

St. Mary's County Public School 2020-2021 Green Holly Elementary Schoolwide Program Plan

Four Components of a Schoolwide Program ESSA Section 1003

Note: Due to the COVID-19 , meetings, training and events may be virtual and electronic signatures will be accepted.

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 pgs.4-7</p> <p>Math Pgs. 9-13</p> <p>CC pgs.14-17</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 pgs. 8-9</p> <p>Math - 14 CC -17</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>Page 17</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, 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). 1114(b) (5)</p>	<p>Pgs. 17-18</p>

Comprehensive Needs Assessment Introduction

Green Holly Elementary (GHES) is a military community near the Patuxent River Naval Air Station. They 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. Teachers and support staff traditionally provided quality in-person instruction and now have adapted to virtual means of connecting with students and GHES families. In the current environment of distance learning, the staff has invested many hours of professional development to become proficient in virtual planning and instruction that addresses student's 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.

Green Holly is a Positive Behavior Intervention System (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 school-wide 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.

Green Holly 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), Infants and Toddlers and High Road 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 2019-2020 demographics published by the MSDE Maryland Report Card.

Race/Ethnicity	Enrollment		Mobility		Entry		Withdrawal	
	SY 2020	SY2021	SY 2020		SY 2020		SY 2020	
Schoolwide	450	412	32%		116.1%		15.9%	
African American	139	144	45.8%		22%		23.7%	
Am. Indian/Alaskan	2	1	NS		NS		NS	
Asian	14	16	NS		NS		NS	
Hispanic	44	34	25.9%		10%		16%	
White	203	174	21%		14.8%		6.2%	
2 or more races	47	42	30.3%		11.4%		19%	
Hawaiin/Pacific Islander	1	1	NS		NS		NS	

(NS - Not statistically significant)

Schoolwide Percentages of Subgroup		
	SY 2020	SY2021
Students With Disabilities (SWD)	22.7%	109 students
Economically Disadvantaged (FARMS)	58%	185 students
English Learners (EL)	NS	7 students
Title I	>95	schoolwide
Homeless	<5%	4 students
Military	27.6%	undetermined

Comprehensive Needs Assessment Reading Data

The Green Holly Elementary School comprehensive needs assessment data profile includes multiple data points from the 2019-2020 school year through March 13, 2020. All St. Mary's County Public Schools (SMCPS) and Offices were closed starting March 16, 2020 in adherence to the announcements made by Maryland Governor Larry Hogan and State Superintendent Dr. Karen Salmon. SMCPS switched from traditional in-person learning to a virtual Continuity of Learning Plan using the Imagine Learning platform. Students without secure internet access were mailed printed instructional learning packets. The third marking period of instruction was shortened by 10 day which only allowed for 38 days of traditional instruction due to the pandemic. For the fourth marking period of virtual learning, students were graded as "Participated" or "Incomplete", based on student completion of printed packets and virtual instruction. These factors greatly impacted the collection of end of the year data points. Due to these unprecedented school closures, a total of 58 days of in-person whole group and small group instruction was lost. Additionally, MSDE waived the MCAP State Assessments for the 2020 school year. State testing and end-of-the-year (EOY) county assessments are major data points for grades 3, 4, and 5 and are not included in the current comprehensive needs assessment.

Covid 19 presented unique challenges and barriers for students as individuals learners. There were a total of 65 students who requested printed learning packets and 25 families were provided SMCPS laptops in order to access the online Imagine Learning apps. Families without connectivity to the internet access or a working laptop were at an unequivocal disadvantage. These students could not equally access extra teacher support to achieve academic goals compared to other students utilizing the online Imagine Learning platform. Families that were able to connect to the internet and use personal or loaned devices received synchronous teacher feedback; asynchronous teacher simulations, and opportunities for re-teaching and modeled instruction.

Grade Level and Assessment: Pre-Kindergarten IGDIs (Individual Growth and Development Indicators)

WODB (Which One Does Not Belong)						Alliteration					
	Strong Progress	Moderate Progress	At Risk	Discontinue	Not Yet Testes		Strong Progress	Moderate Progress	At Risk	Discontinue	Not Yet Testes
Winter 2018 N = 96	61	7	11	16	1	Winter 2018 N = 96	41	34	10	8	3
Fall 2019 N = 140	80	16	19	40	5	Fall 2019 N = 140					
Winter 2019 N = 140	83	17	22	14	4	Winter 2019 N = 140	15	46	70	5	4
Sound Identification						Picture Naming					

	Strong Progress	Moderate Progress	At Risk	Discontinue	Not Yet Testes			Strong Progress	Moderate Progress	At Risk	Discontinue	Not Yet Testes
Winter 2018 N = 96	55	22	10	7	2		Winter 2018 N = 96	33	36	21	3	1
Fall 2019 N = 140	73	25	19	19	4		Fall 2019 N = 140	31	70	31	5	3
Winter 2019 N = 140	70	23	34	9	4		Winter 2019 N = 140	13	55	64	4	4
Rhyming												
	Strong Progress	Moderate Progress	At Risk	Discontinue	Not Yet Testes							
Winter 2018 N = 96	30	18	38	8	2							
Fall 2019 N = 140	39	28	48	21	4							
Winter 2019 N = 140	59	32	33	12	4							

Factors Contributing to Root Causes may include a high mobility rate, students transferring in and out at a rate that interrupts consistent instruction are indicative of the attendance reports monitored by school administration. 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. It is certain there will be a negative educational impact since students did not have a full year of direct instruction due to COVID-19.

American Reading Company Independent Reading Levels (IRLA) Administered March 2020			
	Emergency	At-Risk	Proficient
K (63 students)	20.60%	39.70%	39.70%
1st (62 students)	38.70%	25.80%	35.50%
2nd (62 students)	46.80%	38.70%	12.90%
3rd (51 students)	29.40%	39.20%	29.40%
4th (45 students)	53.30%	17.80%	26.70%

5th (41 students)	51.20%	14.80%	34.10%
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Factors Contributing to Root Causes may include the lack of exposure to phonemic awareness instruction due to poor and/or inconsistent attendance. Some students do not have adequate housing and food shortage due to living in poverty. The lack of nutrition can result in inattentiveness, poor self control and sleepiness. Families eligible for McKinney Vento services often refuse services that would provide them free lunch and breakfast, priorities for community food supplemental programs, and additional resources to improve their quality of life. The exposure of children to unstable housing also creates barriers to establishing and maintaining academic routines, loss of materials, and the frustration of falling behind their peers. Based on data collected from parent interviews, surveys, Student Services and community partners, we know this is the case with many of our GHES students.

2019 - 2020 DIBELS (Dynamic Indicators of Basic Literacy Skills)			
Kindergarten	N = 77	LNF Goal = 52	NWF - CLS Goal = 34, 51
Intensive Support		48%	58% 70%
Strategic Support		30%	10% 13%
Core Support		22%	32% 17%
1st Grade	N = 60	DORF Words Goal = 34	DORF Accuracy Goal = 86%
Intensive Support		38%	43%
Strategic Support		18%	20%
Core Support		44%	37%
2nd Grade	N = 60	DORF Words Goal = 100	DORF Accuracy Goal = 99%
Intensive Support		32%	50%
Strategic Support		30%	13%
Core Support		38%	37%
3rd Grade	N = 50	DORF Words Goal = 115	DORF Accuracy Goal = 99%
Intensive Support		48%	56%
Strategic Support		36%	20%
Core Support		16%	24%

4th Grade	N = 42	DORF Word Goal = 130	DORF Accuracy Goal = 99%
Intensive Support		48%	62%
Strategic Support		26%	N/A
Core Support		26%	38%
5th Grade	N = 43	DORF Word Goal = 150	DORF Accuracy Goal = 99%
Intensive Support		49%	57%
Strategic Support		33%	N/A
Core Support		19%	43%

Summary of Reading Data

Factors Contributing to Root Causes may include the limitations of parents having the time and skills to extend learning at home to reinforce skills students are being taught in school. This is a school community where many parents work several low-wage jobs to support their families. The expectation that a parent/guardian can make reading or supervising their child's nightly reading is at times not feasible. Student attendance is not as big a contributing factor as are distractions such as academic skill level, the students' inability to apply standard skills and strategies across multiple formats. The lack of perseverance and problem-solving techniques also causes some students to quit learning prematurely and well before their demonstration of skill mastery. Students who are faced with stress, poverty, and/or trauma will have recurring difficulties that may affect their health, learning, and social emotional development. Another contributing factor is students' limited background knowledge which impedes their ability to make connections when reading text and miscues when learning is enhanced with prior knowledge or references to past experiences. Based on data collected from parent interviews, surveys, Student Services and community partners, we know this is the case with many of our GHES students.

The Green Holly Language Arts assessment data includes multiple data points for the 2019-2020 school year. There were no EOY assessment data due to the Covid-19 school closure (March 2020). Assessment data includes information from IGDIS - PK, the Independent Reading Leveling Assessment (IRLA) - K-5, and DIBELS Next- K-5. According to the Title I Literacy Lead and Technology Coach, at the conclusion of the 2019 school year, 37.7% of GHES K-5 students achieved at least one year's growth in reading proficiency. On March 10, 2020, 51.6% of GHES K-5 students achieved at least one year's growth of reading proficiency. This increase in reading growth, as indicated by IRLA data, can be attributed to consistent reading routines that include individual coaching and conferencing, along with targeted literacy interventions.

DIBELS Next data shows a need for increasing the percentage of students able to meet grade-level benchmark expectations across all grade levels. The DIBELS 8th edition and the IRLA framework will be used in the 2020-21 school year to determine strengths and needs for K-5 students, and to determine appropriate reading levels. Students all made growth, but are still below the grade-level benchmark.

Schoolwide Reform Strategies for Literacy		
Strategies/Activities	Person(s) Responsible	Timeline
Provide 135 minutes of Language Arts instruction for grades K-5.	Classroom teachers, Special Education Teacher,s Instructional Resource Teachers (IRT's)IRTs	August 2020-June 2021
Implement Houghton-Mifflin Core Reading Series in grades 4-5, Harcourt Brace in Grades K-3, supplemented with expository text.	K-5 Classroom Teachers, IRTs	August 2020-June 2021
Implement integrated Foundations, and Harcourt Brace phonics instruction, Heggerty revised to align with K-3 Common Core Foundation Skills, IRLA guidelines, and Language Skills for phonemic awareness, phonics and word work skills.	K-3 ClassroomTeachers, SpEdTeachers, Para-educators, Abacus Support Personnel, IRTs	August 2020-June 2021
Administer Independent Reading Level Assessment to all K-5 th grade students to determine accurate Independent Reading levels.	K-5 ClassroomTeachers, SpEdTeachers, Para-educators, IRTs	August 2020-June 2021
Implement appropriate research-based interventions scheduled to address identified needs – Foundations, Read Naturally, Leveled Literacy Intervention, and Wilson.	K-5 ClassroomTeachers, SpEdTeachers, Para-educators, IRTs	August 2020-June 2021
Deliver strategic, explicit, research-based vocabulary instruction in grades K-5.	K-5 ClassroomTeachers, IRTs	August 2020-June 2021
Administer collaboratively developed formative assessments.	K-5 ClassroomTeachers, IRTs	August 2020-June 2021
Implement a school-wide reading incentive program (100 Book Challenge).	K-5 ClassroomTeachers, IRTs, Administration	August 2020-June 2021

Plan in Response to Data Summary

We will provide literacy interventions for students with skill deficits. Teachers will continue to use consistent reading routines and provide coaching and conferencing to help every student progress in reading based on their individual needs. The IRLA Foundational Skills Toolkits will be used to provide targeted intervention for primary “at risk” students. GHES “at risk” intermediate students whose DIBELS and IRLA data show a need for targeted instruction and fluency practice in decoding multisyllabic words will

be provided the REWARDS intervention. Additional research-based interventions will be used as needed. We will adjust this plan based on the need for all remote learning, hybrid learning, and in-person instruction. Teachers will be given support to administer benchmark assessments to determine needs of students. Intervention data will be reviewed bi-weekly in PLC meetings. Interventions will change to address the current needs of students. Groups of students will be flexible and fluid, based on the data. Schoology is now the learning management system (LMS) that is supporting all of our instruction and the plans in place for the 2020-2021 school year.

Formative and classroom assessment data will be reviewed weekly at team PLC meetings to determine effectiveness and measure student progress. Interventions will be adjusted as needed to ensure success. Ongoing IRLA assessment for students in grades 1-5 uploaded and displayed in the data dashboard will be used to drive instruction and determination of interventions. Additionally, data from county assessments will be reviewed and used to measure the effectiveness of these strategies and the interventions being used. GHES will put these practices in place to meet the minimum 52.60% AMO on the 2021 MCAP testing.

**Comprehensive Needs Assessment
Mathematics**

Pre-Kindergarten Counting Profile		(Administered January 2020)			
Predominate Race and Subgroup Count		Limited	Emerging	Proficient	Exemplary
African American	N = 21	0	15	6	0
White	N = 63	1	37	25	0
SWD	N = 12	1	10	1	0
FARMS	N = 48	0	31	17	0
Total Enrollment	N = 109	2%	59%	39%	n/a

Factors contributing to root causes may 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. There is also a high mobility rate and inconsistent attendance so skills are more difficult to attain and practice regularly.

Kindergarten Bridges Number Corner Checkpoint (Administered January 2020)						
Predominate Race and Subgroup Count		Not Yet	Developing	Meets	Exceeds	Exemplary
African American	N = 20	6	3	4	4	3
White	N = 38	3	3	10	10	12
SWD	N = 18	9	2	4	2	1
FARMS	N = 32	7	2	8	8	6
Total Enrollment	N = 76	18%	9%	24%	25%	24%
1st Grade Bridges Number Corner Checkpoint (Administered January 2020)						
Predominate Race and Subgroup Count		Not Yet	Developing	Meets	Exceeds	Exemplary
African American	N = 25	8	8	5	2	2
White	N = 22	1	1	5	6	09
SWD	N = 5	3	1	0	1	80
FARMS	N = 30	8	5	6	3	8
Total Enrollment	N = 60	18%	17%	22%	17%	27%
2nd Grade Bridges Number Corner Checkpoint (Administered January 2020)						
Predominate Race and Subgroup Count		Not Yet	Developing	Meets	Exceeds	Exemplary
African American	N = 19	5	3	6	2	3
White	N = 26	2	3	6	5	10
SWD	N = 40	1	4	2	1	0

FARMS	N = 8	7	7	13	7	6
Total Enrollment	N = 59	14%	15%	29%	15%	27%
3rd Grade Bridges Number Corner Checkpoint (Administered January 2020)						
Predominate Race and Subgroup Count		Not Yet	Developing	Meets	Exceeds	Exemplary
African American	N = 14	7	4	2	1	0
White	N = 21	5	5	4	4	3
SWD	N = 7	4	0	1	2	0
FARMS	N = 25	8	11	2	4	0
Total Enrollment	N = 50	28%	30%	20%	16%	6%
4th Grade Bridges Number Corner Checkpoint (Administered January 2020)						
Predominate Race and Subgroup Count		Not Yet	Developing	Meets	Exceeds	Exemplary
African American	N = 17	12	3	0	2	0
White	N = 19	6	2	5	4	2
SWD	N = 9	7	1	1	0	0
FARMS	N = 30	17	5	2	5	1
Total Enrollment	N = 44	18%	9%	24%	25%	24%
5th Grade Bridges Number Corner Checkpoint (Administered January 2020)						
Predominate Race and Subgroup Count		Not Yet	Developing	Meets	Exceeds	Exemplary
African American	N = 9	6	2	0	1	0
White	N = 16	2	3	4	6	1
SWD	N = 5	5	0	0	0	0

FARMS	N = 27	9	6	6	3	3
Total Enrollment	N = 42	29%	17%	21%	26%	7%

Factors contributing to root causes may include students' limited exposure to basic number sense and counting drills outside the school setting. Teachers recognize students' lack of math vocabulary and language usage in daily conversation that impedes their progress in learning new skills when comprehension and explanation of concepts is important. Many students do not have real world knowledge and connections to past experiences have to be part of the teaching necessary for growth. This is the second year of implementation of Bridges and Number Corner Curriculum. The professional development and best practices are being acquired by staff.

There is a high mobility rate and inconsistent attendance experienced especially in the lower grades; therefore, skills are more difficult to attain and practice regularly. Due to Covid-19, the absence of direct instruction will undoubtedly cause suppressed performance achievement in the coming year.

Summary of Math Data

The reported mid-year math data for Pre-K was the Counting Profile. It showed that 98% of the students had already met or exceeded the end-of-the-year goal by January 2020. Kindergarten will continue to build the students' counting skills, develop number sense, build perseverance, and develop problem-solving skills using the Bridges Math Program.

The reported mid-year data for grades K-5 was from the January 2020 Bridges Number Corner Check-Up Two. The threshold for meeting the mid-year goal was scoring at 60% or greater. The data showed that 57% of our students met or exceeded the mid-year goal. Each grade level is using the Bridges Math Program to continue to develop the appropriate grade level skills to ensure students develop fact fluency, build perseverance, make sense of word problems, and develop appropriate and efficient strategies for solving various mathematical problems. As necessary, the Bridges Intervention Program 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.

Plan in response to Data:

The GHES instructional staff will continue to implement each component of the Bridges math curriculum, and ensure daily opportunities for Bridges Math Workstation activities, and fluency discussion with students. There will be guided instruction and number string problem-solving with opportunities to share strategies implemented in grades K-5 weekly. Staff will utilize assessment data (formative and summative) to establish flexible intervention/enrichment groups, identify students in need of math intervention (Bridges, Do the Math) and provide daily reinforcement and practice in school and at home. Embedded math standards and practices into interdisciplinary lessons/units in all grade levels will be planned in PLC's and training will be provided by the math supervisor. Implementation of math strategies that reflect best practices will be monitored and highlighted during classroom walk-throughs and student performance will be celebrated in a variety of ways.

Formative assessments and unit assessment item analysis will be used to identify individuals or groups of students who require math intervention or enrichment. Shared math data is reviewed bi-weekly during PLC meetings and at quarterly grade-level collaborative planning days. Formative and classroom assessment data (including county assessments) will be reviewed at bi-weekly PLC meetings to determine effectiveness & evaluate student progress. Progress monitoring will be adjusted as needed to ensure the success and goal of 57.69% of GHES students meeting the minimum AMO on the 2021 MCAP mathematics test.

Schoolwide Reform Strategies for Mathematic		
Strategies/Activities	Person(s) Responsible	Timeline
Implement Bridges grade K-5 and provide teachers with ongoing support	Classroom teachers, Special Education Teacher's, IRT's	August 2020-June 2021
Develop and teach higher level thinking math problems to provide students with the opportunity to engage in tasks that mirror county and state assessments	Classroom teachers, Special Education Teacher's, IRT's	August 2020-June 2021
Implement Bridges fluency component to build computational fluency, grades K-5	Classroom teachers, Special Education Teacher's, IRT's, para-educators	August 2020-June 2021
Use Bridges Intervention Kits with identified students to build fluency with whole numbers and fraction	Classroom teachers, Special Education Teacher's, IRT's, para-educators	August 2020-June 2021
Use daily formative assessment to guide instructional decisions	Classroom teachers, Special Education Teacher's, IRT's, Administration	August 2020-June 2021

**Comprehensive Needs Assessment
Culture and Climate Data**

2019-2020 Average Daily Attendance Rate		
(Source: MSDE Maryland Report Card)		
Race and Ethnicity Subgroups	AverageDaily Attendance	Chronic Absenteeism Rate (20 + days absent)

Total School	93.7%	14.6%
African American	93%	20.9%
Am. Indian/Alaskan	*	*
Asian	*	*
Hispanic	94.4%	7%
White	94.1%	13.7%
2 or more races	94.4%	9.1%
Hawaiin/Pacific Islander	*	*

There is a higher percentage of African American students that are absent, compared to other subgroups. Teachers and Administration collaborate with the counselor and PBIS coach to create leadership opportunities for students to promote positive connections to school. Teachers 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 missed days. 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.

Discipline Referrals Summary (SY 2019 - 2020) March 13, 2020 was the last day for students due to Covid - 19)	
September 2019	Bus - 3; Disruption - 1
October 2019	Bus - 1, Disruption - 1; Other Weapons - 2
November 2019	Attack on Adult - 1
December 2019	Bus - 1; Attack on Student - 1; Fighting - 1
January 2020	Bus - 1; Attack on Student - 1; Fighting - 1
February 2020	Bus - 2; Disruption - 1; Attack on Adult - 6; Attack on Student - 1, Sexual Harassment - 1
March 2020	Bus - 2; Disruption - 1; Attack on Adult - 4, Sexual Harassment - 1; Inciting Disruption - 1

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 uses the Check In-Check Out (CICO) program as an intervention for connecting with students who have a higher propensity for truancy, challenging behavior, low self-esteem, or other issues that could impede their learning. Thirty Five (35) students have CICO mentors and 34 of 35 students received NO referrals in the 2020 school year. Mentors (CICO) meet with targeted students twice a day. Staff cultivate 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 we have in place to support positive interactions and self-regulation skills among students are working. We will continue to allocate resources to support PBIS and leadership programs at GHES.

Approximately 30 staff members participated in professional development training provided by a Master Trainer with Conscious Discipline. The staff continues to request more training in Conscious Discipline (Building Resilient Classrooms/Cool Down Corners) and Responsive Classroom techniques. The PBIS/MTSS Committee continues to work on aligning the PBIS language and strategies with those of Conscious Discipline.

GHES has maintained a workforce that is stable, credentialed and certified. There are thirty-three teachers hold Advance Professional Certificates and the remaining fourteen teachers have a Standard Professional Certificate. The majority of teachers have 15 or more years teaching experience and their classrooms and host student interns. At the end of what has truly been an unprecedented school year, two teachers retired and no transfer requests were submitted to Human Resources.

An end-of-the year staff climate survey was sent out in May 2020. There were four-four 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 response of “Strongly Agree” to statements of leadership, trust, collaboration, and safety were in the range of 59.1 - 84.1 percent. On the question of parental involvement, 45.5% of the staff felt this was an area that needed improvement.

Parents of students were asked to complete a survey gathering feedback on the effectiveness of the PBIS Program. The statements and results were as follows:

PBIS Parent/Guardian Survey Statement	Strongly Agree
I am familiar with the Positive Behavior Intervention and Support system at Green Holly Elementary.	87.5%
The staff at GHES uses positive strategies on a regular basis to talk/work with students in regards to behavior expectations.	93.8%

I believe the use of the PBIS strategies at GHES have a positive impact on my child's academics achievement.	81.3%
My child feels safe at school.	93.8%
I am satisfied with the behavior expectations at GHES.	81.3%

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, Title I Supervisor, department leaders	August 2020-June 2021
Continue to participate in the Maryland PBIS	School counselor, classroom teachers	August 2020-June 2021
Support families including the identification of community resources	School counselor, PPW, Title I Supervisor, Assistant Principal	August 2020-June 2021
Decrease the incidences of student truancy and absenteeism in order to meet the schoolwide attendance goal of at least 94%.	All GHES Staff	August 2020-June 2021
Continue to provide opportunities for staff to participate in professional development on equity, access, and engagement.	Principal, Assistant Principal, Title I Supervisor, title I Equity Analyst	August 2020-June 2021

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. All parents are invited to attend the virtual Parent Information Night (October 2020) to raise their awareness of Title I services and the requirements in the Parent and Family Engagement (PFE) Plan. Parents, staff and community members are welcome to share ideas and suggestions at any time.

In the Spring of May 2021, parents, staff, and community members will 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 Parent and Family Engagement reserved funding. Parents, students and staff will be invited to participate in a school-based climate survey. Also, feedback/evaluations are obtained at the conclusion of all parent workshops, staff training, School Improvement Team meetings, grade-level Professional Learning Community (PLC's) monthly meetings, and notes and minutes.

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 also have representatives on the District Parent Advisory Council that meets four times per year, providing oversight on the SMCPs Title I District Initiatives and Schoolwide Programs.

All ideas and suggestions 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 via quantitative and qualitative data, quarterly student progress reports, attendance, multi-tiered support systems, and parent feedback.

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.
- 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 Judy Center 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 and Kirwan 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 (virtual and in-person).
- 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.
- Faith-Based and Future Leaders Of the World (FLOW) mentors provide opportunities for student leadership and citizenship.
- District Title I Office supports student, staff, parent, and family implementation of Conscious Discipline Self-Regulations Training.
- Literacy and math materials for students to have and use at home are provided 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.