digital manipulatives Assessments were on CTLS Assess; gave it on a Thursday/Friday

Previous Year's Goal #3	Between August 1 and May 21, we will increase student engagement as measured by student goal setting in the following areas: - 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.
Was the goal met? ☐ YES ☒ NO ☐ Partially	
What data supports the outcome of the goal?	Common Formative Assessments for Math K-5 & Homeroom Teacher checklist
Reflecting on Outcomes	
If the goal was not met , what actionable strategies could be implemented to address the area of need?	Computational Fluency: • A consistent focus during the school day 3 times a week on computational fluency in each grade level through number talks. • A school wide approach to partnering with parents for help through a one pager on what students should know and be able to do by May FY 26. • A uniform approach to using CTLS Assess to collect data for the goal throughout the year. Personal Leadership Goals • A commitment to all students holding a leadership role in the classroom setting our school wide. • A common spreadsheet showing a child's leadership role housed on the Hollydale Sharepoint site. • Partnership with parents and teachers to use a child's strengths and passion to determine the leadership role.
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?	

Comprehensive Needs Assessment – Summary of Findings (Schoolwide) Section 1114(b)(1)(A)

ELA DATA				
ELA Milestones Longitudinal Data	SY22 % of students scoring proficient & distinguished	SY23 % of students scoring proficient & distinguished	SY24 % of students scoring proficient & distinguished	SY25 % of students scoring proficient & distinguished
3 rd Grade	9.1	12.3	20.8	23.17
4 th Grade	18.7	15.8	14.9	28.9
5 th Grade	25.0	21.0	32.0	24.05

Beacon ELA Data – Spring Administration	Foundations			Language			Texts			Interpreting Texts			Constructing Texts		
	Support Needed	Near Target	Prepared	Support Needed	Near Target	Prepared	Support Needed	Near Target	Prepared	Support Needed	Near Target	Prepared	Support Needed	Near Target	Prepared
1 st Grade	30%	39%	31%	37%	37%	25%	37%	42%	21%	39%	34%	27%	39%	34%	27%
2 nd Grade	49%	31%	20%	50%	32%	18%	43%	41%	16%	47%	33%	20%	50%	34%	16%

Beacon ELA Data – Spring Administration	Reading									Reading Text Types						Writing								
	Key Ideas & Details			Craft & Structure/ Integration of Knowledge & Skills			Vocabulary Acquisition & Use			Literary			Informational			Text Types and Purposes			Conventions			Research		
	SN	NT	P	SN	NT	P	SN	NT	P	SN	NT	P	SN	NT	P	SN	NT	P	SN	NT	P	SN	NT	P
3 rd Grade	19%	72%	9%	16%	78%	5%	14%	80%	7%	15%	78%	7%	18%	77%	5%	28%	64%	8%	35%	62%	3%	26%	70%	4%
4 th Grade	17%	69%	15%	26%	58%	18%	13%	75%	12%	19%	66%	16%	22%	71%	8%	18%	72%	11%	37%	50%	13%	22%	69%	10%
5 th Grade	21%	66%	13%	28%	52%	20%	21%	59%	20%	27%	56%	17%	24%	58%	18%	30%	46%	24%	35%	49%	15%	23%	58%	20%

Source	Strengths	Weaknesses
SY25 ELA Milestones (Grade Levels & Subgroups)	For Grade Levels, ELs and SWD Grade Levels (all students): - From SY 22 to SY 25, the 3rd grade proficient and distinguished percentage has increased from 9.1% to 23.17% on the ELA EOG. Areas of noted strength for 3rd grade students are Vocabulary acquisition and Writing. - From SY 24 to SY 25, the 4th grade proficient and distinguished percentage has increased from 14.9% to 28.9% on the ELA EOG. Areas of noted strength for 4th grade students are Vocabulary Acquisition and Reading Informational Text. Milestones EL: One fourth of the 4th grade ELA made 2.5 SWD: 3rd grade ELA had 1. 5 in vocabulary and usage.	For Grade Levels, ELs and SWD Grade Levels (all students): From SY 24 to SY 25, the 5th grade proficient and distinguished percentage decreased from 32.0% to 24.05% on the ELA EOG. Areas of noted weakness for 5th grade students are: Key Ideas and Details and Reading and Vocabulary. Milestones EL: 3rd Grade: 467 Scale Score and 1.6 Achievement Level in Reading 4th Grade: 467 scale score and 1.6 Achievement in Reading 5th Grade: 475 scale score and 1.7 Achievement in Reading SWD: 3rd Grade: 437 Scale score and a 1.3 achievement Level in Reading 4th Grades: 447 Scale score and 1.4 Achievement Level 5th grade didn't have enough for a sub group.
Beacon Assessment – ELA (Grade Levels & Subgroups)	Grade Levels (all students): Based on the Beacon Results, our students are showing strengths in the following areas: 1st Grade: Foundations with 70% scoring Near Target or Prepared 2nd Grade: Interpreting Texts with 57% scoring Near Target or Prepared 3rd Grade: Vocabulary with 87% scoring Near Target or Prepared 4th Grade: Vocabulary with 87% scoring Near Target or Prepared 5th Grade: Vocabulary with 79% scoring Near Target or Prepared EL: Based on EL data, EL students performed best in the domain of Texts. Overall, Els performed at the following levels:	Grade Levels (all students): Based on the Beacon Results, our students are showing weaknesses in the following areas: 1st Grade: Conventions with 39% of first grades scoring Support Needed 2nd Grade: Language with 40% of second graders scoring Support Needed 3rd Grade: Conventions with 35% of third graders scoring Support Needed 4th Grade: Conventions with 37% of fourth graders scoring Support Needed 5th Grade: Conventions with 35% of fifth graders scoring Support Needed EL: 59.4% of EL students in K-2 need support in all areas. 37.3% of EL students in 3-5 need support in all domains.

	- Support Needed: 48.7% - Near Target: 46.7% - Prepared: 4.5% SWD: Based on SWD Beacon Data, SWD students performed best in the domain of interpreting texts. For the overall ELA data, our students performed at the following levels: - Support Needed: 41.25% - Near Target: 51.25% - Prepared: 7.5%	- Language was the overall weakest domain. SWD: 58.6% of our SWD students in K-2 need support in all domains. 31.3% of SWD students in 3-5 need support in all domains. - Language was the overall weakest domain.
Check the system that contributes to the root cause: ☒ Coherent Instruction ☒ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment	Root Cause Explanation: - Students struggle with interpreting and constructing text effectively, which impacts their reading comprehension, writing clarity, and overall academic performance. These difficulties are rooted in underdeveloped foundational literacy skills and a limited understanding of language conventions. - Foundational literacy skills- phonemic awareness, phonics, fluency, vocabulary and comprehension- are essential for interpreting and constructing texts. When these skills are not fully developed: - Reading becomes laborious, reducing comprehension. - Writing lacks structure, coherence, and clarity. - Vocabulary limitations hinder both understanding and expression. - Teachers need explicit professional learning in these areas to improve classroom instruction.	
ACCESS Scores (Grade Level Reading & Writing)	Grade Levels (all students): 2024 ACCESS Speaking Average: 2.94/6.0 2025 ACCESS Speaking Average: 2.98/6.0 ACCESS Speaking Scores Increased by .04 from 2024 to 2025 2024 ACCESS Writing Average: 2.82/6.0 2025 ACCESS Writing Average 2.83/6.0 ACCESS Writing Scores Increased by .01 from 2024-2025 Overall ACCESS Listening Scores are the highest of all of the domains assessed. <i>*Note: In 2024, Hollydale administered ACCESS to 180 students. In 2025, Hollydale administered ACCESS to 204 students.</i>	Grade Levels (all students): 2024 ACCESS Reading Average: 3.41/6.0 2025 ACCESS Reading Average: 3.03/6.0 ACCESS Reading Scores Decreased by 0.38 from 2024 to 2025 2024 ACCESS Listening Average: 4.57/6.0 2025 ACCESS Listening Average: 4.24/6.0 ACCESS Listening Scores Decreased by 0.33 from 2024 to 2025. Overall ACCESS Writing Scores are the lowest of all of the domains assessed. <i>*Note: In 2024, Hollydale administered ACCESS to 180 students. In 2025, Hollydale administered ACCESS to 204 students.</i>

Check the system that contributes to the root cause: ☒ Coherent Instruction ☒ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment	Root Cause Explanation: Walkthrough data has indicated that students are lacking opportunities to practice oral language skills. It has been observed that teachers are doing the majority of the speaking during instruction and opportunities for student interaction are limited. Students lack foundational skills and background knowledge to be successful in reading and writing.	
ELA Common Assessments (Grade Level Reading & Writing)	Grade Levels (all students): ELF Data: Based on end of quarter ELF Assessments, 94% of Kindergarteners have knowledge of sound/symbol correspondence related to vowels and consonants. Based on end of quarter ELF data students in first and second grade can decode 1 syllable words at 83% accuracy. P.A.S.T/Core P.A.S.T Phonological Awareness and CORE Phonics were given for grades K-4 to drill down foundational skills that were missing with our students in May. 100% of the students in K-4 were assessed.	Grade Levels (all students): ELF Data: Based off end of quarter ELF Assessments for grades 1 and 2, Standards ELAGSE2L2d and ELAGSE1L2d related spelling patterns are notable weaknesses for both first and second grade students. Students in first grade have an average of 58.6% related to spelling patterns. Students in second grade have an average of 52.75% related to spelling patterns. Quick Writes: Quick Writes were conducted among grade levels. However, not all classrooms participated or scored the writing samples fully on CTLS Assess. 5th Grade: Provided 2 Opportunities with 100% Participation 4th Grade: Provided 1 Opportunity with only 5 students scored 3rd Grade: Provided 5 Opportunities with 49.5%
Check the system that contributes to the root cause: ☒ Coherent Instruction ☒ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment	Root Cause Explanation: Common formative assessments in all grade levels are needed to monitor student progress and inform instruction in both reading and writing to address inconsistent phonics instruction, limited diagnostic use of common formative assessments to pinpoint specific deficits in foundational skills and writing at an earlier stage of learning. There is a lack of consistency and implementation of Common Assessments among classes and grade levels. Grade Level Teams lack the understanding of conducting grade level data meetings and often do not turn in data team meeting minutes for instructional support and administration to review.	

School Instructional Walks K-5		n/a
Check the system that contributes to the root cause: ☐ Coherent Instruction ☐ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment	N/A	
Other Summary Data ☐ Teacher Survey ☐ Parent Survey ☐ Professional Learning Survey ☐ Cognia Survey	N/A	N/A
Check the system that contributes to the root cause: ☐ Coherent Instruction ☐ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment	N/A	

ELA - IMPROVEMENT PLAN

GOAL #1: ELA	1st Grade: The percentage of 1st Grade students scoring prepared will increase by at least 25% from the baseline in August 2025 to May 2026 as measured by Beacon. 2nd Grade: The percentage of 2nd grade students scoring prepared will increase to 25% from August 2025 to May 2026, as measured by Beacon. 3rd-5th Grade: The percentage of students scoring proficient and distinguished in 3rd, 4th, and 5th grade will increase from 25% to 30% as measured by the 2025-2026 EOG ELA Assessment.		
Root Cause(s) to be Addressed:	Common formative assessments in all grade levels are needed to monitor student progress and inform instruction in both reading and writing to address inconsistent phonics instruction, limited diagnostic use of common formative assessments to pinpoint specific deficits in foundational skills and writing at an earlier stage of learning.		
Funding Source(s) <i>SWP Checklist 5.e</i>	☒ Title I Funds ☒ Local School Funds ☐ Other: _____		
Components	Implementation Plan <i>SWP Checklist 3.a 34 CFR § 200.26</i>	Evaluation Plan <i>SWP Checklist 3.b 34 CFR § 200.26</i>	Resources
Who? One Action (Verb) What? Frequency	Implementation Performance Target: By the end of the school year, 100% of the teachers in all grade levels will implement common formative assessments to create small group differentiated instruction that reflect the rigor of the standard and match the learning targets as measured by walk through data and data teaming minutes.		Wonders Assessment UFLI Assessments In CTLS
Target Student Group	Implementation Plan: Preplanning: 1. Review state ELA standards and curriculum maps. (LEI July 2025) 2. Collaborative Planning: Create first 2 Common Formative Assessments for Unit 1 using Wonders Assessments and UFLI Assessments. 3. Schedule PLCs for the semester, including designated data-analysis meetings. August-September:		
☒ All Students ☐ EL ☐ SWD			
Action Step <i>SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv), 2.c(v)</i>			
		Evaluation Performance Target: 75% of students will score 60% or higher on summative ELA assessments.	
		Evaluation Tool(s): - UFLI Assessments weekly for progress monitoring and every 10 lessons for mastery - Wonders Assessments	
		Evaluation Plan	

1. Grade Level teachers will implement and analyze ELA common formative assessments to create small group, differentiated instruction that reflect the rigor of the standard and match the learning targets.	1. Provide training on using P.A.S.T. and Core Phonics assessments and how to use these tests to drive instruction with UFLI. 2. Review P.A.S.T and Core Phonics Assessments given in May 2025. 3. Provide training on using UFLI and Wonders assessments for identifying learning targets and assessing foundational skills. 4. Implement baseline UFLI and Wonders assessments to gather student proficiency data. 5. Review state ELA standards and curriculum maps when looking at formative assessments. 6. Begin implementation of formative assessments. 7. Discuss initial findings in PLCs and identify instructional focus areas. 8. Implement Amira, Beacon, and i-Ready assessments October-December: 1. Use PLCs to track student growth and adjust pacing/instructional strategies. 2. Plan and implement differentiated instruction based on data (e.g., UFLI skill gaps). 3. Begin development of Unit 2 & 3 formative assessments. 4. Complete mid-year formative (including P.A.S.T) and summative (Beacon, i-Ready) assessments and analyze trends January-February: 1. Amira Mid-Year test 2. Reflect on UFLI/Wonders assessments for updated data points. 3. Develop and Implement Unit 4 formative assessments with emphasis on rigor 4. Use PLCs to regroup students and revise instructional strategies. 5. Analyze writing samples or text-dependent responses from students. 6. Use PLCs to refine questioning strategies and feedback based on assessment data. March-April: 1. Develop and implement Unit 5 & 6 formative assessments with emphasis on rigor 2. Deliver targeted interventions based on data. 3. Monitor impact of instructional changes. 4. Analyze writing samples or text-dependent responses from students. 5. Use PLCs to refine questioning strategies and feedback based on assessment data. May:	Students will be assessed: ☐ Every 2 weeks for Wonders ☒ Monthly ☒ As designated by Grade Level Assessment Plan ☐ Every other month ☐ 3 times per year ☒ <u>Weekly For UFLI for progress monitoring and every 10 lessons for mastery of skills.</u> Data Analysis Plan: Sign in sheets will reflect that 90% of teachers participated in professional learning related to creating common assessments. Walkthroughs, surveys, and lesson plans will indicated that 100% of grade level teachers are planning, implementing, and analyzing ELA common assessments. Person(s) Collecting Evidence: ☐ Principal ☐ Assistant Principals ☐ Academic Coaches/ Instructional Support Specialists ☒ CCC Leads/Teachers	
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	1. Conduct final assessment analysis formative and summative (including Amira, Beacon, i-Ready, UFLI and Wonders EOY data). 2. Evaluate the success of the performance target. 3. Share findings and recommendations for next year during PLCs. Artifacts to be Collected: CCC notes for data team meetings Reflection surveys Instructional plans/Assessment Plans Common Assessments Person(s) Monitoring Implementation: ☒ Principal ☒ Assistant Principals ☒ Academic Coaches/ Instructional Support Specialists Frequency of Monitoring: PLC Notes and Sign in Sheets will be monitored weekly. Instructional plans and assessment data will be monitored bi-weekly		
Root Cause(s) to be Addressed:	Students struggle with interpreting and constructing text effectively, which impacts their reading comprehension, writing clarity, and overall academic performance. These difficulties are rooted in underdeveloped foundational literacy skills and a limited understanding of language conventions.		
Funding Source(s) <i>SWP Checklist 5.e</i>	☒ Title I Funds ☒ Local School Funds ☐ Other: _____		
Components	Implementation Plan <i>SWP Checklist 3.a 34 CFR § 200.26</i>	Evaluation Plan <i>SWP Checklist 3.b 34 CFR § 200.26</i>	Resources
Who? One Action (Verb) What? Frequency	Implementation Performance Target: By the end of the school year, 100% of K-5 teachers will be able to implement structured literacy instruction using evidence-based practices, including phonics and phonological awareness, to support student learning as measured by common formative assessments.	Evaluation Performance Target: By the end of the academic year, 75% of K–5 students identified as not showing proficiency in phonics and	Walk Through Form Packages from Wonders
Target Student Group			

☐ Gen Ed ☒ EL ☒ SWD	Implementation Plan: Preplanning: Establish common understanding of structured literacy and instructional tools related to teaching phonics and phonemic awareness (REAP, UFLI, Wonders) through LEI and Professional Learning at school.	phonemic awareness as measured by the PAST and CORE phonics will show 70% growth on the PAST and CORE Phonics assessments as well as common formative assessments throughout the year.	REAP Training for Teachers and Substitutes for teachers
Action Step <i>SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv), 2.c(v)</i>	August-September: • Conduct PD sessions on Structured Literacy: REAP(Monthly throughout the school year), UFLI and Wonders • Teachers set up structured literacy block schedules • Baseline literacy assessments administered (P.A.S.T., Core Phonics, UFLI progress monitoring, Wonders) • Teachers implement daily structured literacy routines using UFLI and Wonders • Introduce UFLI in K-2 and REAP in 2nd grade to support deeper reading and constructed responses. • Introduce and Follow Wonders Morphology to support deeper reading and constructed responses. • Begin grade-level PLC discussions focused on literacy instruction and data.		
2. Provide professional development and ongoing support for K–5 teachers to build capacity in delivering structured literacy instruction by incorporating evidence-based practices, including phonics and phonological awareness, with implementation progress monitored through common formative grade-level assessments.	October-December: • Teachers analyze early UFLI and Wonders assessment data to adjust small group instruction. • Provide targeted PD on Structured Literacy with an emphasis on phonics and phonemic awareness for grade levels defined by data using PAST, Core Phonics, REAP, UFLI and Wonders • Implement fluency-building routines in all grade levels. • Conduct small-group interventions for students not meeting benchmarks. • Use Wonders mid-unit assessments to track comprehension growth. • Conduct mid-year assessments. • Teachers reflect on implementation challenges/successes during PLCs. January-April: • Teachers plan integrated lessons combining reading comprehension, vocabulary, and writing • Use data to group students for targeted reteaching (phonics, fluency, comprehension). • REAP, UFLI and Wonders strategy refresher PD and modeling sessions. • Use Wonders end-of-unit assessments to monitor transfer of comprehension strategies.	Evaluation Tool(s): • UFLI, Wonders Common Formative Data • PAST • Core Phonics • Data Team Minutes Evaluation Plan: Students will be assessed: ☒ Every 2 weeks ☐ Monthly ☐ Every other month ☒ As designated by the Grade Level Assessment Plan ☐ 3 times per year Data Analysis Plan: Student data will be monitored bi-weekly. 75% of students will meet or exceed the learning target indicated on ELA common assessments. Person(s) Collecting Evidence: ☐ Principal	

	• Conduct small-group interventions for students not meeting benchmarks. • Monitor UFLI, REAP, and Wonders, consistency. May: • Administer final UFLI and Wonders, assessments. • Grade-level teams analyze yearlong data to assess structured literacy implementation. • Facilitate end-of-year reflection and planning session. Artifacts to be Collected: • Student Data • Lesson Plans, • PD Attendance • PD ppts • Walk through Forms on ELA Foundations (phonemic awareness, phonics, morphology) • Teacher Reflection Form Person(s) Monitoring Implementation: ☒ Principal ☒ Assistant Principals ☒ Academic Coaches/ Instructional Support Specialists Frequency of Monitoring: Walk throughs will be completed monthly during the literacy block by Action Team Teacher Leaders, Instructional Support Specialists as well as Administrators. Artifacts from PD will be collected as PD is scheduled.	☐ Assistant Principals ☒ Academic Coaches/ Instructional Support Specialists ☒ CCC Leads/Teachers	
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Root Cause(s) to be Addressed:	Common formative assessments in all grade levels are needed to monitor student progress and inform instruction in both writing to address inconsistent writing instruction especially in the areas of elaboration and conventions, limited diagnostic use of common formative assessments to pinpoint specific deficits in foundational skills and writing at an earlier stage of learning.			
Funding Source(s) <i>SWP Checklist 5.e</i>	☒ Title I Funds ☒ Local School Funds ☐ Other: _____			
Components	Implementation Plan <i>SWP Checklist 3.a 34 CFR § 200.26</i>	Evaluation Plan <i>SWP Checklist 3.b 34 CFR § 200.26</i>	Resources	
Who? One Action (Verb) What? Frequency	Implementation Performance Target: By the end of the school year, 100% of the teachers in all grade levels will implement writing common formative assessments to create small group differentiated instruction in writing that reflect the rigor of the standard and match the learning targets as measured by walk through data and data teaming minutes. Implementation Plan: August - Prof Learning on GUM standards & grade level mastery expectations September-April - Data Analysis of Wonders Writing baseline results & F/U Data Talk - PD on using Wonders to integrate writing and reading May - Planning for next year's writing goals - Share findings and recommendations for next year during PLCs. Artifacts to be Collected: Monthly (Data from Wonders) PD sign in and PD presentations Data meeting agendas and notes Person(s) Monitoring Implementation: ☒ Principal ☒ Assistant Principals ☒ Academic Coaches/ Instructional Support Specialists Frequency of Monitoring: PLC Notes and Sign in Sheets will be monitored weekly. Instructional plans and assessment data will be monitored bi-weekly	Evaluation Performance Target: 100% of students will grow by at least by 20%. Evaluation Tool(s): - Wonders Writing Assessments Evaluation Plan Students will be assessed: ☐ Every 2 weeks ☒ Monthly ☐ Every other month ☐ 3 times per year ☒ As designated by the Grade Level Assessment Plan Data Analysis Plan: Sign in sheets will reflect that 90% of teachers participated in professional learning related to creating common assessments.	Wonders Writing Assessments UFLI Assessments (dictation)	
Target Student Group				
☒ All Students ☐ EL ☐ SWD				
Action Step <i>SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv), 2.c(v)</i> 3. Grade Level teachers will implement and analyze writing common formative assessments to create small group, differentiated instruction that reflect the rigor of the standard and match the learning targets.				

		Person(s) Collecting Evidence: ☐ Principal ☐ Assistant Principals ☐ Academic Coaches/ Instructional Support Specialists ☒ CCC Leads/Teachers	
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MATH DATA

MATH Milestones Longitudinal Data	SY22 % of students scoring proficient & distinguished	SY23 % of students scoring proficient & distinguished	SY24 % of students scoring proficient & distinguished	SY25 % of students scoring proficient & distinguished
3 rd Grade	28%	21%	18%	35%
4 th Grade	Don't have access	25%	28%	33%
5 th Grade	25%	12%	39%	20%

Beacon Math Data – Spring Administration Percentages	Numerical Reasoning			Patterning & Algebraic Reasoning			Measurement & Data Reasoning			Geometric & Spatial Reasoning		
	Support Needed	Near Target	Prepared	Support Needed	Near Target	Prepared	Support Needed	Near Target	Prepared	Support Needed	Near Target	Prepared
Kinder (Winter Administration)	31	38	31	49	27	23	22	66	12	30	47	23
1 st Grade	39	52	9	23	30	46	30	30	39	29	64	7
2 nd Grade	49	38	12	40	36	24	56	29	15	43	35	22
3 rd Grade	4	94	3	13	87	0	22	75	3	23	71	5
4 th Grade	50	44	6	47	51	2	53	46	1	54	43	3
5 th Grade	62	36	3	63	34	3	64	33	3	44	51	5

Source	Strengths	Weaknesses
SY25 MATH Milestones (Data by grade & subgroup) Don't have subgroup info yet	From SY 24 to SY 25, the 4 th grade cohort increased the number of students proficient and distinguished from 18% to 33% on the Math EOG EL 3 rd English language learners in third grade scored 2.2. The mean scale score was 508. Algebraic reasoning was a strength. The students' average score was 2.9. 4th	From SY 24 to SY 25, the 5 th grade cohort decreased the number of students proficient and distinguished from 28% to 20% on the Math EOG. During 2025 SY, only 22% of students in 3 rd , 4 th , and 5 th grade scored proficient or distinguished on the Math EOG. Overall, there was not particular area of strength or weakness for the grade level among the domains. EL 3 rd

	English language learners in fourth grade scored 1.9. The mean scale score was 491. A strength was decimals and fractions. 5th English language learners in fifth grade scored 1.7. The mean scale score was. Strengths were algebraic reasoning and measurement. SWD 3rd Students with disabilities had an average score of 1.8. The mean scale score was 479. A relative strength was algebraic reasoning. 4th Students with disabilities had an average score of 1.5. The mean scale score was 473. A strength was measurement. 5th There was no subgroup of students with disabilities in fifth grade.	An area of growth for third grade English language learners was measurement. 4th An area of growth for fourth grade English language learners was comparing numbers. 5th An area of growth for fifth grade English language learners was numerical reasoning and geometry. SWD 3rd An area for growth of students with disabilities in third grade was geometry (area and perimeter). 4th Areas of growth for students with disabilities in fourth grade were numerical reasoning and algebraic reasoning. 5th There was no subgroup of students with disabilities in fifth grade.
Beacon Assessment – Math (Grade Level & Subgroups)	K-2 - Based on the Kindergarten Beacon results in Math, our Kindergarten students demonstrated strengths in Numerical Reasoning, with 29 of 77 students scoring prepared. - Based on the K-2nd grade Beacon results in Math, our 1st- and 2nd-grade students demonstrated a strength in Patterning and Algebraic Reasoning, with 93 out of 299 showing prepared. - 35 students scored prepared and 119 scored near target on the Math Beacon for K-2. 3rd-5th - Overall in 3rd through 5th grade there were no consistent or significant strengths in one domain or another. However, Numerical Reasoning shows more students near target or prepared than other domains.	K-2 - Based on the K-2 Beacon Math Assessment results, the following domains show a weakness: --Kindergarten: Only 9 out of 77 scored prepared on Measurement and Data Reasoning. --1st Grade: Only 6 of 71 students scored prepared on Numerical Reasoning. --2nd Grade: Only 11 out of 88 students scored prepared on Numerical Reasoning. --91 students scored support needed on the Math Beacon for K-2. 3rd-5th: - Based on the 3rd-5th Beacon results in Math, our students have demonstrated weaknesses in Measurement and Data Reasoning with 54% (139 out of 262) showing support needed.

Check the system that contributes to the root cause: ☐ Coherent Instruction ☒ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment	Root Cause Explanation: - Most times, teachers are jumping to abstract, and we are not connecting all of the representations that are available. - Assessments are not often aligned to the standard, and we need to follow backwards design. - Need assessment expectations. Proctoring ALL common/state/diagnostic assessments to reduce variability.	
MATH Common Assessments	Grade level	Areas of strength
	K	• Patterning • Geometric and spatial reasoning • Numbers up to 20 Numerical Reasoning strongest according to March Beacon
	1	Patterning and Algebraic Reasoning strongest according to March Beacon Numerical Reasoning is the highest area of need according to March Beacon
	2	• Data and statistical reasoning: shapes • Numerical reasoning: place value • Geometric and spatial reasoning: shapes, symmetry, partitioning, patterning • Addition within 20 Patterning and Algebraic Reasoning strongest according to March Beacon
		Areas of growth • Fluency within 5 Patterning and Algebraic Reasoning highest need according to March Beacon

	3	• Addition and subtraction to 1,000 • Patterning and algebraic reasoning: numeric patterns, multiplication strategies, properties of operations, multiplication word problems within 100, area, volume, mass • Numerical reasoning: representing and comparing numbers 10,00 Numerical Reasoning strongest according to March Beacon	• Measurement and data reasoning: time • Numerical reasoning: 2-step word problems • Numerical reasoning: equivalent fractions • Geometric and spatial reasoning highest area of need according to March Beacon
	4	• Geometric and spatial reasoning: understanding angles • Numerical reasoning: fraction and decimal relationships, adding and subtracting fractions, comparing fractions, equivalent fractions • Patterning and Algebraic Reasoning strongest according to March Beacon	• Numerical reasoning: whole number division, addition and subtraction, place value • Patterning and algebraic reasoning: number and shape patterns, input/output charts and tables, factors and multiples, composite/prime numbers, data analysis • Geometric and spatial reasoning highest area of need according to March Beacon
	5	Patterning and algebraic reasoning: coordinate plane Geometric and spatial reasoning strongest according to March Beacon	• Numerical reasoning: multiplying whole numbers, multiplying fractions by whole numbers, multiplying and dividing fractions Measurement and data reasoning

Check the system that contributes to the root cause: ☒ Coherent Instruction ☒ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment	Root Cause Explanation: Assessments are not often aligned to the rigor of the standard, and we need to follow backwards design. Need assessment Expectations. Proctoring ALL common/state/diagnostic assessments to reduce variability.	
School Instructional Walks (Grade Level)	NA	NA
Check the system that contributes to the root cause: ☐ Coherent Instruction ☐ Professional Capacity ☒ Effective Leadership ☐ Supportive Learning Environment	Root Cause Explanation: NA	
Other Summary Data ☐ Teacher Survey ☐ Parent Survey ☐ Professional Learning Survey ☐ _____		
Check the system that contributes to the root cause: ☐ Coherent Instruction ☐ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment	Root Cause Explanation:	

MATH - IMPROVEMENT PLAN

GOAL #2: MATH	In the 2025 – 2026 school year, 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 2025-2026 GKIDS 2.0 Assessment. 1st Grade: The percentage of students who score <i>prepared</i> on the Beacon will increase from 11% in May 2025 to 30% in May 2026. 2nd Grade: The percentage of students who score <i>prepared</i> on the Beacon will increase from 13% in May 2025 to 20% in May 2026. 3rd Grade: The percentage of students scoring prepared on the Beacon (May 2025) will increase from 11% to 20% achieving <i>distinguished learner</i> and <i>proficient learner</i> on the Milestones in May 2026. 4th Grade: The percentage of students achieving <i>distinguished learner</i> and <i>proficient learner</i> will increase from 35 % in May 2025 to 45% in May 2026 as measured by Milestones. 5th Grade: The percentage of students achieving <i>distinguished learner</i> and <i>proficient learner</i> will increase from 32% in May 2025 to 40% in May 2026 as measured by Milestones.		
Root Cause(s) to be Addressed:	Assessments are not often aligned to the rigor of the standard, and we need to follow backwards design. Need assessment Expectations. Proctoring ALL common/state/diagnostic assessments to reduce variability.		
Funding Source(s) <i>SWP Checklist 5.e</i>	☒ Title I Funds ☒ Local School Funds ☐ Other: _____		
Components	Implementation Plan <i>SWP Checklist 3.a 34 CFR § 200.26</i>	Evaluation Plan <i>SWP Checklist 3.b 34 CFR § 200.26</i>	Resources
Who? One Action (Verb) What? Frequency	Implementation Performance Target: Hundred percent of K-5 teachers will collaboratively develop and implement common formative math assessments that align with grade-level standards and specific lesson learning targets and use the results to inform and adjust instruction with each unit.	Evaluation Performance Target: At least 75% of students will score 70% or higher on common summative assessments.	CTLs for math standards and assessment tools
Target Student Group	Implementation Plan: Preplanning:	Evaluation Tool(s): - Summative Assessments - CFA data in CTLs Evaluation Plan:	Substitutes for collaborative planning
☒ Gen Ed ☐ EL ☐ SWD			

Action Step <i>SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv), 2.c(v)</i>			
1. Kindergarten through 5th grade teachers will collaboratively develop and implement common formative math assessments to create small group, differentiated instruction aligned to the rigor of the standards and specific lesson learning targets, as evidenced by monthly common assessments, instructional walks, and corresponding lesson plans.	The Instructional Lead Teacher will facilitate training to show teachers how to break down a standard and use it for both a learning target and assessment question on a common formative assessment for a math unit in Q1. • August-September: During collaborative planning, the Math CCC Leader will lead the team in continuing to break down math standards into lessons, use these as learning targets, and tie them to a question on a common formative assessment. The product will be a math common assessment for each unit. CCC will meet after each CFA to analyze the data and determine next steps with instruction. Students will be retaught and reassessed if showing below proficiency scores. PL Learning Series on Assessment from Dr. Barber – Assessment Office of CCSD. The Instructional Lead Teacher will facilitate training to show teachers how to break down a standard and use it for both a learning target and assessment question on a common formative assessment for a math unit in Q2. • October-December: During collaborative planning, the Math CCC Leader will lead the team in continuing to break down standards for math lessons, use these as learning targets, and tie them to a question on a common formative assessment. The product will be a math common assessment for each unit.	Students will be assessed: ☐ Every 2 weeks ☒ Monthly ☐ Every other month ☐ 3 times per year ☒ at the end of each unit Data Analysis Plan: • 75% of students will meet or exceed the learning targets on common formative assessments. Person(s) Collecting Evidence: ☐ Principal ☐ Assistant Principals ☒ Academic Coaches/ Instructional Support Specialists ☒ CCC Leads	

	CCC will meet after each CFA to analyze the data and determine next steps with instruction. Students will be retaught and reassessed if showing below proficiency scores. The Instructional Lead Teacher will facilitate training to show teachers how to break down a standard and use it for both a learning target and assessment question on a common formative assessment for a math unit in Q3. PL series from Assessment Department - January-February: During collaborative planning, the Math CCC Leader will lead the team in continuing to break down standards for math lessons, use these as learning targets, and tie them to a question on a common formative assessment. The product will be a math common assessment for each unit. CCC will meet after each CFA to analyze the data and determine next steps with instruction. Students will be retaught and reassessed if showing below proficiency scores. The Instructional Lead Teacher will facilitate training to show teachers how to break down a standard and use it for both a learning target and assessment question on a common formative assessment for a math unit in Q4. PL series from Assessment Department - March-April: During collaborative planning, the Math CCC Leader will lead the team in continuing to break down		
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	standards for math lessons, use these as learning targets, and tie them to a question on a common formative assessment. The product will be a math common assessment for each unit. CCC will meet after each CFA to analyze the data and determine next steps with instruction. Students will be retaught and reassessed if showing below proficiency scores. Math Instructional Lead Teacher will lead each CCC in reflecting on the work centered around this goal & make a list of next steps for the following school year. Artifacts to be Collected: Teacher Reflection Survey quarterly CFA data Data Team Minutes/Attendance Person(s) Monitoring Implementation: ☒ Principal ☒ Assistant Principals ☐ Academic Coaches/ Instructional Support Specialists Frequency of Monitoring: Monthly		
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Root Cause(s) to be Addressed:	- Concrete misconceptions on errors on common assessments indicate students' need for support with developing their own understanding of mathematical concepts and story problems. - Beacon and Milestones data indicate a need for developing students' skills in the domain of numerical reasoning. - Instructional walks and teacher observations indicate the overuse of procedural methods rather than conceptual teaching methods to guide students in understanding mathematical operations and problem solving. Most of the time, teachers tend to jump to abstract concepts rather than exploring concrete or various ways of representing mathematical thinking first. - Limited opportunities for teachers to engage in quarterly PL and unit planning focused on conceptual teaching practices, specifically the practices modeling the connection between concrete-representational-abstract approaches to solving math problems.		
Funding Source(s) SWP Checklist 5.e	☒ Title I Funds ☒ Local School Funds ☐ Other: _____		
Components	Implementation Plan SWP Checklist 3.a 34 CFR § 200.26	Evaluation Plan SWP Checklist 3.b 34 CFR § 200.26	Resources
Who? One Action (Verb) What? Frequency	Implementation Performance Target: 100% of teachers will use the concrete-representational-abstract (CRA) method to teach math concepts throughout the year for each math unit.	Evaluation Performance Target: 75% of students will grow by at least 45% growth or show proficiency (80%) on each common formative assessment given throughout the year.	CTLS Lesson Plans & Assessments Manipulatives
Target Student Group	Implementation Plan:	By the end of the year, 80% of observed lessons will show teachers and students effectively using manipulatives and transitioning between concrete, representational, and abstract thinking as evidenced by classroom walkthroughs and observations.	
☒ Gen Ed ☐ EL ☐ SWD	Instructional Lead Teacher will facilitate Q1 training to enhance teacher's usage of manipulatives, representations, and abstract procedures aligned to the rigor of the standards for each unit.	Evaluation Tool(s): • Walkthrough forms • Common formative assessments • Sign in sheet	
Action Step SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv), 2.c(v)	Share indicators of instructional walk form with teachers.	Evaluation Plan: Students will be assessed: ☐ Every 2 weeks ☒ Monthly ☐ Every other month ☐ 3 times per year	
2. Kindergarten through 5 th grade teachers will use the CRA (Concrete-Representational-Abstract) method to daily increase students' conceptual understanding of grade-level story problems daily, as indicated by monthly walks.	• August-September: Grade level teams will engage in collaborative planning to select or design learning tasks that provide opportunities for students to implement elements of the CRA method and justify the connection between teach model.		

	Begin monthly instructional walks to monitor the implementation of the CRA method. Share instructional walk data with grade-level teams during CCCs. Use data to determine next steps for whole group or individualized professional learning. The instructional lead teacher will facilitate Quarter 2 training to enhance teachers' usage of manipulatives, representations, and abstract procedures aligned to the rigor of the standards for each unit. - October-December: Grade level teams will engage in collaborative planning to select or design learning tasks that provide opportunities for students to implement elements of the CRA method and justify the connection between teach model. Conduct monthly instructional walks to monitor the implementation of the CRA method. Share instructional walk data with grade-level teams during CCCs. Use data to determine next steps for whole group or individualized professional learning. The instructional lead teacher will facilitate Quarter 3 training to enhance teachers' usage of manipulatives, representations, and abstract procedures aligned to the rigor of the standards for each unit. - January-February: Grade level teams will engage in collaborative planning to select or design learning tasks that provide opportunities for students to implement	☐ _____ Data Analysis Plan: 75% of students will meet or exceed the learning targets on common formative assessments. Person(s) Collecting Evidence: ☐ Principal ☐ Assistant Principals ☒ Academic Coaches/ Instructional Support Specialists ☒ CCC Leads	
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	elements of the CRA method and justify the connection between teach model. Conduct monthly instructional walks to monitor the implementation of the CRA method. Share instructional walk data with grade-level teams during CCCs. Use data to determine next steps for whole group or individualized professional learning. The instructional lead teacher will facilitate Quarter 4 training to enhance teachers' usage of manipulatives, representations, and abstract procedures aligned to the rigor of the standards for each unit. • March-April: Grade level teams will engage in collaborative planning to select or design learning tasks that provide opportunities for students to implement elements of the CRA method and justify the connection between teach model • May: Reflect on the implementation of the action step and determine if additional support and coaching are needed for full implementation. Artifacts to be Collected: Instructional Walk Form with data PL Sign in sheets Collaborative Planning Notes/Lesson Plans Person(s) Monitoring Implementation: ☒ Principal ☒ Assistant Principals ☒ Academic Coaches/ Instructional Support Specialists		
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	Frequency of Monitoring: Monthly instructional walks		
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OTHER CONTENT AREA DATA/OTHER DATA		
Source	Strengths	Weaknesses
SY24 (2024-2025 Comprehensive Discipline Data for Hollydale ES) (Data by grade & subgroup)	Decreased the number of total office referrals by 28% (from 167 in SY 24 to 121 in SY25. Reduced the number of referrals for physical aggression from 43 in SY 24 to 15 in SY25. Reduced the number of referrals for classroom disruption from 28 in SY 24 to 24 in SY 25.	Increased the number of referrals for rough and boisterous from 38 in SY 24 to 40 in SY25.
Check the system impacted: ☐ Coherent Instruction ☐ Professional Capacity ☐ Effective Leadership ☒ Supportive Learning Environment	Root Cause Explanation: Lack of supervision in common areas like the bus, playground, and cafeteria. Lack of time to teach de-escalation skills and conflict resolution among peers. Lack of engagement in lessons throughout the day.	
Attendance Data for 2024/2025 SY	• Increase in attendance from 92% days attended by students in 2023-2024 to 94.6% in 2024-2025 • Part Time Social Worker hired by Hollydale assisted families in being on time and present each day. • Core Team met every two weeks to discuss attendance and factors relating to students being on time and present each day (ways to support parents as well as strategies to use proactively).	• 28 students missed 10 or more unexcused days for the 2024-2025 school year. • 2nd highest reason for students missing school is for family trips.

Check the system impacted: ☐ Coherent Instruction ☐ Professional Capacity ☐ Effective Leadership ☒ Supportive Learning Environment	Root Cause Explanation: Lack of engagement in school by students. Lack of understanding attendance policy and consequences.	
Common Formative Assessments for Math Computational Fluency K-5 & Data Talks per Grade (Grade Level Reading & Writing)		
Check the system impacted: ☐ Coherent Instruction ☐ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment	Root Cause Explanation:	
School Instructional Walks (Grade Level)		
Check the system impacted: ☐ Coherent Instruction ☐ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment	Root Cause Explanation:	

Other Summary Data ☐ Teacher Survey ☐ Parent Survey ☐ Professional Learning Survey ☐ _____		
Check the system impacted: ☐ Coherent Instruction ☐ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment	Root Cause Explanation:	

OTHER CONTENT AREA DATA / OTHER DATA IMPROVEMENT PLAN

GOAL #3:	Decrease the number of office referrals due to rough and boisterous behavior and classroom disruptions by 25% during the 2025-2026 school year (from 40 incidents of rough and boisterous behavior to 30 & from 24 classroom disruptions to 18).		
Root Cause(s) to be Addressed:	Due to needed instruction time, there is a lack of time for teachers to properly teach and implement student de-escalation strategies in the classroom. Though the Leader in Me and Ron Clark House system are in place, there is a lack of cohesive proactive behavior systems among classrooms. Not all classrooms award points equally and follow the Leader in Me lessons with fidelity.		
Funding Source(s) <i>SWP Checklist 5.e</i>	☒ Title I Funds ☒ Local School Funds ☐ Other: _____		
Components	Implementation Plan <i>SWP Checklist 3.a 34 CFR § 200.26</i>	Evaluation Plan <i>SWP Checklist 3.b 34 CFR § 200.26</i>	Resources
Who? One Action (Verb) What? Frequency	Implementation Performance Target: By end of the year, 100% of classrooms will have integrated and implemented the Leader In Me and Ron Clark House systems as evidenced by monthly classroom walkthroughs and Ron Clark House Data Digs. Implementation Plan: Preplanning: - Professional Learning to address the scope and sequence of leadership lessons during the morning meeting for the 1st semester. - PL on using Ron Clark App to reinforce positive leadership behavior with leadership points, classroom versus office managed behavior, and how to utilize the app.	Evaluation Performance Target: 100% of K-5 students will earn 30 points each month for displaying Leader in Me behaviors. Evaluation Tool(s): - Ron Clark House App Reports (points system) - Behavior Referral Data - Teacher/Student Surveys Evaluation Plan: Students will be assessed: ☐ Every week ☒ Monthly ☐ Every other month ☐ 3 times per year	Leader in Me Materials Walk Through Form Ron Clark House App Professional Development at the Ron Clark Academy Professional Development for Leader in Me
Target Student Group			
☒ Gen Ed ☒ EL ☒ SWD			
Action Step <i>SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv), 2.c(v)</i>			

1. All teachers will Integrate The Leader in Me and Ron Clark House System into their daily classroom routines as evidenced by classroom walkthroughs and Ron Clark House App Data	- LH Leadership Team to Create Walkthrough Form to monitor fidelity of implementation of LIM lessons during morning meeting each day. August---March - Conduct a walk three times each week to check using the LIM/Ron Clark Walk Form by Principals, LH Team Members, and Instructional Support Specialists. - During LH Team Meetings monitor the implementation of morning meeting and LIM lessons using the walk data. Adjust and offer PL as needed. - Present walkthrough data during staff meetings to celebrate success. October-December: - Send a team (3-4) teachers to Ron Clark Academy for House Mania to build capacity for the program and to better understand how to implement the House Syst March-April: - Send a team (3-4) teachers to Ron Clark Academy for House Mania to build capacity for the program and to better understand how to implement the House System May: - Reflect on success and areas to improve for next year. Artifacts to be Collected: Lesson Plans Walkthrough Forms Behavior Referral Data Teacher/Student Surveys Person(s) Monitoring Implementation: ☒ Principal	☐ _____ Data Analysis Plan: Behavior Referral Data will indicate a 25% decrease in rough and boisterous behavior. Walkthrough Forms will indicate that 100% of classrooms have morning meetings focused on Leader in Me Strategies. The Ron Clark House App will indicate that 100% of teachers and staff are awarding House Points based on the 7 Habits with fidelity. Person(s) Collecting Evidence: ☒ Principal ☒ Assistant Principals ☒ Academic Coaches/ Instructional Support Specialists ☒ CCC Leads	
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	☒ Assistant Principals ☒ Academic Coaches/ Instructional Support Specialists Frequency of Monitoring: Weekly		
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Family Engagement Plan to Support School Improvement (<i>Required Components</i>)			
Family Engagement Activities (<u>Must be listed in the school policy</u>)	Date(s) Scheduled	Date Completed	"Shall" Standard(s) Addressed
1. Required Annual Title I Meeting – Deadline 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.	September 18, 2025		☒ 1 ☐ 4 ☐ 2 ☐ 5 ☐ 3 ☐ 6
2. Required Fall Input Survey/ Evaluation (secondary method) – Deadline 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.	October 14-17, 2025		☐ 1 ☐ 4 ☐ 2 ☐ 5 ☐ 3 ☒ 6
3. Required Spring Input Meeting and Survey (primary method) – Deadline 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.	March 27, 2026		☐ 1 ☐ 4 ☐ 2 ☐ 5 ☐ 3 ☒ 6
4. Required TWO Building Capacity Opportunities (Do not need to be listed in the Policy) Teachers 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	August 13, 2025		☐ 1 ☐ 4 ☐ 2 ☐ 5
	January 5, 2026		☒ 3 ☐ 6
5. Required Transition Activities for parents of students entering or exiting our school (Multiple options, not just visit the school) Parents will have an opportunity to learn about the next grade level in their child's education. Briefly describe the transition activities here: March 2026 – Mr. Salter, Principal of Smitha, will meet with Hollydale Parents to discuss the entire middle school transition. April 2026 – 5 th Students will go over to Smitha MS to take a tour and hear from Smitha leaders about MS. May 2026 – 5 th Students will go back over to Smith MS for the final awards ceremony and continue to hear from Smitha Leaders about how to get involved.	March 2026 April 2026		☐ 1 ☒ 4 ☐ 2 ☐ 5 ☐ 3 ☐ 6

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>	<u>List documents translated for parents:</u> Compact Policy Event Flyers	<table> <tr> <td>☐ 1</td> <td>☐ 4</td> </tr> <tr> <td>☐ 2</td> <td>☒ 5</td> </tr> <tr> <td>☐ 3</td> <td>☐ 6</td> </tr> </table>	☐ 1	☐ 4	☐ 2	☒ 5	☐ 3	☐ 6
☐ 1	☐ 4							
☐ 2	☒ 5							
☐ 3	☐ 6							

School Developed Family Engagement Activities <i>(Required for "Shall's" 2 and 6)</i>							
School Developed Family Engagement Activities <u>(Must be listed in the school policy)</u>	"Shall" Addressed	Goal(s) Addressed	Resources	Funding Source(s) SWP Checklist 5.e	Date	How is the activity monitored, and evaluated? Include data/artifacts to be collected as evidence.	Team Lead
BINGO for Books Literacy Focus	☐ 1 ☒ 2 ☐ 3 ☐ 4 ☐ 5 ☒ 6	☒ Goal 1 ☐ Goal 2 ☐ Goal 3 ☐ Goal 4	Prepackaged Snacks Books Literacy Handouts	Title 1 Local Funds	September 2025	Parent Survey Collected for feedback from families, agendas, sign in sheets, CTLS invitation	Carmen Rodriguez and Event Committee
Family STEAM Night (Math/Science Focus)	☐ 1 ☒ 2 ☐ 3 ☐ 4 ☐ 5 ☒ 6	☐ Goal 1 ☒ Goal 2 ☐ Goal 3 ☐ Goal 4	STEAM Materials County Science Kits	Title 1 Local Funds	December 2025	Parent Survey Collected for feedback from families, agendas, sign in sheets, CTLS invitation	Carmen Rodriguez and Event Committee
Multicultural Night – ELA/Writing Focused on Interactive Country Boards, scavenger hunts, arts integration	☐ 1 ☒ 2 ☐ 3 ☐ 4 ☐ 5 ☒ 6	☒ Goal 1 ☐ Goal 2 ☐ Goal 3 ☐ Goal 4	Art Supplies	Title 1 Local Funds	March 2026	Parent Survey Collected for feedback from families, agendas, sign in sheets, CTLS invitation	Carmen Rodriguez and Event Committee

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) <u>Include district initiatives that are supported with Title I Funds (For example: Early Literacy Framework (ELF), Math Fluency Initiative (MFI), LETRS, Read 180, etc.)</u>
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, Science of Reading training, Early Literacy Framework, iReady, 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 Beacon and Amira 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, 2025-2026 school year, we will expect students to "change the world through leading and learning" 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, Write Score

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

Various intervention groups for reading and math will be conducted by ESOL, Special Education, EIP, and support personnel 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.

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 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. We prefer not to be reactive to a child displaying 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 Instructional Support, Teacher Led Workshops, and through specific job embedded sessions (walkthroughs, peer observations, teacher rounds, etc.). Specific PL opportunities include:

- Monthly Staff Meetings (Vertical grade level meetings, Training Leader in Me, Restorative Practices, etc.)
- Weekly meetings with Instructional Support, Admin and Team to unpack standards, plan assessments, and discuss the "how" of instruction in reading and math.

- New Teacher Support Meetings twice monthly with instructional support/admin
- Focused Professional Learning on Assessment Practices from district personnel in November and December

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:

- In April, we offer perspective kindergarten families an opportunity to attend a kindergarten round-up to learn about Hollydale.
- 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 advocates 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:

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*

Title I Personnel/Positions Hired to Support the School Improvement Goals <i>SWP Checklist 2.c(iv) - Section 1114(b)(7)(A)(i-iii)(I-V)</i>			
Position	Supports Goal(s)	Supports which system(s)	How will the primary actions of this position support the implementation of the School Improvement Plan?
Parent Facilitator	☒ Goal 1 ☒ Goal 2 ☒ Goal 3 ☐ Goal 4	☒ Coherent Instruction ☒ Professional Capacity ☐ Effective Leadership ☒ Supportive Learning Environment ☒ Family Engagement	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.
	☐ Goal 1 ☐ Goal 2 ☐ Goal 3 ☐ Goal 4	☐ Coherent Instruction ☐ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment ☐ Family Engagement	
	☐ Goal 1 ☐ Goal 2 ☐ Goal 3 ☐ Goal 4	☐ Coherent Instruction ☐ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment ☐ Family Engagement	
	☐ Goal 1 ☐ Goal 2 ☐ Goal 3 ☐ Goal 4	☐ Coherent Instruction ☐ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment ☐ Family Engagement	

School Improvement Goals <i>Include goals on the parent compacts and policy</i>	
Goal #1	Kindergarten: Kindergarten students identified as gaining ground will increase to 75% from August 2025 to May 2026 on Amira. 1st Grade: 1st grade students identified as gaining ground will increase from 72% to 85% from August 2025 to May 2026 on Amira. 2nd Grade: 2nd-grade students scoring prepared in overall performance will increase to 35% from August 2025 to May 2026, as measured by Beacon. 3rd-5th Grade: The percentage of students scoring proficient and distinguished in 3rd, 4th, and 5th grade will increase from 25% to 30% as measured by the 2025-2026 EOG ELA Assessment.
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 2025-2026 GKIDS 2.0 Assessment. 1st Grade: The percentage of students who score <i>prepared</i> on the Beacon will increase from 11% in May 2025 to 30% in May 2026. 2nd Grade: The percentage of students who score <i>prepared</i> on the Beacon will increase from 13% in May 2025 to 20% in May 2026. 3rd Grade: The percentage of students scoring prepared on the Beacon (May 2025) will increase from 11% to 20% achieving <i>distinguished learner</i> and <i>proficient learner</i> on the Milestones in May 2026. 4th Grade: The percentage of students achieving <i>distinguished learner</i> and <i>proficient learner</i> will increase from 35 % in May 2025 to 45% in May 2026 as measured by Milestones. 5th Grade: The percentage of students achieving <i>distinguished learner</i> and <i>proficient learner</i> will increase from 32% in May 2025 to 40% in May 2026 as measured by Milestones
Goal #3	Decrease the number of office referrals due to rough and boisterous behavior and classroom disruptions by 25% during the 2025-2026 school year (from 40 incidents of rough and boisterous behavior to 30 & from 24 classroom disruptions to 18).