

Approved Copy
September 9, 2021



Hollydale Elementary School School Improvement Plan 2021-2022 Action Plan



SCHOOL NAME: Hollydale ES
PRINCIPAL: Jennifer Ridgway
Date Submitted: June 29, 2021
Date(s) Revised: August 16, 2021
September 1, 2021





TITLE I

ASSESS. ACHIEVE. SUCCEED.

COHERENT INSTRUCTIONAL SYSTEM

GOAL #1	Increase the number of students achieving Basic and Above by 10% for the 2021-2022 school year as measured by the Reading Inventory.			
Action Step(s)	Funding Source(s)	Start Date	<ul style="list-style-type: none"> ● Method for Monitoring Implementation (Frequency) ● Method for Monitoring Impact (Frequency) ● Artifacts/Evidence 	<ul style="list-style-type: none"> ● Lead (bold) ● Support
1. Kindergarten - second grade teachers will implement CCSD's Early Literacy initiative and participate in data discussions.	CCSD Title 1 Funds: substitutes for training days and instructional support materials	Starting August 1, 2021; daily	Implementation: Daily instruction; bi-weekly data talks; teacher facilitated administration supported. Impact: Developing teachers to utilize data to make instructional decisions Artifacts/Evidence: Data talk agenda, next step intervention sheets	Administration Academic Coach
2. Implement reading interventions and differentiated strategies for all students who fall below proficient (Systems 44/READ 180, Really Great Reading, Headsprouts, Freckle, Flocabulary)	Instructional Funds and Title 1 Funds	August 2021; daily	Implementation: Monitoring of student data and utilization monthly by administration, coach, and teachers Impact: Resources will be a part of the framework for developing interventions for students Artifacts/Evidence: Reading data (SRI, FRA, Common Assessments, F&P, EOG)	Administration Academic Coach Teachers
3. Implement independent reading time daily to support reading stamina goals by grade levels.	Title 1 funds	August 2021; daily	Implementation: Utilization of goal setting charts and grade level goal charts monitored each month. Impact: Students gain ownership in developing and revising goals as they relate to reading stamina Artifacts/Evidence: Goal charts, grade level charts, WIGS binder	Academic Coach Administration
4. Teachers will implement differentiated lessons using the formative and summative assessment data such as Next Step Forward Reading data and/or cycle data to monitor student progress and adjust instruction.	N/A	August 2021; daily	Implementation: Observations and lesson plans will be reviewed biweekly by administration Impact: Teachers will plan for individualized instruction, small group supports, and implement differentiated practices Artifacts/Evidence: Data team notebooks, lesson plans	Administration



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5. Complete Next Step Guided Reading Assessments throughout the year (K-5 will administer at least 3 times a year).	Title 1 funds to purchase additional kits	August 2021; ongoing	<p>Implementation: Teachers will assess quarterly and record data in a shared platform for support teachers and administrators to monitor and support.</p> <p>Impact: Assessment data will provide instructional and independent reading levels for students. Data will help to support individualized instruction.</p> <p>Artifacts/Evidence: Documentation of assessment data compiled after each assessment.</p>	<p>Academic Coach EIP teachers Teachers</p>
6. Purchase additional laptops, ipads and other devices (batteries, charging cords, docking stations, etc) to support and provide access to online software and resources	Title 1 funds to purchase devices	August 2021; ongoing	<p>Implementation: Administration will purchase devices to support classroom access to online resources.</p> <p>Impact: Students will be able to access digital resources daily.</p> <p>Artifacts/Evidence: Daily access to online resources</p>	<p>Administration</p>
7. Continued implementation of CCSD literacy framework and thematic units to incorporate social studies and science.	CCSD Title I	August 2021	<p>Implementation: Academic coaches organize resources by literacy standards and provide job-embedded PD during CCCs to assist teachers in planning thematic units using SS and Science reading resources.</p>	<p>Academic Coaches</p> <p>Title I District AC (Social Studies, Science)</p>



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EFFECTIVE LEADERSHIP				
GOAL #1	Increase the number of students achieving Basic and Above by 10% for the 2021 - 2022 school year as measured by the Reading Inventory.			
Action Step(s)	Funding Source(s)	Start Date	<ul style="list-style-type: none"> • Method for Monitoring Implementation (Frequency) • Method for Monitoring Impact (Frequency) • Artifacts/Evidence 	<ul style="list-style-type: none"> • Lead (bold) • Support
1. Set clear guidelines and collaborative data talks focused on Early Literacy Framework K-2	N/A	August 2021; weekly to biweekly CCC meetings	Implementation: K-2 Teachers will meet weekly-biweekly to discuss data as a result of ELF results Artifacts/Evidence: Minutes of Meetings; attendance of meetings	Administration Academic Coach
2. Using district created look for criteria, conduct teacher walks to support data – driven conversations in collaboration meetings. (Focused on students meeting the intended learning targets for the lesson)	Title 1 funds	August 2021; monthly	Implementation: All teachers will participate in learning rounds in which they will visit a colleagues classroom at least once. The schedule will be created and supported by the Academic Coach. Artifacts/Evidence: Calendar for walks; feedback forms on effectiveness	Academic Coach Teacher Leaders
3. Use district created look for documents to guide grade level goal setting for the guided practice portion of the reading workshop.	Title 1 funds	August 2021; monthly	Implementation: Teachers will actively participate in goal setting for strategies and skills that occur during guided reading practice based on data outcomes. Artifacts/Evidence: Meeting minutes; look for documents	Administration Academic Coach
4. Hire highly qualified Academic Coach to support best practice instruction through trainings, conferences, and modeling.	Title 1 funds	July 2021; through the 2021-2022 school year	Implementation: The academic coach will support teachers, instructional initiatives, and Title 1 goals for the year. Artifacts/Evidence: Academic coach log, status of the school meetings	Administration
5. Set clear expectations for grade levels to develop independent reading stamina goals.	Title 1 funds	August 2021; monthly	Implementation: Each month teachers will meet with the grade level CCC to determine reading stamina goals and next steps towards reaching these goals Artifacts/Evidence: CCC meeting minutes; data discussions	Academic Coaches Teachers





TITLE I

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PROFESSIONAL CAPACITY				
GOAL #1	Increase the number of students achieving Basic and Above by 10% for the 2021 -2022 school year as measured by the Reading Inventory.			
Action Step(s)	Funding Source(s)	Start Date	<ul style="list-style-type: none"> • Method for Monitoring Implementation (Frequency) • Method for Monitoring Impact (Frequency) • Artifacts/Evidence 	<ul style="list-style-type: none"> • Lead (bold) • Support
1. Attend local, state, and national conferences to support evidence- based literacy strategies in all content areas and integrate content standards in Literacy with a variety of learners in mind. (GCTM at Rock Eagle-2021, NCTM, ESSA Conference 2022, Teacher’s College 2022, LIM Conferences – Leadership Forum, National / Regional Reading Recovery Literacy Convention, ILA, DLI in a Day Principals workshop, Coaches Mtgs).	Title 1/SFSD funds	September 2021; yearly	Implementation: Administrators, teachers, and teacher leaders will attend conferences to gain further knowledge and information to support instructional goals. Artifacts/Evidence: Redelivery of information to staff; minutes, lesson plans	Administration Teachers Academic Coach
2. Provide differentiated, job embedded professional learning to support the early literacy framework, reading/writing workshop and thematic units using content resources.	Title 1 funds	August 2021; monthly	Implementation: Teachers will participate in observing ELF classrooms and training within the school and among other initiative schools monthly-bimonthly Artifacts/Evidence: Attend CCC trainings, walkthroughs, and observations	Administration ESOL consultant Team leads Academic Coach
3. Provide differentiated ongoing staff development regarding CCC implementation	Title 1/ SFSD	August 2021; biweekly	Implementation: The academic coach and administration will meet with CCCs biweekly to support grade level practices for supporting student needs and effective CCC meetings. Artifacts/Evidence: CCC collaboration; meeting minutes; agenda and CCC rubric	Academic Coach Teacher leaders
4. Implement New Teacher Induction training with mentors.	Title 1 funds	July 2021; monthly	Implementation: The academic coach will facilitate a mentor/mentee program to support teachers with less than two years experience monthly-bimonthly. Artifacts/Evidence: Meeting agenda, minutes, activity log for Coach	Academic Coach Teacher leaders



TITLE I

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			Implementation: Artifacts/Evidence:	
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TITLE I

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SUPPORTIVE LEARNING ENVIRONMENT				
GOAL #1	Increase the number of students achieving Basic and Above by 10% for the 2021 --2022 school year as measured by the Reading Inventory.			
Action Step(s)	Funding Source(s)	Start Date	<ul style="list-style-type: none"> • Method for Monitoring Implementation (Frequency) • Method for Monitoring Impact (Frequency) • Artifacts/Evidence 	<ul style="list-style-type: none"> • Lead (bold) • Support
1. Reserved time for CCC focused on student achievement and planning differentiated instruction for all students.	N/A	August 2021; weekly and biweekly	Implementation: Weekly and biweekly teachers will have planning time, extended planning, focused on differentiated instruction. Impact: Teachers will be more equipped to have differentiated practices established to support small group time. Artifacts/Evidence: Lesson plans, agendas, minutes	Academic Coach
2.EIP reduced class model throughout the building.	Allotments	August 2021; daily	Implementation: Smaller class sizes allow for daily and yearly attention to student needs Impact: Smaller class sizes will result in more opportunities to meet with students individually and in small groups. Artifacts/Evidence: Allotment sheet, master schedule	Administration
3.Implement enrichment camps for 1 st through 5 th grade to support literacy goal.	20 day and Title 1 funds	September 2021 – March 2022	Implementation: Throughout the school year and two weeks during the summer. Impact: Increase student proficiency through small group interventions and accelerations throughout the school year. Artifacts/Evidence: SRI data, pre/post data	Administration Academic Coach
4.Implement a Kindergarten Camp for Literacy.	Title 1 funds	June 2022 – two weeks	Implementation: Two weeks leading into the following school year Impact: Establish a baseline and experience for entering Kinder students Artifacts/Evidence: pre/post data, attendance rosters	Academic Coach Teachers
5.Hold after school tutoring for 3 rd , 4 th , and 5 th students scoring below basic in ELA per a collection of summative, diagnostic, and formative data.	20 day funds and Title funds	October 2021 – May 2022	Implementation: October – June students meet in small group intervention support groups after school Impact: Accelerate student learning with intentional focus on skills and strategies based on reading level Artifacts/Evidence: SRI data; RTI data	Administration Academic Coach Teacher leaders



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6. Implement Really Great Reading strategies and the BOOST program to assist students in 3 rd , 4 th , and 5 th grade in learning to decode unfamiliar words.	Title 1 funds	August 2021; daily	<p>Implementation: Utilized daily with intervention groups to increase decoding and word attack skills.</p> <p>Impact: Over the course of the year students will gain skills to support word knowledge.</p> <p>Artifacts/Evidence: SRI data; RTI data</p>	ESOL and EIP teachers Grade level teachers
7. Utilize Headsprouts and Flocabulary at home and school to provide differentiated reading instruction and practice for all students K-5.	County funds and title funds	August 2021; daily	<p>Implementation: Daily students will utilize these programs to support reading skills and phonics.</p> <p>Impact: Students will increase their reading levels and develop phonemic awareness across the school year.</p> <p>Artifacts/Evidence: Headsprouts/Flocabulary data</p>	Classroom teachers



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FAMILY AND COMMUNITY ENGAGEMENT				
GOAL #1	Increase the number of students achieving Basic and Above by 10% for the 2021 -2022 school year as measured by the Reading Inventory.			
Action Step(s)	Funding Source(s)	Start Date	<ul style="list-style-type: none"> • Method for Monitoring Implementation (Frequency) • Method for Monitoring Impact (Frequency) • Artifacts/Evidence 	<ul style="list-style-type: none"> • Lead (bold) • Support
1. Provide a Parent University class to teach parents how to effectively support reading and writing at home with their student (s) face to face and virtual	Title 1 and local funding (hourly pay for instructor)	September 2021; monthly	Implementation: Monthly parents will engage in a parent university class Artifacts/Evidence: attendance sheets, feedback surveys, agendas	Parent Liaison Academic Coach
2. Send home newsletters (Principal newsletter, Home to school connection letter, monthly grade level newsletter, website) to maintain consistent communication between home and school.	Title 1 funds	August 2021; monthly	Implementation: Monthly newsletters sent through CTLS Artifacts/Evidence: Newsletters	Administration team
3. Use an early intervention program to develop reading skills in students, prior to their Kindergarten year. (K Boot Camp)	Title 1 funds	June 2022	Implementation: Occurring during Kindergarten camp the upcoming school year Artifacts/Evidence: Pre/post test data	Academic Coach
4. Host a Virtual (or Face to face if permissible) Literacy Academic Event for families and students to reinforce parent awareness	Title 1 funds	Once a semester: October and March	Implementation: Once a semester: Literacy in October, Math in March Artifacts/Evidence: Sign in Sheets; feedback surveys	Parent Liaison Academic Coach
5. Implement our FAME (Families Achieving More with Education) Workshop to teach literacy skills to parents.	Title 1 funds	October 2021 – December 2021; June 2022	Implementation: During the Fall for six weeks and during the summer for two weeks Artifacts/Evidence: Training Agenda; Sign-in sheets	Kathy O'Hara-Rosa



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6. Employ Parent Facilitator to assist families with instructional strategies to use at home.	Title 1 funds	July 2022; daily	Implementation: Daily opportunities to meet with families through email, phone calls, zoom calls. Artifacts/Evidence: Sign in sheets, parent surveys	Administration
7. Provide parents with Family Engagement Policy and Compact	Title 1 funds	October 2021: annually	Implementation: Annually Artifacts/Evidence: Parent surveys, meeting agenda	Parent Liaison
8. Provide students who do not meet grade level expectations as identified through RTI and/or retention a Summer Express for the summer.	Title 1 funds	May 2022; one book per student	Implementation: One book per student provided annually Artifacts/Evidence: Check in reminders throughout the summer by teachers and admin	Academic Coach Administration
Harvard Family Dinner Project				

STUDENT GROUPS				
Goal #1	Increase the number of students achieving Basic and Above by 10% for the 2021 -2022 school year as measured by the Reading Inventory.			
Action Step(s)	Possible Funding Source(s)	Start Date	<ul style="list-style-type: none"> • Method for Monitoring Implementation/Impact • Artifacts/Evidence to verify implementation 	<ul style="list-style-type: none"> • Lead (bold) • Support



TITLE I

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Economically Disadvantaged	Provide workshops to parents learning how to access to print and digital resources to support literacy at home.	Title funds	July 2021; daily	<p>Implementation/Impact: By showing parents how to access needed resources they will be able to provide an environment at home that supports literacy.</p> <p>Artifacts/Evidence: Workshop Dates/Attendance Usage of Programs and Access Resource Room Usage</p>	Parent Facilitator Administration Academic Coaches
English Learners	ESOL Teachers plan with teachers and push into individual classrooms to support Literacy Instruction by utilizing language objectives and visual references in all classes. Really Great Reading Instructional Material will be utilized with students needing remediation in phonics instruction.	Title funds	July 2021; weekly	<p>Implementation/Impact: Weekly CCC meetings to support students and skills for teachers to embed and utilize for EL learners.</p> <p>Artifacts/Evidence: Lesson plans CCC minutes</p>	ESOL team Grade level teachers
Race / Ethnicity	Continue to disaggregate student group data and address instructional deficiencies as needed. Provide culturally sensitive material for students in reading. Continue to build classroom libraries with quality literature that represents ALL ethnicities and cultures to build literacy skills and motivation among K-5 students.	Title 1	August 2021	<p>Implementation/Impact: Use data to provide targeted interventions to meet needs of students. CSIS: Monitor RTI² interventions and progress</p> <p>Artifacts/Evidence: CCC meeting notes and action plan Classroom Libraries CSIS: RTI² Interventions and progress monitoring</p>	Academic Coaches RTI ² Facilitators
Foster and Homeless	Staff will collaborate with the School Social Worker to support specific needs of students. Parent University classes will be offered during the school day and will provide childcare.	N/A		<p>Implementation/Impact: Attendance incentives; individual needs are met on a case to case basis</p> <p>Artifacts/Evidence: Social Worker Log</p>	Social Worker School Counselors
Migrant	Staff will collaborate with the Title 3 Office to support specific needs of students.	Title 1		<p>Implementation/Impact: Case by Case basis to meet needs of families</p> <p>Artifacts/Evidence: ESOL teacher log, Social Worker log</p>	Social Worker ESOL Teachers Counselors



TITLE I

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Students with Disabilities	Special Education Teachers and General Education Teachers collaborate with one another to ensure that accommodations and modifications are included in lesson plans and carried out in daily instruction.	Title 1		Implementation/Impact: Monthly meetings during SY 2021-2022 with SSA Artifacts/Evidence: Application of strategies Meeting Agendas/Notes	SSA
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TITLE I

ASSESS. ACHIEVE. SUCCEED.

COHERENT INSTRUCTIONAL SYSTEM

GOAL #2	Increase the number of students achieving Basic and Above by 10% for the 2021-2022 school year as measured by the Math Inventory.			
Action Step(s)	Funding Source(s)	Start Date	<ul style="list-style-type: none"> • Method for Monitoring Implementation (Frequency) • Method for Monitoring Impact (Frequency) • Artifacts/Evidence 	<ul style="list-style-type: none"> • Lead (bold) • Support
1. Use Number Talks (K-5) to build mental math, math fluency, and spiral essential math skills.	Title 1 Funds/Local Instructional	August 2021	Implementation: SY 2021-2022 Impact: Build consistent and cohesive instructional practices to support foundational math skills school-wide Artifacts/Evidence: Walkthroughs, observations	Academic Coach Administration
2. Administer and Maximize utilization of GLOSS data to support instructional decisions	Title 1 Funds/Local Instructional Student journals for each student	August 2021	Implementation Administrators and coaches will monitor the data sheets to ensure that assessments are administered and analyzed in CCC meetings and quarterly planning days. Impact: Teachers and team leads use data sheets to make next steps about instruction. Cohesive and consistent math instructional strategies and common assessments Artifacts/Evidence: Pacing guides, data collection, spreadsheets, meeting agendas	Academic Coach Administration Teachers
3. Utilize data from common assessments (Touchstones, grade level common assessments) to monitor student progress and form guided math groups.	Title 1	August 2021	Implementation: CCC meetings and quarterly planning days Impact: Cohesive and consistent math instructional strategies and common assessments Artifacts/Evidence: Pacing guides, data collection, meeting agendas	Academic Coach Administration Teachers
4. Incorporate explicit vocabulary instruction into daily math lessons that is consistent, and standards based.	Title 1	August 2021	Implementation: CCC meetings and quarterly planning days Impact: Consistent use of domain specific vocabulary to enhance student knowledge of key vocabulary. Artifacts/Evidence: Lesson plans, student application	Classroom teachers
5. Utilize Engage NY and Zearn to build conceptual understanding of all math concepts in K-5. Make use of Dreambox schoolwide, especially with RTI and EIP students.	Title 1 Funds/EIP Funds (Engage NY/Devices)	August 2021	Implementation: CCC meetings and quarterly planning days Impact: Consistent use of resources to guide instructional practices and facilitate schoolwide utilization	Academic Coaches Classroom Teachers

Commented [LB1]: Dreambox - take out Freckle



TITLE I

ASSESS. ACHIEVE. SUCCEED.

	County funds (Freckle)		Artifacts/Evidence: Lesson plans, CCC meetings	
6. Pilot the 360 math classrooms with a 4 th Grade Teacher.	Title 1 funds	August 2021	Implementation: Daily use of 360 classroom with grade level teacher Impact: Build a consistent use of application of 360 practices Artifacts/Evidence: Lesson plans, student products	Classroom teacher Academic Coach



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EFFECTIVE LEADERSHIP				
GOAL #2	Increase the number of students achieving Basic and Above by 10% for the 2021-2022 school year as measured by the Math Inventory.			
Action Step(s)	Funding Source(s)	Start Date	<ul style="list-style-type: none"> • Method for Monitoring Implementation (Frequency) • Method for Monitoring Impact (Frequency) • Artifacts/Evidence 	<ul style="list-style-type: none"> • Lead (bold) • Support
1. Provide extended, protected time during the school day for collaborative planning to review math data and commonly score constructed response questions.	Title 1/SFSD	September 2021	Implementation: Extended specials and quarterly planning days for teachers to collaborate and plan effectively Artifacts/Evidence: CCC agendas, pacing guides	Academic Coach
2. Utilize the data team process to identify areas of strength/weaknesses in math and plan instruction, and then plan for differentiated Guided Math instruction accordingly.	Title 1	July 2021	Implementation: Weekly CCC meetings and data talks to discuss common assessments and next steps Artifacts/Evidence: SMI, team minutes, common assessment data	Classroom teachers Academic Coach
3. Hire academic coach to facilitate and support teaching and learning. <i>(1 coach supporting ELA & Math)</i>	Title 1	July 2021	Implementation: Utilize Academic Coach for supporting data talks, instructional guidance, and lesson development/delivery Artifacts/Evidence: Academic Log, Math data	Academic Coach Administration
			Implementation: Artifacts/Evidence:	
			Implementation: Artifacts/Evidence:	





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PROFESSIONAL CAPACITY				
GOAL #2	Increase the number of students achieving Basic and Above by 10% for the 2021-2022 school year as measured by the Math Inventory.			
Action Step(s)	Funding Source(s)	Start Date	<ul style="list-style-type: none"> • Method for Monitoring Implementation (Frequency) • Method for Monitoring Impact (Frequency) • Artifacts/Evidence 	<ul style="list-style-type: none"> • Lead (bold) • Support
1. Implement a new teacher class and mentoring program to support beginning and 2nd year teachers. Provide opportunities for new teachers to observe their mentor teaching math. Train new teachers on math workshop and guided math.	Title 1	July 2021	Implementation: Develop a schedule for new teachers to visit classrooms, debrief, and plan Artifacts/Evidence: Agenda, teacher feedback form	Academic Coach Administration
2. Implement monthly professional learning to ensure pacing and instruction in math, specifically, hands-on math problem solving, use of graphic organizers, and constructed responses.	Title 1	August 2021	Implementation: Monthly CCC planning designed to focus on math strategies, and resources to accelerate student learning Artifacts/Evidence: Lesson plan, CCC agenda	Academic Coach Teachers
3. Meet weekly by grade level teams to collaboratively plan instruction based on student data, and to plan Guided Math instruction accordingly.	Title 1	August 2021	Implementation: Weekly CCC planning designed to focus on math strategies, and resources to accelerate student learning Artifacts/Evidence: Lesson plans, CCC agenda	Classroom teachers
4. Attend local, state, and national conferences to support instruction across all content areas. (Attend the Georgia Conference for Teachers of Mathematics-Rock Eagle 2020 & National ESSA Conference – Jan 2021) face to Face or virtual conferences.	Title 1/SFSD	October 2021/January 2021	Implementation: Gather instructional strategies, solutions, and practices to share with colleagues and school Artifacts/Evidence: Training agendas	Principal



TITLE I

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5. Provide teachers with PL on Dreambox and other digital tools to support foundational math skills and develop greater understanding of the standards.	Title One CCSD	July 2021	Implementation: School Year 202102022 Artifacts/Evidence: PL Attendance and program usage	Administration Academic Coaches Classroom Teachers
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SUPPORTIVE LEARNING ENVIRONMENT				
GOAL #2	Increase the number of students achieving Basic and Above by 10% for the 2021-2022 school year as measured by the Math Inventory.			
Action Step(s)	Funding Source(s)	Start Date	<ul style="list-style-type: none"> • Method for Monitoring Implementation (Frequency) • Method for Monitoring Impact (Frequency) • Artifacts/Evidence 	<ul style="list-style-type: none"> • Lead (bold) • Support
1. Implement Summer Kindergarten Camp to preview K curriculum and vocabulary.	20 day funds/Title 1	June 2021	<p>Implementation: Two weeks prior to the beginning of the next school year</p> <p>Impact: Build foundation of school practices, and foundational skills prior to Kindergarten</p> <p>Artifacts/Evidence: Planning agenda, student attendance sheet</p>	Academic Coach
2. Implement summer enrichment camps to further support math literacy.	20 day funds/Title 1	June 2021	<p>Implementation: Throughout the summer providing enrichment camps for students to enhance their Math skills</p> <p>Impact: Increase in time with grade level strategies and standards</p> <p>Artifacts/Evidence: Lesson plans and student attendance sheet</p>	Administration
3. Provide students with the needed technology to access Dreambox and other CCSD supported digital tools inside and outside of school.	CCSD Title One	July 2021	<p>Implementation: School Year 2021-2022</p> <p>Impact: Greater access to technology and digital tools that support learning</p> <p>Artifacts/Evidence: Devices and usage reports of programs</p>	Administration Media Specialist Academic Coaches
			<p>Implementation:</p> <p>Impact:</p> <p>Artifacts/Evidence:</p>	
			<p>Implementation:</p> <p>Impact:</p> <p>Artifacts/Evidence:</p>	



TITLE I

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FAMILY AND COMMUNITY ENGAGEMENT				
GOAL #2	Increase the number of students achieving Basic and Above by 10% for the 2021-2022 school year as measured by the Math Inventory.			
Action Step(s)	Funding Source(s)	Start Date	<ul style="list-style-type: none"> • Method for Monitoring Implementation (Frequency) • Method for Monitoring Impact (Frequency) • Artifacts/Evidence 	<ul style="list-style-type: none"> • Lead (bold) • Support
Increase family and community involvement through volunteer opportunities, All Pro Dads, Parent Café, Math Facts Awards, and Motivational Awards in Dreambox.	Title One	August 2021	Implementation: SY 2021-2022; Dates TBD Artifacts/Evidence: Family and community Participation and Support	Administration Academic Coaches Parent Facilitator
Provide Hollydale families with a hands-on Curriculum Night, Lidl Math Night, and STEAM evenings with activities and resources to support learning outside of school.	Title One	TBD	Implementation: SY 2021-2022; Dates TBD Artifacts/Evidence: Family Participation	Administration Academic Coaches Parent Facilitator SCC Team
Add evidence-based FACE strategy			Implementation: Artifacts/Evidence:	
			Implementation: Artifacts/Evidence:	
			Implementation: Artifacts/Evidence:	



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STUDENT GROUPS					
Goal #2	Increase the number of students achieving Basic and Above by 10% for the 2021-2022 school year as measured by the Math Inventory.				
Action Step(s)	Possible Funding Source(s)	Start Date	<ul style="list-style-type: none"> Method for Monitoring Implementation/Impact Artifacts/Evidence to verify implementation 	<ul style="list-style-type: none"> Lead (bold) Support 	
Economically Disadvantaged	Provide workshops to parents learning how to access to print and digital resources to support mathematics at home.	Title One	July 2021	Implementation/Impact: By showing parents how to access needed resources they will be able to provide an environment at home that supports mathematical understandings. Artifacts/Evidence: Workshop Dates/Attendance Usage of Programs and Access Resource Room Usage	Parent Facilitator Administration Academic Coaches
English Learners	Provide interpreters for parents at conferences, meetings, and workshops. Train teachers how to utilize IWC for translating documents and reserving interpreters as well as using Microsoft Translator.	CCSD Title One	July 2021	Implementation/Impact: Build parent/teacher relationships through improved communication Artifacts/Evidence: Interpreted documents Interpreters at parent meetings	Parent Facilitator ESOL Teacher ITT
Race / Ethnicity	Ensure assessments and data analysis during Team CCCs are monitored by subgroup and provide needed interventions in literacy.	Title One CCSD	August 2021	Implementation/Impact: Use data to provide targeted interventions to meet needs of students. CSIS: Monitor RTI ² interventions and progress Artifacts/Evidence: CCC meeting notes and action plan CSIS: RTI ² Interventions and progress monitoring	Academic Coaches RTI ² Facilitators
Foster and Homeless	Social Worker will ensure students are provided with access to technology and needed resources to meet mathematical needs outside of school while monitoring attendance.	CCSD Title One	August 2021	Implementation/Impact: Attendance incentives; individual needs are met on a case to case basis Artifacts/Evidence: Social Worker Log	Social Worker School Counselors
Migrant	Social Worker will work with the International Welcome Center to identify any migrant students and provide support, resources, and services to students and families as needed.	CCSD Title One	August 2021	Implementation/Impact: Case by Case basis to meet needs of families Artifacts/Evidence: Social worker Log ESOL Teacher Log	Social Worker ESOL Teachers Counselors



TITLE I

ASSESS. ACHIEVE. SUCCEED.

Students with Disabilities	Provide workshops to parents learning how to access to print and digital resources to support mathematics at home.	Title One	July 2021	Implementation/Impact: By showing parents how to access needed resources they will be able to provide an environment at home that supports mathematical understandings. Artifacts/Evidence: Workshop Dates/Attendance Usage of Programs and Access Resource Room Usage	Parent Facilitator Administration Academic Coaches
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TITLE I

ASSESS. ACHIEVE. SUCCEED.

COHERENT INSTRUCTIONAL SYSTEM

GOAL #3 Increase cooperative behavior as measured by a 10% decrease in the number of student discipline referrals for classroom disruptions in the 2021-2022 school year.

Action Step(s)	Funding Source(s)	Start Date	<ul style="list-style-type: none"> • Method for Monitoring Implementation (Frequency) • Method for Monitoring Impact (Frequency) • Artifacts/Evidence 	<ul style="list-style-type: none"> • Lead (bold) • Support
1.Consistently implement morning meetings with each student, daily, to build community and proactively teach social/emotional skills (7 Habits of Highly Effective Kids + Second Step Lessons).	Title 1/Local funds	August 2021	Implementation: Daily students will engaged in morning meetings to facilitate the SEL lessons. Impact: Students and teachers will engage deeper understanding of the cause/effect relationships Artifacts/Evidence: Lesson plans	Classroom teachers Administratio n LIM coach Lighthouse TEAM
2. Teach students leadership skills through the Leader In Me Framework. Utilizing student leader notebooks and goal setting sheets.	Title 1/Local funds	August 2021	Implementation: Teachers will daily work with students on tracking their goals and monitoring their progress with WIG notebooks Impact: Students have more ownership of their goals. Artifacts/Evidence: Lesson plans, notebooks	Classroom teachers LIM coach Lighthouse TEAM Administratio n
			Implementation: Impact: Artifacts/Evidence:	
			Implementation: Impact: Artifacts/Evidence:	
			Implementation: Impact: Artifacts/Evidence:	



TITLE I

ASSESS. ACHIEVE. SUCCEED.

EFFECTIVE LEADERSHIP				
GOAL #3	Increase cooperative behavior as measured by a 10% decrease in the number of student discipline referrals for classroom disruptions in the 2021-2022 school year.			
Action Step(s)	Funding Source(s)	Start Date	<ul style="list-style-type: none"> • Method for Monitoring Implementation (Frequency) • Method for Monitoring Impact (Frequency) • Artifacts/Evidence 	<ul style="list-style-type: none"> • Lead (bold) • Support
1. Meet monthly with the Building Leadership Team to disaggregate discipline data & possible solutions to support specific behaviors.	Title 1	August 2021	Implementation: Monthly meeting with teacher leaders to analyze discipline data and next steps to solutions Artifacts/Evidence: PBIS agenda, minutes	Administration
2. Meet monthly with the Lighthouse Leadership Team to lead school in implementing the Leader In Me Framework.	Title 1	July 2021	Implementation: Monthly meeting to determine next steps in the work of action teams and LIM. Artifacts/Evidence: Meeting minutes	Leader in Me Coach
3. Implement L.E.A.D. guidelines throughout common areas of the school and in classrooms.	PBIS/Local funds/Title 1	August 2021	Implementation: Incorporate LEAD guidelines throughout the building all year with posters to establish guidelines Artifacts/Evidence: Posters	Leader in Me Coach and Administration
			Implementation: Artifacts/Evidence:	
			Implementation: Artifacts/Evidence:	



TITLE I

ASSESS. ACHIEVE. SUCCEED.

PROFESSIONAL CAPACITY				
GOAL #3	Increase cooperative behavior as measured by a 10% decrease in the number of student discipline referrals for classroom disruptions in the 2021-2022 school year.			
Action Step(s)	Funding Source(s)	Start Date	<ul style="list-style-type: none"> • Method for Monitoring Implementation (Frequency) • Method for Monitoring Impact (Frequency) • Artifacts/Evidence 	<ul style="list-style-type: none"> • Lead (bold) • Support
1. Spotlight strategies in staff meetings and grade level meetings to help teachers incorporate positive behavior supports in their classroom with regards to classroom disruptions, insubordination, and rough and boisterous behavior. Second step training, LEAD guidelines part of our RTI interventions, naturally support grade level needs. PEACE place setup, training, and materials, cohesive implementation	Local funds Title 1 funds District SEL dept. support team	August 2021	Implementation: Monthly meetings during faculty meeting to discuss strategies for effective positive behavior supports Artifacts/Evidence: Meeting agenda	Administration PBIS coach
2. Provide professional learning to staff members in Franklin Covey's Seven Habits of Highly Effective People.	Title and local funding	July 2021- June 2021	Implementation: Ongoing training with LIM trainer, LIM coach to incorporate LIM strategies Artifacts/Evidence: Meeting agenda, sign-in	LIM coach
3. Attend local, state, and national conferences to support research-based strategies to promote social emotional health within a school. (PBIS and Leader in ME regional training, LIM coaching days)	Title 1 and local funding	August 2021	Implementation: Attend trainings and redeliver Artifacts/Evidence: redelivery notes, agendas	Principal
4. Utilize tier 1 and tier 2 practices for supporting teachers with discipline referrals in class disruptions.	Title 1 funds	August 2021	Implementation: Monthly during BLT meetings identify and discuss strategy implementation Artifacts/Evidence: Tier documentation	PBIS coach



TITLE I

ASSESS. ACHIEVE. SUCCEED.

			Implementation: Artifacts/Evidence:	
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TITLE I

ASSESS. ACHIEVE. SUCCEED.

SUPPORTIVE LEARNING ENVIRONMENT				
GOAL #3	Increase cooperative behavior as measured by a 10% decrease in the number of student discipline referrals for classroom disruptions in the 2021-2022 school year.			
Action Step(s)	Funding Source(s)	Start Date	<ul style="list-style-type: none"> • Method for Monitoring Implementation (Frequency) • Method for Monitoring Impact (Frequency) • Artifacts/Evidence 	<ul style="list-style-type: none"> • Lead (bold) • Support
1. Utilize culturally relevant books to reinforce social and emotional skills, including Seven Habits of Happy Kids, mentor text that incorporate character traits relevant to each grade level.	Title 1, local funds	August 2021	Implementation: Purchase books for classroom libraries Impact: Increase the amount of opportunities students see culturally relevant books Artifacts/Evidence: Lesson plans and libraries	LIM coach
2. Agree upon school wide expectations of one another (teachers, parents, students) as related to addressing classroom disruptions utilizing a behavior flow chart. Utilization of the chart will be supported within each grade level.	Title 1, local funds	July 2021	Implementation: Develop chart collaboratively of behaviors and next steps Impact: Increase the amount of teacher corrected and addressed behaviors Artifacts/Evidence: Behavior data	Administration
3. Identify students who need more support through the RTI process for more individualized strategies such as sensory walks and cool down spaces. Resources and materials will be acquired and developed for these areas.	Title 1	July 2021	Implementation: Develop look fors for students who need a break Impact: Teachers will increase in consistent practice with identifying regulation tools. Artifacts/Evidence: Behavior data	PBIS coach Administration
			Implementation: Impact: Artifacts/Evidence:	
			Implementation: Impact: Artifacts/Evidence:	



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ASSESS. ACHIEVE. SUCCEED.

FAMILY AND COMMUNITY ENGAGEMENT				
GOAL #3	Increase cooperative behavior as measured by a 10% decrease in the number of student discipline referrals for classroom disruptions in the 2021-2022 school year.			
Action Step(s)	Funding Source(s)	Start Date	<ul style="list-style-type: none"> • Method for Monitoring Implementation (Frequency) • Method for Monitoring Impact (Frequency) • Artifacts/Evidence 	<ul style="list-style-type: none"> • Lead (bold) • Support
1. Implement Parent University workshops to support behavior strategies at home using 7 Habits resources and All Pro Dads (SEL strategies)	Title 1/Local funds	October 2021	Implementation: Monthly parent meetings and shared strategies to support behavior Artifacts/Evidence: agendas	Parent Liaison
2. Provide paper and digital resources for parents to support social emotional skills in the home.	Title 1/Local funds	August 2021	Implementation: Monthly newsletters sent home Artifacts/Evidence: newsletter	Parent Liaison
3. Provide a support group with Special Needs students, trainings, parent resources, and networking.	Title 1/Local funds	August 2021	Implementation: Quarterly meeting with families to help build community Artifacts/Evidence: parent sign-in sheet	Parent Liaison Social worker
			Implementation: Artifacts/Evidence:	
			Implementation: Artifacts/Evidence:	



STUDENT GROUPS					
Goal #3	Increase cooperative behavior as measured by a 10% decrease in the number of student discipline referrals for classroom disruptions in the 2021-2022 school year.				
Action Step(s)	Possible Funding Source(s)	Start Date	<ul style="list-style-type: none"> • Method for Monitoring Implementation/Impact • Artifacts/Evidence to verify implementation 	<ul style="list-style-type: none"> • Lead (bold) • Support 	
Economically Disadvantaged	Open our Food Pantry once a month for needy families as well as offer free school supplies and standard school attire, Backpack Blessings each week. Compile a list of health and service resources available in the surrounding area.	MUST and Title 1	July 2021: ongoing	Implementation/Impact: Monthly pantry, weekly backpacks Artifacts/Evidence: Sign-in logs, inventory	Counselors and food pantry manager
English Learners	Provide translation services through our bilingual Parent Liaison. Compile a list of health and service resources available in the surrounding area	NA	August 2021	Implementation/Impact: Daily and weekly Artifacts/Evidence: Parent Liaison notes	Parent Liaison
Race / Ethnicity	Provide translation services through our bilingual Parent Liaison. Compile a list of health and service resources available in the surrounding area	NA	August 2021	Implementation/Impact: Daily and weekly Artifacts/Evidence: Parent Liaison notes	
Foster and Homeless	Provide translation services through our bilingual Parent Liaison. Compile a list of health and service resources available in the surrounding area	NA	August 2021	Implementation/Impact: Daily and weekly Artifacts/Evidence: Parent Liaison notes	
Migrant	Provide translation services through our bilingual Parent Liaison. Compile a list of health and service resources available in the surrounding area	NA	August 2021	Implementation/Impact: Daily and weekly Artifacts/Evidence: Parent Liaison notes	



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ASSESS. ACHIEVE. SUCCEED.

Students with Disabilities	Provide translation services through our bilingual Parent Liaison. Compile a list of health and service resources available in the surrounding area	NA	August 2021	Implementation/Impact: Daily and weekly Artifacts/Evidence: Parent Liaison notes	Parent Liaison
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**FY22 TITLE I SIP
REQUIRED QUESTIONS**

CCSD Schoolwide Plan Development Sec. 1114(b)(1-5) of ESSA
References: Schoolwide Checklist (3.a., 3.c., 3.d.)

Statement #1: The School Improvement Plan is developed during a one-year period 2021-2022 as outlined in **Sec. 114(b) (1-5) of ESSA.**

Statement #2: (Monitoring) The School Improvement Plan 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.

Statement #3: (SIP Available to Stakeholders) The School Improvement Plan is available to the local educational agency, parents, and the public, by being published on the local school website and available in the front office of the school. 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.

Statement #4: (Coordination and Integration of Funds) 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, 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.



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ASSESS. ACHIEVE. SUCCEED.

Question #1: Describe how the school will provide professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments.

References: Schoolwide Checklist (2.iii.d)

Cobb Collaborative Communities- 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 teachers 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. 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 the areas of social emotional learning, reading, and math. This will occur through monthly staff meetings, weekly meetings with the Academic Coach, Teacher Led Workshops, and through specific job embedded sessions (walkthroughs, peer observations, teacher rounds, etc.). The Franklin Covey organization will provide training in ways to implement the Leader in Me Framework throughout with leadership, culture, and academics at the center of each PL session.

Specific PL opportunities include:

- Monthly Staff Meetings (Training on Second Step, Leader in Me, etc.)



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- Weekly meetings with Academic Coach and Team to unpack standards, plan assessments, and discuss the “how” of instruction in reading and math.
- Bi-monthly new teacher meetings with the Academic Coach and Student Support Administrator.
- Monthly “Workshop Wednesdays” led by a teacher leader to focus on student engagement, differentiation, vocabulary instruction, technology, and creativity.
- Twice a year, we will meet with the Leader in Me Coach to learn how to incorporate the Leader in Me into academic goal setting with students (January 2022 and May 2022).

Question #2: Describe how the school will ensure that low-income and minority children enrolled in the Title I school are not served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers. **[Sec. 1111(g)(1)(B)]**

References: Schoolwide Checklist (2.iii.d)



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ASSESS. ACHIEVE. SUCCEED.

All students at Hollydale Elementary will be served in the Title I program regardless of socio-economic status or ethnic background. Cobb County School District strives to hire the best qualified candidate for all teaching position. The CCSD Strategic Waiver allows our school the opportunity to hire the best applicant; however, we strive to hire Georgia certified teachers whenever possible. Cobb Collaborative Community (CCC) Teacher Meetings ensure teachers work collaboratively to plan, analyze data and adjust instruction to meet the needs of all students. Furthermore, the Cobb County School District recruits prospective teachers by attending various college/university campus job fairs and host a CCSD job fair. Once hired, teachers new to CCSD and new to the teaching profession are registered and participate in CCSD New Teacher Institute. This institute occurs prior to the new school year. Early release and professional development days are provided throughout the school year for all teachers.

At Hollydale Elementary we provide new teacher orientation prior to the beginning of a new school year as well as an on-going new teacher induction program that includes pairing with mentor teachers. We will set aside specific times each week for members of grade levels to meet as a group for planning purposes. We will receive curriculum support from local and district level coaches. Finally, we will provide frequent professional learning to address areas of weakness in all content areas.

Question #3: Describe how the Title I instructional program 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-



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ASSESS. ACHIEVE. SUCCEED.

- counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas;
- preparation for and awareness 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);
- implementation of a schoolwide tiered model to prevent and address problem behavior (PBIS), and early intervening services (RTI), coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.); [Sec. 1114(b)(7)(ii)]

References: Schoolwide Checklist (2.a.iii.a, 2.a.iii.b, & 2.a.iii.c.)

Hollydale Elementary utilizes the FY21 Title 1 Funds for a variety of purposes. Title 1 funds will be used to hire an Academic Coach who will focus in on math and ELA instruction. 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. Everyone can be a leader.
3. We are a family.

With that, we are committed to our work and daily pour all we have into the life of our students. Starting in 2017, we created a social emotional learning class called "Step it Up." This class (in addition to daily morning meetings in the classroom and ongoing classroom counseling lessons) teaches basic social and emotional health lessons to equip students with the skills and language of leaders. In 2018, we officially adopted the Leader in Me Framework to provide a strong social and emotional foundation for our students school wide. In 2021-22, all staff and students will continue to embed the 7 Habits of Highly Effective Students into the academic and social lessons at our school. Below you will find systems and processes in place to see to it that our vision of "nurturing a community of leadership and service" is accomplished!

- 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.
- A parent liaison was hired with Title1 funds to assist in working with parents to support students in all areas. Specific parent activities will be developed and presented to parents to assist them with helping their children in the areas of math and ELA.
- A tutoring program will be provided with Title 1 funds to assist students in all grades with Reading / English Language Arts and Math standards. Students will be identified based on classroom performance, EIP checklist, RI & RM scores. Similar support will be provided to students in intermediate grade using 20-day funds.
- We use county allotments to employ two counselors. Both provide a daily check in with students who arrive on time and attend school daily; a monthly reward is given for these students who meet their individual goal. In addition, they teach classroom lessons from the Second Step curriculum. Small group instruction is used for teaching students how to deal with grief, changing families, and anger management. One on one meetings are used to specifically meet students who struggle with unique/specific needs.



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ASSESS. ACHIEVE. SUCCEED.

- 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 in 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.
- We have partnered with North Star Psychological. A counselor meets with individual students to provide counseling during the day for a variety of reasons. During the 2018-2019 school year, she met with almost 20 students once a week. Staff members make referrals to the program and with the approval of parents and insurance information, an intake meeting gets this program started for a child.
- 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. Beginning in the 2019 school year, teachers utilized Second Step lessons to teach specific social and emotional lessons. In 2020-21 Hollydale will continue to implement Second Step.
- We have always provided free school supplies, standard school attire, and shoes/socks to our needy families. We have partnered with Must Ministries to provide a Food Pantry twice a month to needy families during the 2021-2022 school year. Summer of 2019, we piloted this journey and gave over 100 bags of food and toiletries to needy families.
- 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.

Post-Hollydale Preparation

- We collaborate with our feeder schools to ensure we are seamless in our expectations (standard school attire, emphasis on reading and math literacy, etc.).
- Students are taught career readiness lessons by our counselors and informally in classrooms.
- We are in the fifth year of implementing the Dual Language Immersion program. Students enter in Kindergarten and receive instruction half the day in Spanish (for Math, Science, and SS) and the other half in English (Reading, Language Arts, and Math Vocabulary). The goal is to loop these classes from Kindergarten to Fifth Grade and the result being bilingual students in Spanish/English. During the 2021 -2022 school year we will provide Dual Language Immersion to Kindergarten through Fourth Grade.

School-wide Behavior System

- We are a PBIS school. We implement common expectations through our L.E.A.D. acronym: L: Learning Together, E: Empowering one another, A: Achieving our Goals, and D: Discovering our Strengths. Students are given Leader in Me bucks for positive reinforcement of the LEAD-er guidelines. We recognize our students once a month school wide. Individual classrooms do implement a positive, proactive system for compliance with school rules. We prefer not to be reactive to a child displaying a negative behavior. Instead, natural consequences are given and 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 conference is used to ensure the relationship has been mended and ready for instruction.



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ASSESS. ACHIEVE. SUCCEED.

Question #4: Describe the services provided for students living in local institutions for neglected or delinquent children (if applicable). **[Sec. 1114(b)(7)(ii)]**

(Only include for Local School with students residing in N & D facilities)

Provisions have been made to ensure that all students have access to after school tutoring, paid for with Title I funds. "In cases where the student(s) reside in a Neglected and Delinquent Residential Facility, a representative from that Facility can serve as a proxy for the parent(s)."

Question #5: Describe how the school will support efforts to reduce the overuse of discipline practices that remove students from the classroom, specifically addressing the effects on all subgroups of students. **[Sec. 1114(b)(7)(iii)]**



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ASSESS. ACHIEVE. SUCCEED.

At the beginning of each year, the staff of Hollydale discuss behaviors that should be handled in the classroom versus behaviors that constitute a behavior referral to the office. A heavy emphasis is placed on proactive measures to reduce the number of minutes/days students spend out of the classroom. These practices include developing solid relationships with students, investigating situations, communicating ongoing issues with parents and partnering with them to determine a proactive approach, utilizing North Star Psychological to provide students and families assistance, etc. If a student continues to struggle with problematic behaviors, the Response to Intervention framework will be used to pinpoint strategies that could be used to help a child be successful. This is often time a whole child approach to determine what series the child, family, and teacher may need to preserve instructional time. Finally, students who do get suspended out of school will return to school by first conferencing with an administrator and a parent as well as teacher to restore the relationships that may have been strained.



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ASSESS. ACHIEVE. SUCCEED.

Question #6:

Transition:

ES: Describe how the school will support, coordinate, and integrate services with early childhood programs at the school level, including strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs. **[Sec. 1114(b)(7)(V)]**

References: Schoolwide Checklist 2.a.iii.e

OR

MS/HS: Describe how the school will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:

- Coordination with institutions of higher education, employers and local partners; and
- Increased student access to early college high school or dual or concurrent enrollment opportunities or career counseling to identify student interest and skills. **[Se. 1114(b)(7)(II)]**

References: Schoolwide Checklist 4c



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ASSESS. ACHIEVE. SUCCEED.

Hollydale's Transition Plan:

- Incoming Kindergarten students and parents are given a book at registration and information to attend our Summer Kindergarten Boot Camp. This camp lasts for two weeks (M-Thurs) and provides students basic information in the areas of literacy and numeracy. Students tour the school building and work on common expectations such as walking in a line, asking for help, etc.
- Outgoing fifth grade students and families are provided with three opportunities to aid in this transition. In the spring, the Principal of Smitha Middle School, Chris Salter, speaks with our parents in a morning and evening session regarding expectations. He does this again in May by welcoming our families (as well as other feeder elementary schools) to a 6th Grade Informational Meeting. Finally, students visit Smitha Middle School in the spring. A tour, presentation by teacher leaders and students, followed by a Q and A session with the counselors prepares our students for this transition.
- Ongoing collaboration between Principals takes place to ensure these transitions are seamless.

Question #7: If applicable, provide a description of how teachers, in consultation with parents, administrators, and pupil services personnel, will identify eligible children most in need of services in Title I targeted assistance schools/programs. Please include a description of how the school will develop and implement multiple (a minimum of 2) objective, academic based performance criteria to rank students for service. Also include a description of the measurable scale (point system) that uses the objective criteria to rank all students.
[Sec. 1115(b)(1)]; [Sec.1115(c)(1)(B)]



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ASSESS. ACHIEVE. SUCCEED.

Question #8: Describe the process used to maintain an updated and accurate school inventory list. Include the process of how Title I equipment is utilized and/or checked out.



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ASSESS. ACHIEVE. SUCCEED.

All electronic devices purchased from Title I funds are collected in the school media center once a year for conducting an inventory. At the beginning of the school year, the media specialist confirms the location of each item listed on the Title I equipment master spreadsheet. Based on records supplied by the school bookkeeper, the media specialist adds new items that have purchased with Title I funds to the master list. Any items which have become broken or obsolete are surplus and documentation of the removal is filed. Any items found to be missing or stolen are reported through documentation which is also kept on file. Surplused, missing or stolen items are removed from the master list. This process helps our school maintain an accurate master list of the current Title I inventory.

Technology Checkout Procedures and Policies

General: The school principal decides where equipment will be used. The school media specialist keeps records on each item and its location. A record of the school's complete inventory of all Title I items is kept electronically in Office 365, and in print form in a notebook stored in the media specialist's office.

Laptop Computers

Laptop Carts: Laptop carts are housed in the media center. Teachers request the use of a cart by using LibraryTrac, an online scheduling software. Users may reserve a cart up to two weeks in advance.

Laptop carts are checked out by full cart only. The teacher who has signed up for, and uses the cart, is responsible for the care of the laptops. Carts may not be kept in classrooms overnight. Carts are locked and secured in the media center at the end of each school day. Usage statistics for the laptop carts can be accessed in LibraryTrac.

Classroom student laptops: Student laptops are assigned by a school to classrooms by a school administrator at the beginning of the school year. At the end of the year, these are collected by administrators and stored in a locked storage room during the summer break. Classroom teachers take responsibility for guiding student usage and placing service requests when needed.

iPads

iPad Carts: iPad carts are assigned to classrooms at the beginning of a school year and remain in the assigned location for the full year. The media specialist creates documents listing where carts are placed and the name of the teacher taking responsibility for each cart. These documents are kept electronically in Office 365 and in a notebook in the media specialist's office.

Hollydale Elementary School follows the Cobb County School District's process for checking out technology devices to students for remote learning.

Purchased Teacher resources:

The academic coach keeps a running list of instructional resources (PL resources, teacher learning resources) as an inventory of who receives items.



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ASSESS. ACHIEVE. SUCCEED.

ADDITIONAL RESPONSES

Use the space below to provide additional narrative regarding the school's improvement plan (*optional*).

Describe how the Title I plan 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, 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