

Green Holly Elementary School Title I Schoolwide Plan 2023-24

2023-2024 Green Holly Elementary Schoolwide Program Plan

St. Mary's County Public School

Four Components of a Schoolwide Program ESSA Section 1003

Schoolwide Program Plan Components

[Schoolwide Components ESSA Section 1114 (b)(1)(A-J)]

The schoolwide program plan is developed with the coordination and input from Green Holly principal, assistant principals, instructional resource teachers, grade level leaders, school counselor, parents, community partners, para-educators and students. The plan outlines the four components of a schoolwide program as prescribed by the Maryland State Department of Education.

<p>1. Comprehensive Needs Assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of children who are failing, or at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the local educational agency; [1114(b)(6)]</p>	<p>Reading</p> <p>Pg. 5</p> <p>Math pg. 23</p> <p>CC pg. 39</p>
<p>2. Schoolwide Reform Strategies that address school needs including a description of how strategies will: a. Provide opportunities for all children, including each of the subgroups of students as defined in Section 1111(c) (2) to meet the challenging State academic standards; (1114(b)(7)(A)(i); b. Use methods and instructional strategies that strengthen the academic program, in the school, 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 well-rounded education; (1114(b)(7)(A)(ii); c. 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 that may include (1114(b)(7)(A)(iii).</p>	<p>Reading</p> <p>pgs.21-23</p> <p>Math</p> <p>pgs. 37-38</p> <p>CC pg. 41</p>
<p>3A. Parent, Family and Stakeholder Involvement - 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, the LEA, 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. 1114(b)(2)</p> <p>3B. Strategies to Increase Parent and Family Engagement - Based on the results of the needs assessment, schools must implement evidence-based parent and family engagement strategies. (Section 1116)</p>	<p>pg. 42</p>
<p>4. Coordination and Integration of Federal, State, and local services and programs - If appropriate and applicable, is 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, early childhood programs, adult education programs, career</p>	<p>pgs 43-44</p>

and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities under Section 1111(d). 1114(b) (5)	
---	--

Comprehensive Needs Assessment Introduction

Green Holly Elementary (GHES) is a military community near the Patuxent River Naval Air Station. We welcome the children of these military families during short and extended orders of service. The school staff and counselor work closely with the Patuxent River Family Liaison to provide for the unique needs of these children and families.

As a whole, GHES welcomes learners with diverse racial, socio-economic, disability and geographical backgrounds. More than 50% of the student population is from a minority race and 58% of the student population are eligible for Free and Reduced Meals (FARMS). Resources are allocated to address the social, emotional, and intellectual needs of these students and plans are put into action to maximize student potential and success.

GHES has a highly effective certified and credentialed instructional staff. There is a rich blend of veteran and new teachers that has stabilized into a strong school family. There are two new teachers on staff for the school year 2023-2024. This small staff turnover number shows that teachers at GHES are committed to their students, families and community. Strategies to increase teacher retention include implementing suggestions from climate surveys; holding staff appreciation events in and outside of school; highlighting staff contributions through social media and school newsletters; and providing opportunities for staff voice. Teachers and support staff provide quality in-person instruction for students and GHES families. Staff continues to utilize technology resources acquired during distance learning to enrich planning and instruction that address student needs. The ongoing focus on the whole child empowers a community of learners who feel safe, valued, and loved. The administration and teachers build the necessary scaffolding for all students to meet standards and individual milestones.

GHES is a Positive Behavioral Interventions and Supports (PBIS) School and has been recognized as a Gold School for over a decade. The PBIS Maryland Gold Recognition Award is awarded to schools that are demonstrating sustainability for the systems, practices, and data utilization for schoolwide PBIS and can demonstrate that their implementation has had positive effects on both their discipline and achievement data for at least two years. The staff have also participated in Conscious Discipline training on and off site. Conscious Discipline is a research-based program that teaches adults and students how to self-regulate behaviors that promote safety, connection, and problem-solving.

GHES recently renewed the Choose Kindness Grant. Funds from this grant will support the social-emotional needs of GHES students and staff.

GHES is also home to several regional programs for students receiving special education services. Programs such as Supporting Academic and Independent Living program (SAIL), Teaching Independence and Developmental Skills to Early Elementary Students (TIDES), and Infants and Toddlers demonstrate the diversity and range of skills the GHES teaching staff possess. GHES also services Pre-K special education students who live in the southern region of St. Mary's County. Below are the 2023-2024 demographics of GHES.

All staff members as well as the GHES Title I Equity Team will work together to identify students faced with trauma and create and implement a plan of support. The GHES community has a vast range of socio-economic levels. This has led to inequitable access to resources. The GHES Equity Team will be sharing strategies and practices learned at the summer Equity Retreat, The Power of Relationships that will be implemented throughout the school year.

Parent and Family engagement surveys indicated a need to provide parent training in reading, math and SEL strategies and materials that they can use with their children at home. Survey data indicated that families would be more likely to participate in afterschool events if meals were provided.

Green Holly Elementary Enrollment Data SY 2023-2024

Race/Ethnicity	Enrollment
Schoolwide	520
African American	190
Asian	19
Hispanic	72
Native Hawaiian	1
White	174
2 or more races	64

Schoolwide Percentages of Subgroup		
	SY 2023-2024	
Schoolwide	520	
Students With Disabilities (SWD)	27%	139 students
Economically Disadvantaged (FARMS)	58%	299 students
English Learners (EL)	<5%	6 students
Title I	>95%	schoolwide
Homeless	<5%	9 students
Military	24%	124 students

Comprehensive Needs Assessment Reading Data

In order to support the Ready to Read Act, students are screened three times a year to identify students at risk for reading difficulties. Several data points including Individual Growth and Development Indicators (IGDIs) and Dynamic Indicators of Basic Early Literacy Skills (DIBELS) are analyzed by our school's PLC team to identify students at risk for reading difficulties. IGDIs are performance measures used in Pre-K to determine if students are meeting growth expectations or require more intensive support for early language and literacy. DIBELS is a set of procedures and measures for assessing the acquisition of literacy skills. DIBELS 8th Edition provides educators with standards for gauging the progress of all students in grades K-5. The teachers followed standardized procedures for administering these reading assessments. Students who are identified as at risk in grades K-5 are provided with targeted instruction. These students are also progress monitored to ensure that they are making progress towards meeting their benchmark goals. When looking at the DIBELS data, red indicates that students are at risk and need intensive support. Yellow means that students are at some risk and need strategic support. Green and blue indicate that students are at minimal risk for reading difficulties. These students have met benchmark expectations.

Pre-K 4 Spring IGDIs Data Comparative Analysis Spring 2022-2023

The top table compares the average scores for each domain.

The remainder compares the percent of students within each domain for GHES Spring 2023 scores, SMCPs Spring 2023 scores, and then GHES Winter 2023 scores, and Fall 2022 scores.

Spring Average Scores	Picture Naming	Rhyming	Sound ID	WODB	Alliteration
IGDIs Benchmark	50	50	53	51	52
SMCPs	49.6	50.3	52.5	51.7	49.6
GHES	47.8	48.5	52.7	53.6	49

Picture Naming	Green: Strong Progress Tier 1	Orange: Moderate Progress Cut Range	Red: At-Risk Progress Tier II-III	Gray: Discontinued	Purple: Not Yet Tested
GHES Spring 2023 (77 students)	19.5%	37.7%	31.2%	11.7%	0.0%
SMCPs Spring 2023 (496 students)	39.7%	31.5%	24.6%	2.6%	1.6%

GHE Winter 2023 (81 students)	3.7%	33.3%	48.1%	12.3%	2.5%
GHE Fall 2022 (81 students)	12.3%	38.3%	30.9%	18.5%	0.0%
Rhyming	Green: Strong Progress Tier 1	Orange: Moderate Progress Cut Range	Red: At-Risk Progress Tier II-III	Gray: Discontinued	Purple: Not Yet Tested
GHE Spring 2023 (77 students)	28.6%	13.0%	29.9%	28.6%	0.0%
SMCPS Spring 2023 (496 students)	50.4%	11.7%	27.8%	8.1%	2.0%
GHE Winter 2023 (81 students)	17.3%	17.3%	24.7%	38.3%	2.5%
GHE Fall 2022 (81 students)	7.4%	14.8%	27.2%	50.6%	0.0%
Sound ID	Green: Strong Progress Tier 1	Orange: Moderate Progress Cut Range	Red: At-Risk Progress Tier II-III	Gray: Discontinued	Purple: Not Yet Tested
GHE Spring 2023 (77 students)	55.8%	14.3%	15.6%	14.3%	0.0%

SMCPS Spring 2023 (496 students)	48.6%	19.2%	25.0%	5.0%	2.2%
GHES Winter 2023 (81 students)	34.6%	22.2%	21.0%	19.8%	2.5%
GHES Fall 2022 (81 students)	34.6%	6.2%	18.5%	38.3%	2.5%
WODB (Which One Doesn't Belong)	Green: Strong Progress Tier 1	Orange: Moderate Progress Cut Range	Red: At-Risk Progress Tier II-III	Gray: Discontinued	Purple: Not Yet Tested
GHES Spring 2023 (77 students)	48.1%	9.1%	14.3%	28.6%	0.0%
SMCPS Spring 2023 (497 students)	63.0%	7.6%	15.1%	12.1%	2.2%
GHES Winter 2023 (81 students)	35.8%	11.1%	16.0%	34.6%	2.5%
GHES Fall 2022 (81 students)	16.0%	7.4%	17.3%	54.3%	4.9%
Alliteration	Green: Strong Progress Tier 1	Orange: Moderate Progress Cut Range	Red: At-Risk Progress Tier II-III	Gray: Discontinued	Purple: Not Yet Tested

GHEs Spring 2023 (77 students)	11.7%	24.7%	37.7%	26.0%	0.0%
SMCPS Spring 2023 (496 students)	16.7%	35.5%	26.0%	5.8%	2.6%
GHEs Winter 2022 (78 students)	12.8%	19.2%	51.3%	11.5%	5.1%
GHEs Fall 2022 (81 students)	N/A	N/A	N/A	N/A	N/A
Important Notes					
*Picture Naming Spring Benchmark:					
Why does the Spring Expectation for Picture Naming drop? "Statistical models show that from winter to spring, scores dip on vocabulary. This is consistent with research models showing that the most vocabulary growth for these students occurs from Fall to Winter and slows from Winter to Spring."					

2022 - 2023 Dynamic Indicators of Basic Literacy Skills (DIBELS) 8th Edition

Grade: Kindergarten	Measure	Beginning	End
	LNF	Goal: 25	Goal: 42
	Students Tested	76	78
		30% Core	65% Core

		21% Strategic	14% Strategic
		49% Intensive	21% Intensive
	NWF-CLS	Goal: 9	Goal: 31
	Students Tested	69	78
		29% Core	60% Core
		14% Strategic	13% Strategic
		57% Intensive	27% Intensive
	NWF-WRC	Goal: 1	Goal: 7
	Students Tested	69	78
		9% Core	58% Core
		91% Strategic	12% Strategic
			31% Intensive
1st Grade	Measure	Beginning	End
	NWF-CLS	Goal: 30	Goal: 55
	Students Tested	52	56
		57% Core	64% Core
		10% Strategic	20% Strategic
		33% Intensive	16% Intensive
	NWF-WRC	Goal: 5	Goal: 15
	Students Tested	52	56
		66% Core	79% Core
		19% Strategic	7% Strategic
		15% Intensive	14% Intensive
	ORF-Words Correct	Goal: 10	Goal: 39
	Students Tested	52	56
		66% Core	71% Core
		10% Strategic	11% Strategic

		25% Intensive	18% Intensive
2nd Grade	Measure	Beginning	End
	NWF-CLS	Goal: 50	Goal: 76
	Students Tested	54	57
		48% Core	52% Core
		13% Strategic	26% Strategic
		39% Intensive	21% Intensive
	NWF-WRC	Goal: 15	Goal: 22
	Students Tested	54	57
		49% Core	57% Core
		19% Strategic	16% Strategic
		33% Intensive	28% Intensive
	ORF-Words Correct	Goal: 49	Goal: 94
	Students Tested	54	57
		44% Core	53% Core
		17% Strategic	12% Strategic
		39% Intensive	35% Intensive
3rd Grade	Measure	Beginning	End
	NWF-CLS	Goal: 76	Goal: 105
	Students Tested	58	59
		45% Core	40% Core
		26% Strategic	34% Strategic
		29% Intensive	25% Intensive
	NWF-WRC	Goal: 24	Goal 31
	Students Tested	58	59
		40% Core	46% Core

		22% Strategic	25% Strategic
		38% Intensive	29% Intensive
	ORF-Words Correct	Goal: 73	Goal 114
	Students Tested	58	59
		50% Core	51% Core
		21% Strategic	15% Strategic
		29% Intensive	34% Intensive
4th Grade	Measure	Beginning	End
	ORF-Words Correct	Goal: 87	Goal: 125
	Students Tested	51	51
		43% Core	36% Core
		25% Strategic	31% Strategic
		31% Intensive	33% Intensive
	ORF-Accuracy	Goal: 96	Goal: 96
	Students Tested	51	51
		65% Core	84% Core
		13% Strategic	6% Strategic
		24% Intensive	10% Intensive
5th Grade	Measure	Beginning	End
	ORF-Words Correct	Goal: 103	Goal: 137
	Students Tested	44	46
		44% Core	46% Core
		34% Strategic	17% Strategic
		23% Intensive	37% Intensive
	ORF-Accuracy	Goal: 96	Goal: 96
	Students Tested	44	46

		73% Core	87% Core
		11% Strategic	4% Strategic
		16% Intensive	9% Intensive

2022-2023 All Grades Status - DIBELS 8th Edition

District: St. Mary's County Public Schools School: Green Holly Elementary

DIBELS® Data System

Grade	Beginning	Middle	End
K			
1st			
2nd			
3rd			
4th			
5th			
6th	No students with data.	No students with data.	No students with data.
All			

Legend n = Number of Students ■ Intensive Support ■ Strategic Support ■ Core Support ■ Core^ Support
Results Based On DIBELS 8 Composite Score

Kindergarten DIBELS Composite Scores 2022-2023								
Predominate Race and Subgroup Percentage Scores	Composite(Fall 2022) Avg. 294 Total=62, AA=22, C=21, SWD=6, ED= 38				Composite (Spring 2023) Avg. 436 Total= 71, AA=25, C=25, SWD=7, ED=41			
	200 - 279	280-305	306-331	321+	200-405	406-419	420-449	450+
Total Enrollment	(29) 47%	(12) 19%	(9) 15%	(12) 19%	(16) 23%	(5) 7%	(25) 35%	(25) 35%
African American	(12) 55%	(3) 14%	(4) 18%	(3) 14%	(7) 28%	(2) 8%	(10) 40%	(6) 24%
Caucasian	(11) 52%	(7) 33%	(1) 5%	(2) 10%	(4) 16%	(3) 12%	(10) 40%	(8) 32%
SWD	(5) 83%	(1) 17%	(0) 0%	(0) 0%	(4) 57%	(0) 0%	(2) 29%	(1) 14%
Economically Disadvantaged	(18) 47%	(6) 16%	(8) 21%	(6) 16%	(10) 3%	(3) 7%	(17) 41%	(11) 27%

1st Grade DIBELS Composite Scores 2022-2023								
Predominate Race and Subgroup Percentage Scores	Composite(Fall 2022) Avg. 350 Total=47, AA=15, C=22, SWD=6, ED= 28				Composite (Spring 2023) Avg. 469 Total= 50, AA=16, C=23, SWD=7, ED=29			
	200 - 320	321-329	330-353	354+	200-426	427-440	441-479	480+
Total Enrollment	(4) 8%	(9) 19%	(15) 32%	(19) 40%	(5) 10%	(4) 8%	(18) 36%	(23) 46%
African American	(1) 6%	(4) 27%	(4) 27%	(6) 40%	(2) 28%	(1) 8%	(6) 40%	(7) 24%
Caucasian	(2) 9%	(5) 23%	(7) 32%	(8) 36%	(2) 8%	(3) 13%	(9) 39%	(9) 39%
Students With Disabilities	(2) 33%	(1) 17%	(0) 0%	(3) 50%	(1) 14%	(1) 14%	(1) 14%	(4) 57%
Economically Disadvantaged	(4) 14%	(5) 18%	(8) 29%	(11) 39%	(4) 14%	(3) 10%	(9) 31%	(13) 45%

2nd Grade DIBELS Composite Scores 2022-2023								
Predominate Race and Subgroup Percentage Scores	Composite (Fall 2022) Avg. 336 Total=49, AA=21, C=14, SWD=9, ED= 34				Composite (Spring 2023) Avg. 452 Total= 51, AA=20, C=16, SWD=8, ED=33			
	200 - 315	316-328	329-360	361+	200-420	421-438	439-473	474+
Total Enrollment	(15) 31%	(8) 16%	(14) 29%	(12) 24%	(13) 25%	(9) 18%	(12) 24%	(17) 33%
African American	(10) 48%	(4) 19%	(6) 29%	(1) 5%	(8) 40%	(4) 20%	(6) 30%	(2) 10%
Caucasian	(4) 29%	(1) 7%	(3) 21%	(6) 43%	(4) 25%	(2) 13%	(2) 13%	(8) 50%
Students With Disabilities	(5) 56%	(2) 22%	(1) 11%	(1) 11%	(4) 50%	(1) 13%	(1) 13%	(2) 25%
Economically Disadvantaged	(13) 38%	(6) 18%	(9) 26%	(6) 18%	(10) 30%	(9) 27%	(6) 18%	(8) 24%

3rd Grade DIBELS Composite Scores 2022-2023								
Predominate Race and Subgroup Percentage Scores	Composite (Fall 2022) Avg. 335 Total=53, AA=19, C=25, SWD=9, ED= 29				Composite (Spring 2023) Avg. 441 Total= 57, AA=20, C=16, SWD=8, ED=33			
	200 - 313	314-331	332-364	365+	200-423	424-441	442-466	467+
Total Enrollment	(15) 28%	(12) 23%	(18) 34%	(8) 15%	(17) 30%	(14) 25%	(16) 28%	(10) 18%
African American	(5) 26%	(4) 21%	(9) 47%	(1) 5%	(5) 25%	(5) 25%	(4) 20%	(4) 20%
Caucasian	(6) 24%	(7) 28%	(7) 28%	(5) 20%	(6) 38%	(8) 50%	(10) 63%	(3) 19%
Students With Disabilities	(5) 56%	(2) 22%	(1) 11%	(1) 11%	(5) 63%	(2) 25%	(2) 25%	(0) 0%
Economically Disadvantaged	(10) 34%	(8) 28%	(7) 24%	(4) 14%	(12) 36%	(7) 21%	(9) 27%	(5) 15%

Third Grade MCAP ELA 2022-2023				
Predominate Race and Subgroup Percentage Scores	Level 1 (650-724) Beginning Learner	Level 2 (725-749) Developing Learner	Level 3 (750-800) Proficient Learner	Level 4 (801-850) Distinguished Learner
Total Enrollment (57)	(3) 5%	(29) 51%	(25) 44%	(0) 0%
African American (22)	(3) 14%	(11) 50%	(8) 36%	(0) 0%
Caucasian (37)	(1) 3%	(19) 51%	(17) 46%	(0) 0%
Two or More Races (11)	(1) 9%	(5) 45%	(5) 46%	(0) 0%
Other (AI,AS,H,PI)	Data Suppressed. Not enough students			
LEP	Data Suppressed. Not enough students			
Students w/ Disabilities/504	Data Suppressed. Not enough students			
Econ. Disadvantaged (31)	(3) 10%	(16) 51%	(12) 39%	(0) 0%

4th Grade DIBELS Composite Scores 2022-2023								
Predominate Race and Subgroup Percentage Scores	Composite (Fall 2022) Avg. 328 Total=49, AA=21, C=19, SWD=7, ED= 28				Composite (Spring 2023) Avg. 431 Total= 51, AA=21, C=20, SWD=6, ED=29			
	200 - 309	310-330	331-367	368+	200-420	421-441	442-460	461+
Total Enrollment	(15) 31%	(13) 27%	(12) 24%	(9) 18%	(17) 33%	(16) 31%	(9) 18%	(9) 18%
African American	(8) 38%	(7) 33%	(4) 19%	(2) 10%	(9) 43%	(7) 33%	(4) 19%	(1) 4%
Caucasian	(5) 26%	(4) 21%	(7) 37%	(3) 16%	(5) 25%	(7) 35%	(4) 20%	(4) 20%
Students With Disabilities	(5) 71%	(1) 14%	(0) 0%	(1) 14%	(4) 67%	(1) 17%	(1) 17%	(0) 0%

Economically Disadvantaged	(11) 39%	(8) 29%	(6) 21%	(3) 11%	(13) 45%	(8) 28%	(5) 17%	(3) 10%
----------------------------	----------	---------	---------	---------	----------	---------	---------	---------

Fourth Grade MCAP ELA 2022-2023				
Predominate Race and Subgroup Percentage Scores	Level 1 (650-724) Beginning Learner	Level 2 (725-749) Developing Learner	Level 3 (750-800) Proficient Learner	Level 4 (801-850) Distinguished Learner
Total Enrollment (53)	(7) 13%	(25) 47%	(18) 34%	(3) 6%
African American (24)	(5) 21%	(15) 63%	(3) 12%	(1) 4%
Caucasian (29)	(3) 10%	(8) 28%	(16) 55%	(2) 7%
Other (AI,AS,H,PI,Multi)	Data Suppressed. Not enough students			
LEP	Data Suppressed. Not enough students			
Students w/ Disabilities	Data Suppressed. Not enough students			
Econ. Disadvantaged (31)	(6) 19%	(17) 55%	(8) 26%	(0) 0%

5th DIBELS Composite Scores 2022-2023								
Predominate Race and Subgroup Percentage Scores	Composite(Fall 2022) Avg. 327 Total=40, AA=13, C=20, SWD=7, ED= 24				Composite (Spring 2023) Avg. 441 Total=45, AA=14, C=21, SWD=7, ED=28			
	200 - 312	313-334	335-369	370+	200-435	436-448	449-468	469+
Total Enrollment	(10) 25%	(14) 35%	(14) 35%	(2) 5%	(17) 38%	(8) 18%	(10) 22%	(10) 22%
African American	(5) 38%	(4) 31%	(4) 31%	(0) 0%	(8) 57%	(1) 7%	(4) 29%	(1) 7%
Caucasian	(3) 15%	(7) 35%	(8) 40%	(2) 10%	(4) 19%	(4) 19%	(5) 24%	(8) 38%
Students With Disabilities	(4) 57%	(2) 29%	(1) 14%	(0) 0%	(5) 71%	(2) 29%	(0) 0%	(0) 0%

Economically Disadvantaged	(8) 33%	(9) 38%	(6) 25%	(1) 4%	(14) 50%	(4) 14%	(6) 21%	(4) 14%
----------------------------	---------	---------	---------	--------	----------	---------	---------	---------

Fifth Grade MCAP ELA 2022-2023				
Predominate Race and Subgroup Percentage Scores	Level 1 (650-724) Beginning Learner	Level 2 (725-749) Developing Learner	Level 3 (750-800) Proficient Learner	Level 4 (801-850) Distinguished Learner
Total Enrollment (46)	(10) 22%	(20) 43%	(16) 35%	(0) 0%
African American (18)	(9) 50%	(6) 33%	(3) 17%	(0) 0%
Caucasian (30)	(2) 7%	(13) 43%	(15) 50%	(0) 0%
Other (AI,AS,H,PI,Multi)	Data Suppressed. Not enough students			
LEP	Data Suppressed. Not enough students			
Students w/ Disabilities	Data Suppressed. Not enough students			
Econ. Disadvantaged (27)	(9) 33%	(11) 41%	(7) 26%	(0) 0%

Complexity Factors

We are still noticing the after effects from the interruption to instruction that was caused by the COVID-19 pandemic. Teachers have observed that students need to work on developing their stamina for reading and writing so that they will be engaged in learning. Some of our students are lacking the confidence required for persisting with both independent and guided instruction. Many students who had disruptions to in person instruction during their early years now have gaps in foundational reading skills that are impacting their performance in reading in the intermediate grades. As a result teachers have been working with students on learning appropriate school behaviors and resiliency, as well as providing instruction to close any gaps in foundational reading skills.

We have identified additional factors that may have influenced assessment outcomes. GHES has a high mobility rate resulting in disruptions to consistent instruction and a large subgroup of economically disadvantaged students. Research studies show that students from lower socio-economic groups have less access to enriched home environments with fewer opportunities to be exposed to rich, academic language and vocabulary. Lack of adequate nutrition and sleep as a result of poverty, can affect student progress in learning and developing language skills. Based on data collected from parent interviews, surveys and community partners, we

know this is the case with many of our GHES students. Students with speech or other physical impairments need time in school to receive instruction targeted to meet their needs.

Summary of Reading Data

The Green Holly Language Arts assessment data includes multiple data points for the 2022-2023 school year. Assessment data includes information from IGDIs (Pre-K), DIBELS 8th edition (K-5) and MCAP (3-5). Teachers and IRTs followed a co-teaching model in order to re-establish reading routines that include individual coaching and conferencing, along with independent reading practices. Targeted literacy interventions were provided for those students who were identified as intensive. Those students who attended school regularly and had the resilience necessary for instruction, made progress. The DIBELS 8th edition was used to determine strengths and needs for K-5 students. The IGDIs was used to determine the strengths and needs for Pre-K students.

Based on the PK Spring IGDIs data, the average score of 47.8% in Picture Naming indicates that our GHES PK students are at risk in this area as this score did not meet the benchmark goal of 50%. The average score of SMCPs PK in Picture Naming at 49.6% also did not meet this goal. Our PK students need a continued focus on language development, including instruction and exposure to intentionally selected tier 2 vocabulary throughout the school day.

An analysis of the DIBELS data above indicates that students in grades K - 3 made growth towards meeting their benchmark goals. This included students in all subgroups. This can be attributed to the co-teaching model and other supports that were utilized to provide targeted small group instruction. Some student groups did not make as much growth as expected. This can be attributed to the complexity factors listed above. As a result there has been a focus on providing both behavioral and academic support.

Based on the Kindergarten data, the student composite score average at the beginning of the year was 294 which was strategic and 34% of the students met the benchmark goal. At the end of the year the score average was 436. This score meets the end of year benchmark goal with an increase of 142 points. At the end of the year 70% of kindergarten students tested met the end of year benchmark goal, which was a 36% increase from BOY. 68% of economically disadvantaged (ED) students also met the EOY goal, which was a 31% increase from BOY.

Based on the 1st grade data, the student average at the beginning of the year was 350 which is core. 72% of the students met the benchmark goal. At the end of the year the composite score average was 469. This score meets the end of year benchmark goal. This was an increase of 119 points. At the end of the year 82% of first grade students tested met the end of year benchmark goal, which was an increase of 10% from BOY. 76% of economically disadvantaged 1st graders met the end of year benchmark goal, which was an increase of 8% from BOY.

Based on the 2nd grade data, the student average at the beginning of the year was 336 which is core. 53% of the students met the benchmark goal. At the end of the year the composite score average was 452. This score meets the end of year benchmark goal. This was an increase of 116 points. At the end of the year 57% of 2nd grade students tested met the end of year benchmark goal, which was an increase of 4% from BOY. 44% of ED students met the EOY goal, which was a decrease of 2% from BOY. The disruptions to instruction for our ED students during their PK and K years has impacted their reading progress. Many of these

students have gaps in their foundational reading skills as evidenced by their performance on this assessment.

Based on the 3rd grade data, the student average at the beginning of the year was 335 which was core and 49% of the students met the benchmark goal. At the end of the year the composite score average was 441 and the end of year benchmark goal was 442. This average was an increase of 106 points and only one point away from meeting the end of year goal of 442. At the end of the year 46% of 3rd grade students tested met the end of year benchmark goal. As the complexity of the texts in grades 3-5 increases, students who do not have adequate foundational reading skills, prior knowledge, and/or academic vocabulary have difficulty reading these passages fluently.

Based on the 4th grade data, the student average composite score at the beginning of the year was 328. 42% of the students met the BOY benchmark goal. At the end of the year the composite score average was 431, however the goal for EOY is 442.. Although the average did not meet the EOY goal it was an increase of 103 points. At the end of the year 36% of 4th grade students tested met the end of year benchmark goal, which is 6% lower than the number of students who met the benchmark goal at the beginning of the year. Due to the disruption of instruction from the pandemic these 4th grade students missed in person instruction during the 4th quarter of their first grade year and the majority of their 2nd grade year was online. The primary grades are where students develop the foundational skills required for becoming successful readers. Our DIBELS data shows that 64% of 4th grade students need either intensive or strategic reading support in order to become fluent readers who are able to comprehend complex text.

Based on the 5th grade data, the student average at the beginning of the year was 327. 40% of the students met the BOY benchmark goal. At the end of the year the composite score average was 441 which was an increase of 114 points. The 5th grade average was only 8 points away from meeting the EOY benchmark goal of 449. At the end of the year 44% of 5th grade students tested met the end of year benchmark goal which was a 4% increase from the beginning of the year. 35% of the ED subgroup of students met the EOY goal which was a 6% increase from BOY.

Plan in Response to ELA Data Summary

After looking at the data it was determined that we need to continue to address phonological awareness (PA) and phonics deficits. The teachers in PK - 1 will continue to use the Heggerty curriculum to provide daily targeted PA instruction that is both brain based and vertically aligned. Phonics deficits will continue to be addressed using Foundations in Gr.K-3 and through daily word work emphasizing the six syllable types in Gr.4-5. Teachers will also receive training in using the new Benchmark Advance reading materials. This new program includes time for independent and small group instruction which will allow teachers to provide targeted coaching to help every student progress in reading based on their individual needs. Implementation of this new reading program and the whole group mini lessons will provide students with the practice they need in order to be successful on MCAP. Benchmark whole group lessons provide students with explicit instruction in comprehension strategies, oral rehearsal and writing in response to text dependent prompts. Intervention and classroom data will be reviewed bi-weekly in Professional Learning Community (PLC) meetings and will also include examining DIBELS progress monitoring (K-5) data for at risk students.

Schoolwide Reform Strategies for Literacy		
Strategies/Activities	Person(s) Responsible	Timeline
Differentiate Tier 1 instruction to meet the specific needs of struggling readers throughout the school day. Integrate reading and writing practice and application of skills from the ELA block into the all content areas to provide additional learning time on crucial ELA skills. Integrate grade appropriate routines for explicitly teaching Tier 2 vocabulary. Use once monthly PLCs to review ELA data and progress.	PK-5 Classroom Teachers, Special Education Teachers, Instructional Resource Teacher (IRTs)	Sept 2023- June 2024
<p><u>Grade Specific Strategies/Activities</u></p> <p>PK will continue using PK Heggerty for instruction in Phonemic Awareness, supplementing with phonemic awareness games (rhyming, initial sound production, syllable segmentation) as needed. The PK team is strategically choosing Tier 2 vocabulary words to integrate into instruction throughout the school day using images and motions. Writing instruction is differentiated based on the individual student's stage of writing development. The team will review formative assessments and IGDIs Fall, Winter, and Spring data to determine growth in early literacy skills during ELA PLCs.</p>	PK Teachers/PK Paraeducators	<p>Sept 2023 - June 2024</p> <p>Once monthly ELA PLC</p>
<p>K team will administer all DIBELS subtests to students (without the optional GATING, but with the discontinued rules) in order to have data for all students for each BMK. Use the data to make instructional decisions for meeting student needs and documenting student growth.</p> <p>K team will continue to use Heggerty for PA instruction and Foundations for phonics. Small group instruction will be differentiated based on student needs.</p> <p>County LITA (Literacy Interventionist - Teacher Assistant) will provide PA (Phonological Awareness) intervention with targeted students based on testing data from DIBELS 8 and the PASI (Phonological Awareness Screener for Intervention).</p>	K Teachers/K Paraeducators	<p>Sept 2023 - June 2024</p> <p>Once monthly PLC</p>

PK-5 will collect and share writing samples at ELA PLCs to document progress in writing and determine strengths and needs. Teachers will also incorporate accountable talk. Accountable talks promotes oracy because it encourages students to engage in product conversations that promote learning. Oral language supports not only reading and speaking skills but is also a determining factor in writing development. Student writing samples will also be captured during science and social studies investigations. This provides students with authentic learning opportunities for applying their literacy skills. Software programs (Discovery Education) will also be used to support students' in this area.	K-5 Classroom Teachers	Sept 2023 - June 2024 ELA PLC
K-2 will continue to strategically use Geodes text aligned to Foundations phonics skills to provide differentiated and targeted reading practice with this high interest, but "readable" text. This text also gives students additional practice applying RL and RI grade level standards with texts at their instructional level. Identified students who have gaps in foundational reading skills in Gr. 3 will participate in a small group Foundations Intervention. Students will practice applying phonics skills using the appropriate Geodes texts.	IRTS, Title I and K paraeducators, Gr. 1 and 2 Teachers IRTs and intermediate teachers as needed.	Sept 2023 - June 2024 TBD based on need - DIBELS 8 data ELA PLC
K-3 will continue Foundations instruction with routines to ensure that sounds are drilled in a variety of ways as noted in Foundations teacher's guides. Teams will increase the use of nonsense word practice - as suggested in the Foundations guide - as this is needed to ensure that students are able to apply phonics skills through decoding rather than relying on only their sight vocabulary. Teachers will use physical materials for explicitly teaching the Foundations phonics lessons. Gr.3 team will use the newly purchased Foundations 3 phonics materials for word work instruction on the 6 syllable types for encoding and decoding.multisyllabic words.	Classroom Teachers, IRTs	Sept 2023- May 2024
Gr. 4-5 will use the new Benchmark Advance word work routines which includes morphology and syllabication. .	Gr.4,5 teachers, IRTs	Sept 2023- May 2024. Once monthly ELA PLC
K-5 ELA PLC DIBELS data analysis will be used to determine students at risk, strategic and core. Use DIBELS as a screener to determine appropriate reading interventions for at-risk students, as well as differentiated instruction to meet the needs	K-5 Classroom Teachers, IRTs, Administration IRTs, paraeducators	Sept. 2023-June 2024 once monthly ELA PLC.

of strategic and core students. Read Naturally Live will be used to support students in grades 3 - 5 who need fluency intervention. Students in Grades 4 and 5 who need phonics instruction will be participating in the Phonics for Reading intervention program. Implement GT programming for students in grades 3 - 5 who are identified based on county GT guidelines.		
K-5 will use the new Benchmark Advance Reading Series. Teachers will meet with students independently and in small groups to differentiate instruction. Students will be given bags (to store their books in), and appropriate and engaging books to promote daily in school and at home reading.	K-5 Classroom Teachers, IRTs, Administration IRTs, paraeducators	Sept. 2023-June 2024
Provide software programs to support students' reading skills and to monitor students' progress.	3-5 Classroom Teachers, IRTs, Administration IRTs, paraeducators	Sept 2023-June 2024

Comprehensive Needs Assessment Mathematics

The county required math assessments for the 2022-2023 school year included Number Corner 2 and two other end of unit assessments for each grade level. Our school's focus is on Operations and Algebraic Thinking (OA), Number and Operations in Base Ten (NBT) and fluency standards. In order to track this data kindergarten chose to do Number Corner checkups and the middle and end of year OA. Grades 1 through 5 did the OAT/NBT county assessments at the beginning, middle and end of the year. The performance assessment requirements for the OAT/NBT increases throughout the school year. In addition, grades 2 through 5 did the county fluency assessments in Schoology in the beginning, middle and end of the year. The data below follows the county expectations to determine the students academic performance. Red indicates that students are not yet meeting the county expectations. Orange means that students are developing but have still not met the minimal performance expectations. Yellow indicates that the students have met the minimal performance expectations. Green and blue indicate that students have met or exceeded county performance expectations.

Spring Pre-K Math: Counting

Based on Total Numbers of 42 Students in 3 Gen Ed Full Day Classes
(Schettini, Morgan, Blair)

	0-4			5-9			10 (includes 10+ for Oral Count)		
	Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring
Oral Count	8%	0%	0%	13%	2%	0%	79%	98%	100%
Set Build	45%	15%	2%	42%	17%	17%	13%	68%	81%
Object Count	38%	9%	0%	38%	34%	12%	24%	57%	88%

Kindergarten OAT County Assessment 2022-2023

Predominate Race and Subgroup Percentage Scores	Middle of the Year (Avg. 45%) TE=70, AA=25, C=25, O=20, SWD=7, ED=41 Avg: AA 34%, C 52%, O 49%, SWD 16%, ED 38%			End of the Year (Avg. 84%) TE=71, AA=25, C=25, O=21, SWD=8, ED=41 Avg: AA 75%, C 92%, O 86%, SWD 77%, ED 79%		
	0-39%	40-79%	80-100%	0-49%	50-89%	90-100%
Total Enrollment	(28) 40%	(18) 25.7%	(24) 34.3%	(5) 7%	(20) 28.1%	(46) 64.8%
African American	(13) 52%	(7) 28%	(5) 20%	(2) 8%	(12) 48%	(11) 44%
Caucasian	(8) 32%	(6) 24%	(11) 44%	(1) 4%	(4) 16%	(20) 80%
Other (Multi, AS,H)	(7) 35%	(5) 25%	(8) 40%	(2) 9.5%	(4) 19%	(15) 71.4%
Students With Disabilities	(5) 71.4%	(2) 28.6%	(0) 0%	(1) 12.5%	(5) 62.5%	(2) 25%
Economically Disadvantaged	(20) 8.8%	(9) 22%	(12) 29.3%	(4) 9.8%	(16) 39%	(21) 51.2%

First Grade OAT County Assessment 2022-2023

Predominate Race and Subgroup Percentage Scores	September Pre-Assessment (Avg. 37%) TE=47, AA=15, C=22, O=10, SWD=5, ED=28 Avg: AA 33%, C 41%, O 43%, SWD 50%, ED 33%			December Post-Assessment (Avg. 67%) TE=49, AA=15, C=23, O=11, SWD=6, ED=28 Avg: AA 56%, C 71%, O 73%, SWD 70%, ED 66%		
	0-24%	25-39%	40-100%	0-54%	55-74%	75-100%
Total Enrollment	(14) 29.8%	(10) 21.3%	(23) 48.9%	(15) 30.6%	(9) 18.4%	(25) 51%
African American	(8) 53.3%	(1) 6.7%	(6) 40%	(7) 6.7%	(3) 20%	(5) 33.3%
Caucasian	(4) 18.2%	(7) 31.8%	(11) 50%	(6) 26.1%	(4) 17.4%	(13) 56.5%
Other (Multi, AS,H)	(2) 20%	(2) 20%	(6) 60%	(2) 18.2%	(2) 18.2%	(7) 63.6%
Students With Disabilities	(0) 0%	(1) 20%	(4) 80%	(2) 33.3%	(0) 0%	(4) 66.7%
Economically Disadvantaged	(12) 42.9%	(5) 17.9%	(11) 39.3%	(9) 32.1%	(4) 14.3%	(15) 53.6%

First Grade NBT County Assessment 2022-2023

Predominate Race and Subgroup Percentage Scores	January Pre-Assessment (Avg. 56%) TE=49, AA=15, C=23, O=11, SWD=6, ED=28 Avg: AA 39%, C 62%, O 65%, SWD 40%, ED 54%			May Post-Assessment (Avg. 84%) TE=50, AA=16, C=23, O=11, SWD=8, ED=28 Avg: AA 70%, C 89%, O 91%, SWD 83%, ED 80%		
	0-24%	25-39%	40-100%	0-59%	60-79%	80-100%
Total Enrollment	(7) 14.3%	(3) 6.1%	(39) 79.6%	(5) 10%	(6) 12%	(39) 78%
African American	(6) 40%	(1) 6.7%	(8) 53.3%	(5) 31.3%	(1) 6.3%	(10) 62.5%
Caucasian	(1) 4.3%	(1) 4.3%	(21) 91.3%	(0) 0%	(3) 13%	(20) 87%
Other (Multi, AS,H)	(0) 0%	(1) 9.1%	(10) 90.9%	(0) 0%	(2) 18.2%	(9) 81.8%
Students With Disabilities	(2) 33.3%	(1) 16.7%	(3) 50%	(1) 12.5%	(1) 12.5%	(6) 75%
Economically Disadvantaged	(6) 21.4%	(1) 3.6%	(21) 75%	(5) 17.9%	(3) 10.7%	(20) 71.4%

Second Grade OAT/NBT County Assessment 2022-2023

Predominate Race and Subgroup Percentage Scores	Beginning of the Year (Avg. 18%) TE=50 AA=21 C=14 O=17(14) SWD=8 ED=35 Avg: AA 12%, C 23%, O 21%, SWD 3%, ED 16%			Mid-Year Assessment (Avg. 49%) TE=52 AA=22 C=15 O=15 (14) SWD=8 ED=36 Avg: AA 36%, C 56%, O 61%, SWD 22%, ED 47%			End of the Year (Avg. 61%) TE=51, AA=20, C=16, O=15, SWD=9, ED=33 Avg: AA 45%, C 71%, O 70%, SWD 41%, ED 56%		
	0-19%	20-44%	45-100%	0-39%	40-79%	80-100%	0-49%	50-89%	90-100%
Total Enrollment	(32) 64%	(12) 24%	(6) 12%	(23) 44.2%	(18) 34.6%	(11) 21.2%	(18) 35.3%	(23) 45.1%	(10) 19.6%
African American	(14) 66.7%	(7) 33.3%	(0) 0%	(12) 54.5%	(9) 40.9%	(1) 4.5%	(11) 55%	(9) 45%	(0) 0%
Caucasian	(8) 57.1%	(3) 21.4%	(3) 21.4%	(5) 33.3%	(6) 40%	(4) 26.7%	(3) 18.8%	(8) 50%	(5) 31.3%
Other (Multi,AS,H)	(9) 64.3%	(2) 14.3%	(3) 21.4%	(6) 42.9%	(2) 14.3%	(6) 42.9%	(4) 26.7%	(6) 40%	(5) 33.3%
Students w/ Disabilities	(4) 50%	(2) 25%	(2) 25%	(6) 75%	(2) 25%	(0) 0%	(6) 66.7%	(3) 33.3%	(0) 0%
Econ. Disadvantaged	(23) 65.7%	(9) 25.7%	(3) 8.6%	(16) 44.4%	(13) 36.1%	(7) 19.4%	(15) 45.5%	(13) 39.4%	(5) 15.2%

Second Grade Addition Fact Fluency 2022-2023

Predominate Race and Subgroup Percentage Scores	January (Avg. 49%) TE=51 AA=21 C=15 O=15 (14) SWD=7 ED=35 Avg: AA 38%, C 53%, O 60%, SWD 34%, ED 34%					May (Avg. 57%) TE=51, AA=20, C=16, O=15, SWD=9, ED=33 Avg: AA 43%, C 61%, O 71%, SWD 44%, ED 53%				
	0-24%	25-48%	49-63%	64-83%	84-100%	0-24%	25-48%	49-63%	64-83%	84-100%
Total Enrollment	(12) 23.5%	(13) 25.5%	(11) 21.6%	(9) 17.6%	(6) 11.8%	(8) 15.7%	(11) 21.6%	(12) 23.5%	(8) 15.7%	(12) 23.5%
African American	(9) 42.8%	(5) 23.8%	(3) 14.3%	(3) 14.3%	(1) 4.8%	(7) 35%	(3) 15%	(6) 30%	(3) 15%	(1) 5%
Caucasian	(3) 20%	(3) 20%	(5) 33.3%	(1) 6.7%	(3) 20%	(1) 6.3%	(4) 25%	(4) 25%	(2) 12.5%	(5) 31.3%
Other (Multi, AS,H)	(0) 0%	(5) 35.7%	(2) 14.3%	(5) 35.7%	(2) 14.3%	(0) 0%	(4) 26.7%	(2) 13.3%	(3) 20%	(6) 40%
Students w/ Disabilities	(3) 42.9%	(2) 28.6%	(1) 14.3%	(1) 14.3%	(0) 0%	(3) 33.3%	(1) 11.1%	(3) 33.3%	(2) 22.2%	(0) 0%
Econ. Disadvantaged	(10) 28.6%	(9) 25.8%	(6) 17.1%	(7) 20%	(3) 8.6%	(7) 21.2%	(7) 21.2%	(8) 24.2%	(6) 18.1%	(5) 15.2%

Third Grade MCAP Math 2022-2023

Predominate Race and Subgroup Percentage Scores	Level 1 (650-724) Beginning Learner	Level 2 (725-749) Developing Learner	Level 3 (750-800) Proficient Learner	Level 4 (801-850) Distinguished Learner
Total Enrollment (58)	(15) 26%	(17) 29%	(25) 43%	(1) 2%
African American (22)	(7) 32%	(6) 27%	(8) 36%	(1) 5%
Caucasian (38)	(9) 24%	(12) 31%	(17) 45%	(0) 0%
Hispanic (10)	(2) 20%	(2) 20%	(6) 60%	(0) 0%
Two or More Races (12)	(3) 25%	(3) 25%	(6) 50%	(0) 0%
Other (AI,AS,PI)	Data Suppressed. Not enough students.			
LEP	Data Suppressed. Not enough students			
Students w/ Disabilities	Data Suppressed. Not enough students			
Econ. Disadvantaged (32)	(10) 31%	(9) 28%	(12) 38%	(1) 3%

Third Grade OAT/NBT County Assessment 2022-2023

Predominate Race and Subgroup Percentage Scores	Beginning of the Year (Avg. 23%) TE=56 AA=19 C=27 O=10 (9) SWD=8 ED=30 Avg: AA 21%, C 24%, O 22%, SWD 12%, ED 23%			Middle of the Year (Avg. 56%) TE=57 AA=18 C=27 O=12 SWD=8 ED=31 Avg: AA 48%, C 61%, O 55%, SWD 45%, ED 53%			End of the Year (Avg. 60%) TE=58, AA=19, C=27, O=12, SWD=11, ED=33 Avg: AA 49%, C 65%, O 67%, SWD 37%, ED 59%		
	0-19%	20-44%	45-100%	0-39%	40-79%	80-100%	0-49%	50-89%	90-100%
Total Enrollment	(30) 53.6%	(17) 30.3%	(9) 16.1%	(15) 26.3%	(29) 50.9%	(13) 22.8%	(20) 34.5%	(29) 50%	(9) 15.5%
African American	(11) 57.9%	(6) 31.6%	(2) 10.5%	(7) 38.9%	(10) 55.6%	(1) 5.6%	(11) 57.9%	(7) 12.1%	(1) 1.7%
Caucasian	(13) 48.1%	(10) 37%	(4) 14.8%	(5) 18.5%	(13) 48.1%	(9) 33.3%	(7) 25.9%	(15) 55.6%	(5) 18.5%
Other (Multi,AS,H,H/P)	(6) 75%	(1) 11.1%	(2) 22.2%	(3) 25%	(6) 50%	(3) 25%	(2) 16.7%	(7) 58.3%	(3) 25%

Students w/ Disabilities	(6) 75%	(2) 25%	(0) 0%	(4) 50%	(2) 25%	(2) 25%	(8) 72.7%	(3) 27.3%	(0) 0%
Econ. Disadvantaged	(17) 56.7%	(7) 23.3%	(6) 20%	(10) 32.2%	(15) 48.4%	(6) 19.4%	(14) 42.4%	(15) 45.5%	(4) 12.1%

Third Grade Addition Fact Fluency 2022-2023

Predominate Race and Subgroup Percentage Scores	September (Avg. 59%) TE=52 AA=17 C=27 O=8 (7) SWD=7 ED=27 Avg: AA 54%, C 62%, O 57%, SWD 52%, ED 58%					January (Avg. 71%) TE=58 AA=19 C=27 O=12 (11) SWD=8 ED=32 Avg: AA 67%, C 75%, O 67%, SWD 61%, ED 68%				
	0-24%	25-48%	49-63%	64-83%	84-100%	0-24%	25-48%	49-63%	64-83%	84-100%
Total Enrollment	(7) 13.5%	(9) 17.3%	(15) 28.8%	(12) 23.1%	(9) 17.3%	(5) 8.6%	(6) 10.3%	(9) 15.5%	(11) 19%	(27) 46.6%
African American	(3) 17.6%	(4) 23.5%	(3) 17.6%	(4) 23.5%	(3) 17.6%	(1) 5.2%	(4) 21.1%	(5) 26.3%	(1) 5.2%	(8) 42.1%
Caucasian	(3) 11.1%	(4) 14.8%	(9) 33.3%	(7) 25.9%	(4) 14.8%	(2) 7.4%	(1) 3.7%	(4) 14.8%	(7) 25.9%	(13) 48.1%
Other (Multi, AS,H)	(1) 14.3%	(1) 14.3%	(3) 42.9%	(0) 0%	(2) 28%	(2) 18.2%	(1) 9.1%	(0) 0%	(3) 27.3%	(5) 45.5%
Students w/ Disabilities	(1) 14.3%	(3) 42.9 %	(1) 14.3%	(1) 14.3%	(1) 14.3%	(1) 12.5%	(2) 25%	(1) 12.5%	(2) 25%	(2) 25%
Econ. Disadvantaged	(4) 14.8%	(5) 18.5%	(6) 22.2%	(6) 22.2%	(6) 22.2%	(3) 9.4%	(5) 15.6%	(4) 12.5%	(8) 25%	(12) 37.5%

Third Grade Multiplication Fact Fluency 2022-2023

Predominate Race and Subgroup Percentage Scores	January (Avg. 33%) TE=58 AA=19 C=27 O=12 (11) SWD=8 ED=32 Avg: AA 32%, C 31%, O 36%, SWD 24%, ED 31%					May (Avg. 49%) TE=58, AA=19, C=27, O=12, SWD=11, ED=3331 Avg: AA 46%, C 50%, O 50%, SWD 36%, ED 44%				
	0-24%	25-48%	49-63%	64-83%	84-100%	0-24%	25-48%	49-63%	64-83%	84-100%
Total Enrollment	(27) 46.6%	(19) 32.8%	(5) 8.6%	(5) 8.6%	(2) 3.4%	(12) 20.7%	(17) 29.3%	(9) 15.5%	(14) 24.1%	(6) 10.3%
African American	(10) 52.6%	(5) 26.3%	(1) 5.3%	(3) 15.8%	(0) 0%	(5) 26.3%	(6) 31.6%	(2) 10.5%	(4) 21.1%	(2) 10.5% 3725
Caucasian	(14) 51.9%	(8) 29.6%	(3) 11.1%	(0) 0%	(2) 7.4%	(6) 22.2%	(7) 25.9%	(4) 14.8%	(7) 25.9%	(3) 11.1%
Other (Multi, AS,H)	(3) 27.3%	(6) 54.5%	(0) 0%	(2) 18.2%	(0) 0%	(1) 8.3%	(4) 33.3%	(3) 25%	(3) 25%	(1) 8.3%

Students w/ Disabilities	(5) 62.5%	(2) 25%	(1) 12.5%	(0) 0%	(0) 0%	(3) 27.2%	(5) 45.5%	(2) 18.2%	(1) 9.1%	(0) 0%
Econ. Disadvantaged	(18) 56.3%	(7) 21.9%	(2) 6.3%	(4) 12.5%	(1) 3.1%	(9) 27.3%	(8) 24.2%	(7) 21.2%	(7) 21.2%	(2) 6.1%

Fourth Grade MCAP Math 2022-2023

Predominate Race and Subgroup Percentage Scores	Level 1 (650-724) Beginning Learner	Level 2 (725-749) Developing Learner	Level 3 (750-800) Proficient Learner	Level 4 (801-850) Distinguished Learner
Total Enrollment (53)	(9) 17%	(29) 55%	(14) 26%	(1) 2%
African American (24)	(8) 33%	(14) 59%	(1) 8%	(0) 0%
Caucasian (29)	(2) 7%	(14) 48%	(12) 41%	(1) 4%
Other (AI,AS,H,PI,Multi)	Data Suppressed. Not enough students			
LEP	Data Suppressed. Not enough students			
Students w/ Disabilities	Data Suppressed. Not enough students			
Econ. Disadvantaged (31)	(8) 26%	(18) 58%	(5) 16%	(0) 0%

Fourth Grade OAT/NBT County Assessment 2022-2023

Predominate Race and Subgroup Percentage Scores	Beginning of the Year (Avg. 25%) TE=52 AA=23 C=19 O=10 (9) SWD=6 ED=31 Avg: AA 18%, C 28%, O 38%, SWD 8%, ED 22%			Middle of the Year (Avg. 35%) TE=51 AA=23 C=18 O=10 (9) SWD=5 ED=30 Avg: AA 20%, C 46%, O 55%, SWD 17%, ED 27%			End of the Year (Avg. 62%) TE=51, AA=22, C=18, O=11, SWD=7, ED=30 Avg: TE %, AA 49%, C 73%, O 74%, SWD 26%, ED 53%		
	0-19%	20-44%	45-100%	0-39%	40-79%	80-100%	0-49%	50-89%	90-100%
Total Enrollment	(23) 44.2%	(21) 40.4%	(8) 15.4%	(28) 54.9%	(19) 37.2%	(4) 7.8%	(14) 27.5%	(26) %	(11) %
African American	(13) 56.5%	(8) 34.8%	(2) 8.7%	(18) 78.3%	(5) 21.7%	(0) 0%	(11) 50%	(8) 36.4%	(3) 13.6%
Caucasian	(8) 42.1%	(8) 42.1%	(3) 15.8%	(7) 38.9%	(8) 44.4%	(3) 16.7%	(2) 11.1%	(11) 61.1%	(5) 27.8%

Other (Multi, AS,H)	(2) %	(4) %	(3) %	(2) %	(6) %	(1) %	(1) 9.1%	(7) 63.6%	(3) 27.3%
Students w/ Disabilities	(5) 83.3%	(1) 16.7%	(0) 0%	(5) 100%	(0) 100%	(0) 100%	(5) 71.4%	(2) 28.6%	(0) 0%
Econ. Disadvantaged	(16) 51.6%	(11) 35.5%	(4) 12.9%	(21) 70%	(7) 23.3%	(2) 6.7%	(13) 43.3%	(12) 40%	(5) 16.7%

Fourth Grade Multiplication Fact Fluency Assessment 2022-2023

Predominate Race and Subgroup Percentage Scores	September (Avg. 51%) TE=51 AA=23 C=18 O=10 (9) SWD=5 ED=30 Avg: AA 46%, C 50%, O 63%, SWD 35%, ED 47%					January (Avg. 64%) TE=50 AA=23 C=17 O=10 (9) SWD=5 ED=29 Avg: AA 55%, C 68%, O 81%, SWD 42%, ED 60%					May (Avg. 72%) TE=53 (47), AA=22 (19), C=20 (19), O=9, SWD=7 (6), ED=31 (27) Avg: AA 61%, C 74%, O 93%, SWD 46%, ED 62%				
	0-24%	25-48 %	49-63 %	64-83 %	84-100 %	0-24%	25-48 %	49-63 %	64-83 %	84-100 %	0-24%	25-48 %	49-63 %	64-83 %	84-100 %
Total Enrollment	(11) 21.6%	(15) 29.4%	(9) 17.6%	(7) 13.7%	(9) 17.6%	(5) 10%	(11) 22%	(10) 20%	(6) 12%	(18) 36%	(4) 8.5%	(10) 21.3%	(5) 10.6%	(3) 6.4%	(25) 53.2%
African American	(8) 34.8%	(6) 26.1%	(2) 8.7%	(3) 13%	(4) 17.4%	(4) 17.4%	(7) 30.4%	(5) 21.8%	(1) 4.3%	(6) 26.1%	(4) 21.1%	(6) 31.6%	(0) 0%	(1) 5.3%	(8) 42.1%
Caucasian	(3) 16.7%	(6) 33.3%	(4) 22.2%	(3) 16.7%	(2) 11.1%	(1) 5.9%	(4) 23.5%	(3) 17.6%	(1) 5.9%	(8) 47.1%	(0) 0%	(4) 21.1%	(4) 21.1%	(2) 10.5%	(9) 47.4%
Other (Multi, AS,H)	(0) 0%	(3) 33.3%	(2) 22.2%	(1) 11.1%	(3) 33.3%	(0) 0%	(0) 0%	(2) 22.2%	(3) 33.3%	(4) 44.4%	(0) 0%	(0) 0%	(1) 11.1%	(0) 0%	(8) 88.9%
Students w/ Disabilities	(3) 60%	(1) 20%	(1) 20%	(0) 0%	(0) 0%	(1) 20%	(2) 40%	(2) 40%	(0) 0%	(0) 0%	(2) 33.3%	(2) 33.3%	(1) 16.7%	(0) 0%	(1) 16.7%
Econ. Disadvantaged	(9) 30%	(9) 30%	(3) 10%	(4) 13.3%	(5) 16.7%	(3) 10.3%	(9) 31%	(5) 17.2%	(3) 10.3%	(9) 31%	(4) 14.8%	(9) 33.3%	(2) 7.4%	(1) 3.7%	(11) 40.7%

Fifth Grade MCAP Math 2022-2023

Predominate Race and Subgroup Percentage Scores	Level 1 (650-724) Beginning Learner	Level 2 (725-749) Developing Learner	Level 3 (750-800) Proficient Learner	Level 4 (801-850) Distinguished Learner
Total Enrollment (47)	(7) 15%	(27) 57%	(13) 28%	(0) 0%
African American (18)	(6) 33%	(12) 67%	(0) 0%	(0) 0%
Caucasian (31)	(1) 3%	(17) 55%	(13) 42%	(0) 0%
Other (AI,AS,H,PI,Multi)	Data Suppressed. Not enough students			
LEP	Data Suppressed. Not enough students			
Students w/ Disabilities	Data Suppressed. Not enough students			
Econ. Disadvantaged (27)	(7) 26%	(17) 63%	(3) 11%	(0) 0%

Fifth Grade OAT/NBT County Assessment 2022-2023

Predominate Race and Subgroup Percentage Scores	Beginning of the Year (Avg. 23%) TE=43 AA=14 C=22 O=7 SWD=6 ED=25 Avg: AA 10%, C 31%, O 24%, SWD 15%, ED 18%			Middle of the Year (Avg. 58%) TE=46 AA=14 C=23 O=9 SWD=6 ED=29 Avg: AA 35%, C 69%, O 66%, SWD 48%, ED 55%			End of the Year (Avg. 70%) TE=47 (46), AA=14 (13), C=23, O=10, SWD=8, ED=28 AA 47%, C 82%, O 73%, SWD 54%, ED 65%		
	0-19%	20-44%	45-100%	0-39%	40-79%	80-100%	0-49%	50-89%	90-100%
Total Enrollment	(16) 37.2%	(25) 58.1%	(2) 4.6%	(11) 23.9%	(21) 45.7%	(14) 30.4%	(13) 28.3%	(20) 43.5%	(13) 28.3%
African American	(10) 71.4%	(4) 28.6%	(0) 0%	(9) 64.2%	(5) 35.7%	(0) 0%	(8) 61.5%	(4) 30.8%	(1) 7.7%
Caucasian	(3) 13.6%	(17) 77.3%	(2) 9.1%	(1) 4.3%	(12) 52.2%	(10) 43.5%	(3) 13%	(9) 39.1%	(11) 47.8%
Other (Multi, AS,H)	(3) 42.9%	(4) 57.1%	(0) 0%	(1) 11.1%	(4) 44.4%	(4) 44.4%	(2) 20%	(7) 70%	(1) 10%
Students w/ Disabilities	(4) 66.7%	(2) 33.3%	(0) 0%	(3) 50%	(2) 33.3%	(1) 16.7%	(5) 62.5%	(2) 25%	(1) 12.5%
Econ. Disadvantaged	(12) 48%	(13) 52%	(0) 0%	(10) 34.5%	(14) 48.3%	(5) 17.7%	(9) 32.1%	(15) 53.6%	(4) 14.3%

Fifth Grade Multiplication Fact Fluency Assessment 2022-2023

Predominate Race and Subgroup Percentage Scores	September (Avg. 73%) TE=40 AA=13 C=20 O=7 SWD=6 ED=24 Avg: AA 51%, C 86%, O 75%, SWD 63%, ED 63%					January (Avg. 79%) TE=46 AA=14 C=24 O=8 (9) SWD=5 ED=27 Avg: AA 60%, C 89%, O 77%, SWD 76%, ED 72%					May (Avg. 81%) TE=47 AA=14 C=23 O=10 SWD=8 ED=29 Avg: AA 58%, C 94%, O 83%, SWD 77%, ED 74%				
	0-24%	25-48%	49-63%	64-83%	84-100%	0-24%	25-48%	49-63%	64-83%	84-100%	0-24%	25-48%	49-63%	64-83%	84-100%
Total Enrollment	(2) 5%	(5) 12.5%	(7) 17.5%	(9) 22.5%	(17) 42.5%	(3) 6.5%	(4) 8.7%	(7) 15.2%	(6) 13%	(26) 56.5%	(2) 4.2%	(4) 8.5%	(3) 6.4%	(10) 21.2%	(28) 60%
African American	(2) 15.4%	(4) 30.8%	(3) 23.1%	(2) 15.4%	(2) 15.4%	(3) 21.4%	(3) 21.4%	(3) 21.4%	(1) 7.1%	(4) 28.6%	(2) 14.3%	(4) 28.6%	(2) 14.3%	(2) 14.3%	(4) 28.6%
Caucasian	(0) 0%	(0) 0%	(3) 15%	(4) 20%	(13) 65%	(0) 0%	(1) 4.2%	(2) 8.3%	(4) 16.7%	(17) 70.8%	(0) 0%	(0) 0%	(0) 0%	(5) 21.7%	(18) 78.3%
Other (Multi, AS,H)	(0) 0%	(1) 14.3%	(1) 14.3%	(3) 42.9%	(2) 28.6%	(0) 0%	(1) 11.1%	(2) 22.2%	(1) 11.1%	(5) 55.6%	(0) 0%	(0) 0%	(1) 10%	(3) 30%	(6) 60%
Students w/ Disabilities	(0) 0%	(2) 33.3 %	(1) 16.7%	(1) 6.7%	(2) 33.3%	(0) 0%	(1) 20%	(1) 20%	(1) 20%	(2) 40%	(0) 0%	(1) 12.5%	(1) 12.5%	(3) 37.5%	(3) 37.5%
Econ. Disadvantaged	(2) 8.3%	(4) 16.7%	(6) 25%	(6) 25%	(6) 25%	(2) 7.4%	(4) 14.8%	(5) 18.5%	(3) 11.1%	(13) 48.1%	(2) 6.9%	(3) 10.3%	(3) 10.3%	(8) 27.6%	(13) 44.8%

Complexity Factors

We are still noticing the after effects from the interruption to instruction that was caused by the COVID-19 pandemic. Teachers have observed that students need to work on developing their stamina and perseverance for solving mathematical problems. Some of our students are lacking the confidence required for persisting with both independent and guided math instruction. As a result, teachers have been working with students on learning appropriate school behaviors and resiliency.

We have identified additional factors that may have influenced assessment outcomes. GHES has a high mobility rate resulting in disruptions to consistent instruction and a large subgroup of economically disadvantaged students. These factors also include students' limited exposure to basic number sense and counting drills outside the school setting coupled with a lack of math vocabulary and language usage in daily conversation. Inconsistent attendance makes it more difficult for students to attain and practice skills regularly. Lack of adequate nutrition and sleep as a result of poverty can affect student progress in learning and developing critical thinking skills. Based on data collected from parent interviews, surveys and community partners, we know this is the case with many of our GHES students.

Summary of Math Data

OAT/NBT Growth Summary 2022-2023																		
Grade	Total Enrollment			African American			Caucasian			Other (Multi-Race, Hispanic, Asian, Hawaiian/PI)			SWD			ED		
	BOY %	EOY %	Growth	BOY %	EOY	Growth	BOY %	EOY	Growth	BOY %	EOY %	Growth	BOY %	EOY	Growth	BOY %	EOY	Growth
K Mid-End	45%	84%	39	34%	75%	41	52%	92%	40	49%	86%	37	16%	77%	61	38%	79%	41
1 OAT (S-J)	37%	67%	30	33%	56%	23	41%	71%	30	43%	73%	30	50%	70%	20	33%	66%	33
1 NBT (J-M)	56%	84%	28	39%	70%	31	62%	89%	27	65%	91%	26	40%	83%	43	54%	80%	26
2	18%	61%	43	12%	45%	33	23%	71%	48	21%	70%	49	3%	41%	38	16%	56%	40
3	23%	60%	37	21%	49%	28	24%	65%	41	22%	67%	45	12%	37%	25	23%	59%	36
4	25%	62%	37	18%	49%	31	28%	73%	45	38%	74%	36	8%	26%	18	22%	53%	31
5	23%	70%	47	10%	47%	37	31%	82%	51	24%	73%	49	15%	54%	39	18%	65%	47

Fact Fluency Growth Summary 2022-2023

Grade	Total Enrollment			African American			Caucasian			Other (Multi-Race, Hispanic, Asian, Hawaiian/PI)			SWD			ED		
	BOY %	EOY %	Growth	BOY %	EOY	Growth % point s	BOY %	EOY	Growth % point s	BOY %	EOY %	Growth % point s	BOY %	EOY	Growth % point s	BOY %	EOY	Growth % point s
2nd + (J-M)	49%	57%	8	38%	43%	5	53%	61%	8	60%	71%	11	34%	44%	10	34%	53%	19
3rd + (S-J)	59%	71%	12	54%	67%	13	62%	75%	13	57%	67%	10	52%	61%	9	58%	68%	10
3rd x (J-M)	33%	49%	16	32%	46%	14	31%	50%	19	36%	50%	14	24%	36%	12	31%	44%	13
4	51%	72%	21	46%	61%	15	50%	74%	24	63%	93%	20	35%	46%	11	47%	62%	15
5	73%	81%	8	51%	58%	6	86%	94%	8	75%	83%	8	63%	77%	14	63%	74%	11

The Kindergarten EOY OAT assessment data shows the student averages for total enrollment and all subgroups range from 75% to 92% which meets the county threshold performance level. Only the caucasian subgroup reached Mastery Level with an average score of 92%.

The first grade Post-Assessment OAT (January) data shows the student averages for total enrollment and all subgroups range from 56% to 73% which meets the county threshold performance level of 55%+. The African American subgroup had the lowest average of 56% with a growth of 23 percentage points. Only the Students with Disabilities group had a lower growth score of 20 percentage points. The EOY NBT assessment data shows the student averages for total enrollment and all subgroups ranged from 70% to 91% which meets the county threshold performance level of 60%+. The African American subgroup had the lowest average of 70% with a growth of 31 percentage points. Although they met the county threshold, they were the only subgroup that did not reach the Mastery Level of 80%+.

The 2nd grade EOY OAT data shows the student averages for total enrollment and all subgroups range from 45% to 71% with a

growth rate of 33 to 49 percentage points. The averages of the African American (45%) and the Students with Disabilities (41%) subgroups did not reach the county threshold of 49%. The African American subgroup made the least amount of growth with an average of 33 percentage points. All other subgroup averages met the threshold of 49%+, however no group reached the Mastery Level of 84%+.

The 2nd grade SMCPs addition fluency assessment data shows the student averages for total enrollment and all subgroups range from 43% to 71% with a growth rate of 5 to 19 percentage points. The averages of the African American (43%) and the Students with Disabilities (44%) subgroups did not reach the county threshold of 49%. All other subgroup averages met the threshold of 50%+, and the Other Ethnicity subgroup had the highest average with 71% (Meets Mastery), however no group reached the Mastery Level of 90%+.

The 3rd grade EOY OAT data shows the student averages for total enrollment and all subgroups range from 37% to 67% with a growth rate of 28 to 45 percentage points. The averages of the African American (49%) and the Students with Disabilities (37%) subgroups did not reach the county threshold of 50%. These two subgroups also made the least amount of growth. The African American subgroup made an average of 28 percentage points, and the Students with Disabilities subgroup made an average growth of 25 percentage points. All other subgroup averages met the threshold of 50%+, however no group reached the Mastery Level of 90%+.

The 3rd grade SMCPs addition fact fluency assessment data shows the student averages for total enrollment and all subgroups range from 61% to 75% with a growth rate of 9 to 13 percentage points. All subgroups met the threshold of 50%+. The averages of the Students with Disabilities (61%) subgroup was the only group that did not meet Mastery (64%-83%), however no group reached the Mastery Level of 90%+. The 3rd grade SMCPs multiplication fluency assessment subgroup averages ranged from 36%-50% with a growth rate of 12 to 19 percentage points. The Total Enrollment (49%), and the Caucasian (50%), and the Other (50%) are the only groups to reach the minimum threshold of 49%. The other subgroup averages are 36%-46% which are in the developing range.

The 4th grade EOY OAT data shows the student averages for total enrollment and all subgroups range from 26% to 74% with a growth rate of 18 to 45 percentage points. The averages of the African American (49%) and the Students with Disabilities (26%) subgroups did not reach the county threshold of 50%. The African American and Economically Disadvantaged subgroups made an average growth of 31 percentage points, and the Students with Disabilities subgroup made an average growth of 18 percentage points, which was lower than the growth of the other subgroups. All other subgroup averages met the threshold of 50%+, however no group reached the Mastery Level of 90%+.

The 4th grade SMCPs multiplication fact fluency assessment data shows the student averages for total enrollment and all subgroups range from 46%-93% with a growth rate of 6 to 14 percentage points. The Students With Disabilities group did not reach the minimum threshold of 49% and is in the developing range with 46%. The African American (61%) and Economically Disadvantaged (62%) groups met the threshold of 49%, but did not reach core. The Total Enrollment (72%) and the Caucasian group (74%) met benchmark and the Other (93%) ethnicity group was the only subgroup to reach Mastery.

The 5th grade EOY OAT data shows the student averages for total enrollment and all subgroups range from 47% to 82% with a growth rate of 37 to 51 percentage points. The averages of the African American (47%) subgroup did not reach the county threshold of 50%. The African American subgroup made an average of 37 percentage points, and the Students with Disabilities subgroup made an average growth of 39 percentage points, which was significantly lower than the growth of the other subgroups. All other subgroup averages met the threshold of 50%+, however no group met the Mastery Level of 90%+.

The 5th grade SMCPs multiplication fact fluency assessment data shows the student averages for total enrollment and all subgroups range from 58%-94% with a growth rate of 6 to 14 percentage points. All subgroups met the minimum threshold of 49%, however the African American (61%) subgroup was the only group to not meet core. All other groups (74%-94%) met the benchmark, and the Caucasian (94%) subgroup attained Mastery.

Plan in response to Data:

Each grade level will have a grade level math focus. PreK will be collecting and analyzing individualized data on rote-counting, producing sets, and counting a finite set using a standardized template to allow analysis of subgroup performance.

K-5th grade will continue using the Bridges Math Core Program and Number Corner. This will allow us to continue to develop grade level skills, fact fluency, build perseverance, make sense of word problems, and develop appropriate and efficient strategies for solving various mathematical problems.

Staff will utilize assessment data to establish flexible intervention, remedial, enrichment, and/or GT groups. Identified students in need of math intervention or remedial support, will be provided with daily reinforcement and practice. After analyzing the data it was determined that African American students did not make as much progress as other subgroups. We are exploring different options on how to meet the needs of our African American learners as well as other subgroups that did not make adequate progress.

The Bridges Intervention Program and Do the Math will be used with small groups of students who need remediation on foundational skills in order to access and be successful with grade-level content. Graham Fletcher Addition and Multiplication Fluency kits will be used with students who need additional practice to develop fact fluency.

Assessment data and student work samples will be analyzed monthly at math PLC meetings to identify students who require math intervention or enrichment. Based on teacher feedback, additional Professional Development on Cognitively Guided Instruction (CGI) and the different problem types will be provided with a focus on modeling, reasoning, and problem types.

Schoolwide Reform Strategies for Mathematics

Strategies/Activities	Person(s) Responsible	Timeline
<p>Develop and teach higher-level thinking math problems to provide students with the opportunity to participate in engaging tasks.</p> <p>Implement problem solving on a weekly basis and analyze student work at PLC meetings. Anecdotal notes will be used to help guide students as they progress towards mastery. In order to show mastery students will need to use efficient strategies. Gr. 1-5 teachers will be assessing students using Comprehensive Needs Assessment during the beginning, middle, and end of the year.</p>	Classroom Teachers, Special Education Teacher's, IRTs	<p>August 2023-June 2024</p> <p>Once monthly during Math PLCs</p> <p>Fall 2023, Winter 2024, Spring 2024</p>
<p>Concentration on fluency and teaching fluency strategies in grades K-5.</p> <p>Students will take county provided fact fluency assessments in grades 2-5.</p> <p>The Graham Fletcher Addition and Multiplication Fluency kits will be used to develop basic fact fluency skills.</p>	Classroom Teachers, Special Education Teacher's, IRTs, Para educators	<p>August 2023-June 2024</p> <p>Fall 2023, Winter 2024, Spring 2024</p>
<p>Use the Bridges Intervention kits/activities/workplaces and the Do the Math activities with identified students to build fluency with grade level concepts such as whole numbers and fractions. These flexible remedial groups will take place during the school year.</p>	Classroom teachers, Special Education Teacher's, IRTs, Para educators	August 2023-June 2024
<p>Bridges curriculum implemented in grade level classrooms and support provided to teachers as needed based on student need. Teachers will analyze independent student work to determine how their students are performing and to guide instruction. Bridges Screeners can be used at the beginning of units to anticipate student needs within a unit. Students will be supported based on need.</p> <p>Some Bridges end of unit assessments and Number Corner assessments are required by the county. Bridges optional assessments are available for teachers to implement so that they can gather additional data. Implementation is encouraged by SMCPs.</p>		<p>August 2023-June 2024</p> <p>At the beginning of each unit</p> <p>At the end of each unit</p>

Comprehensive Needs Assessment Culture and Climate Data

Attendance

The GHES attendance team (classroom teacher, PPW, Administration, Counselor, PBIS Chairperson) met monthly to review absences and tardies. Attendance incentives (lunch bunches, leadership opportunities) were offered to students. PPW, counselor and administration supported families with home visits and other resources (alarm clocks).

Our overall attendance rate for SY 2022-2023 was 91%. When Pre-K is excluded it was 91%

For SY 2023-2024, teachers and administration will collaborate with the counselor and PBIS coach to create leadership opportunities for students to promote positive connections to school. Teachers will monitor attendance and make parent contacts via phone, email, or by written notices when students have missed consecutive days from school and/or establish a pattern of absences. The classroom teacher will partner with the school counselor, PPW, and other district support staff to promote regular attendance and remedy excessive absences and truancy. Parents and students are randomly surveyed by the school counselor and PPW to get feedback on root causes that may cause a student to miss school. These same staff take corrective action to remove such barriers.

Summary of Culture and Climate Data

Appropriate demonstration of positive student behavior is a strength at GHES. Staff work tirelessly to build relationships with students. GHES staff used the Check In-Check Out (CICO) program as an intervention for connecting with students who had a higher propensity for truancy, challenging behavior, low self-esteem, or other issues that could impede their learning. Four (4) students had CICO mentors for the 2022-2023 school year. The goal this year is to double the number of participants and to decrease the number of office referrals. Mentors (CICO) meet with targeted students several times a week. The transition to full week in person instruction was difficult for all of the students. Although seven students did receive referrals, the CICO mentor program did have a positive impact on those students participating in the program. The CICO mentors prevented escalating behaviors that would have resulted in additional referrals. The staff at GHES also cultivated strong relationships with families through phone calls, text, email, Dojo and Remind apps. Positive behaviors are celebrated. The reduction in referral data tells us that the structures that we put in place to support positive interactions and self-regulation skills among students are working. We will continue to allocate resources to support PBIS, Conscious Discipline and leadership programs at GHES.

Rebuilding school connections will be a key focus for the staff. We anticipate numerous students have been dealing with stress,

poverty, and/or trauma over the last year. The PBIS and Tier 2 teams will conduct meetings to monitor discipline and attendance data to determine the need for Tier 2 or 3 behavior strategies.

Tier 1: Activities- with a focus on prevention through PBIS and Conscious Discipline schoolwide such as Morning Meetings and Safe/Calming Space

Tier 2:-Identify students for targeted interventions such as; Check-In/Check-Out (CICO); scheduled breaks; social/emotional skills groups, Lunch Bunch, attendance monitoring

Tier 3: Individualized Supports

GHEs Kindness Grant was renewed and the funds from the grant will be used to promote positive relationships and behaviors. Equity issues can also be addressed through the Kindness Grant. Staff and students will learn how to connect and support each other, even if they have very different backgrounds and experiences.

GHEs has maintained a workforce that is stable, credentialed and certified. There are 34 teachers who hold Advanced Professional Certificates and the remaining 11 teachers have a Standard Professional Certificate. Five of our teachers hold a Conditional Certificate. The majority of teachers have 15 or more years teaching experience and host student interns. The fact that GHEs has very little staff turnover is a testament to the positive culture and climate of the building. All stakeholders are truly that..."stakeholders." They feel invested in the academic and emotional stability and success of the students.

An end-of-the 2022-23 school year a staff climate survey was sent out and there were 57 responses. The data showed staff felt supported in the school environment and in their professional responsibilities. The results indicated the opportunity for collaborative planning was adequate. District resources are allocated for Title II collaborative planning. The majority of staff responded "Strongly Agree" to statements of leadership, trust, collaboration, and safety. In response to the statement "Staff Morale Is Positive", 86% of the responses were Strongly Agree or Agree.

GHEs sent a team of teachers and staff to the county equity retreat. The team was able to provide beneficial strategies with the school staff that would support learners of all abilities, ethnicities, and cultures. These strategies will help to engage learners while simultaneously maintaining management of the classroom. Additionally, our Title IX representative shared information with the staff to provide awareness and strategies to maintain school wide consistency. Teachers will be implementing these strategies during the 2023-2024 school year to connect with our diverse population of learners.

Parents of students were asked to complete a survey gathering feedback on the effectiveness of the PBIS Program. This data shows that parents are aware of and appreciate the PBIS program. Parent reflections speak to a safe and organized learning environment for their children. Resources will continue to be allocated to support CICO, Conscious Discipline, Expectation Celebrations, Staff Professional Development on PBIS, data meetings and parent communication.

Schoolwide Reform Strategies for Culture and Climate

Strategies/Activities	Person(s) Responsible	Timeline
Provide multiple opportunities for parental input into school-based decisions	Principal, Assistant Principal, Director of Parent and Family Engagement (Title I Supervisor), department leaders, Title I Equity Analyst	August 2023-June 2024
Continue to participate in the Maryland PBIS	School Counselor, Classroom Teachers	August 2023-June 2024
Support families including the identification of community resources (ie: Fitness Night)	School Counselor, PPW, Director of Parent and Family Engagement, Assistant Principal	August 2023-June 2024
Decrease the incidences of student truancy and absenteeism in order to meet the schoolwide attendance goal of at least 94%.	All GHES Staff	August 2023-June 2024
Continue to provide opportunities for staff to participate in professional development on equity, access, and engagement.	Principal, Assistant Principals, Director of Parent and Family Engagement, Title I Equity Analyst	August 2023-June 2024
Implement Kindness Grant	All GHES Staff	August 2023-June 2024
Quarterly Awards Assembly (with parent invites)	All GHES Staff	November 2023 - June 2024
Reading Celebrations	K-5 GHES Staff	September 2023 - June 2024
Support educational equity by providing families support with field trip costs for academic field trips.	GHES Staff	September 2023 - June 2024
Make and Take games and additional enrichment activities to provide parents with ways to further their children's educational experiences.	K-5 GHES Staff	March 2024

Parent, Family and Stakeholder Involvement

Green Holly Elementary welcomes input and suggestions from parents and family members to aid in the development of programming that results in well-rounded students. Parents and staff participate in collaborative meetings to review and provide input on the Parent and Family Engagement Plan (PFE), School Compact and suggestions for using Parent and Family Engagement (PFE) funds. These meetings are communicated via the school website, newsletters and are announced during events. Grade level teams will be meeting with parents to share grade level curriculum and ways that they can support their children at home. All parents will be invited to attend a Title I parent information session to raise their awareness of Title I services and the requirements in the (PFE) Plan. The GHES Back to School Celebration (September 2023) was held to build a sense of community and for teachers to answer any questions regarding grade level curriculum and procedures. The Title I resources are also shared on the GHES Website and in the weekly newsletter shared by administration. Parents, staff and community members are welcome to share ideas and suggestions in a variety of ways such as written evaluations and surveys, during parent advisory meetings and events. The Parent Advisory Committee was formed to gather focused feedback from parent volunteers. These meetings occur quarterly and are scheduled at flexible times to encourage attendance by all stakeholders. Upon request, meeting minutes can be translated or reviewed with parents in-person or virtually.

In the Spring 2024, parents, staff, and community members will again have multiple opportunities to offer their suggestions on the effectiveness of the PFE Plan and make recommendations for staff/student instructional budgetary needs, student resources, and the use of PFE reserved funding. Parents, students and staff will be invited to participate in a school-based climate survey. Additional supporting staff are continuously working with parents and families to identify and remove barriers to achievement and engagement. The school counselor, PPW's, school nurse, Director of Parent and Family Engagement, Family Service Providers (Judy Center) and secretaries all contribute to the welfare and involvement of parents and families. Routinely, sign-in sheets, agendas, feedback and evaluations are obtained at the conclusion of all parent workshops, staff training, School Improvement Team meetings, Parent Advisory Committee meetings, and In-Person School Events. Notes from these meetings/events are recorded.

The Annual District Survey that is conducted by the Title I Office will also solicit feedback from parents and families on district initiatives, parent and family activities, and input on budgetary resources that involve student achievement and parent and family engagement. Green Holly parents will be invited to participate in the District Parent Advisory Council that meets four times per year, providing oversight on the SMCPs Title I District Initiatives and Schoolwide Programs. The District Parent Advisory Council works to ensure that every Title I student has equitable access to resources and supports to maximize their success. This includes the budgetary decisions and supplemental resources necessary for student success.

Green Holly works to build the capacity of parents so caregivers for children are informed of academic standards and expectations for learning and non-academic goals. We solicit all ideas and suggestions from parents to facilitate workshops and activities that are meaningful and address parents' interests and needs. These ideas are addressed during school advisory meetings and recommendations are made to the school leadership team. The administrative leadership along with teachers, Title I District staff

and SMCPS support staff work collectively to review student progress such as quantitative and qualitative data, quarterly student progress reports, attendance, multi-tiered support systems, and parent feedback.

[PFE PLAN](#)

HOME-SCHOOL COMPACT

[GHES Home School Compact \(English\)](#)

[GHES Home School Compact \(Spanish\)](#)

Coordination and Integration of Federal, State, and Local Services and Programs

The Title I budget resources are coordinated and integrated as described below:

- The GHES Administration, Judy Center Staff, School Counselor, Pupil Personnel Worker, MTSS Leader and IRTs meet regularly to plan and coordinate parent/community engagement activities and events.
- The Green Holly community has access to a newly-funded offsite health clinic funded by St. Mary's County Health Department.
- Community partnerships including, but not limited to, the United Way, Good News Club, Kindness Club, and The Southern Maryland Food Bank provide services, resources and financial support to address food insecurity amongst students and their families.
- The ESSER's grant supported summer learning for students in grades K-5.
- The Judy Center Learning Hub grant enables temporary/hourly staff to provide interventions and small-group instruction to support specific students in Pre-Kindergarten and Kindergarten.
- Instructional Resource Teachers and SMCPS content supervisors provide professional development and support for teachers to address reading and math instructional needs, increase student engagement and motivation, differentiation and teacher content knowledge.
- Professional Development is provided using Title I funds for staff to attend regional and national conferences to increase staff content knowledge and skills on equity, standard-based progress monitoring and Conscious Discipline.

- Stipends are offered to staff to plan and implement parent and family engagement training sessions and activities outside their duty day.
- Stipends are budgeted for staff to participate in SMCPS professional development outside of the duty day.
- Substitutes are budgeted to provide class coverage for teacher collaboration and participation in professional development during the school day.
- The School Counselor solicits local businesses to coordinate meaningful and targeted activities to involve families in programs that engage and expose students to college and career readiness skills.
- Student activities and field trips to local venues increase real world experiences and student awareness of community resources.
- District Title I Office supports student, staff, parent, and family implementation of Conscious Discipline Self-Regulations Training.
- Literacy and math materials for students to use at home may be suggested and selected by IRT's and content supervisors.
- The University of Maryland Extension Services supports the Food Supplement Nutrition Education program which teaches children healthy ways to live and eat.