

aTSI Plan

School: Hollywood Elementary School (HES)

This aTSI Plan is specific for Students with Disabilities and serves as a supplement to HES' School Improvement Plan document with distinct analysis, structures, and strategies for Students with Disabilities.

Comprehensive Needs Assessment CNA Analysis

Summarize your analysis of school data, qualitative and quantitative, that addresses the specific root causes of low performance for the identified student group(s).

Hollywood Elementary (HES) is a successful school with positive achievement trends noted in the School Improvement Plan (SIP), however Students with Disabilities are struggling to make needed achievement gains in ELA and Mathematics when compared to their non-disabled peers. 63.1 % of All Students are meeting MCAP ELA proficiency in grades 3-5, while 18% of SWD are meeting ELA proficiency. In mathematics, 53.9% of All Students in the same grade bands are meeting MCAP proficiency while 9% of SWD are achieving the proficiency expectation. A significant disparity exists for SWD when correlated with All Students in both ELA and Mathematics. It should be noted that SWD have made significant progress in ELA and Mathematics Growth Percentiles.

A further analysis of the data, quantitative and qualitative, has been necessary to boost the achievement of SWD. This examination identifies staffing continuity for Special Education as a significant challenge, an inability for some students to successfully navigate grade level instruction as presently delivered despite their ongoing participation in approved academic interventions. Further compounding the disparity are attendance challenges for SWD with 77.2% identified as Not Chronically Absent when compared to 81.9% of All Students identified as Not Chronically Absent. The school reports that some SWD are often absent for legitimate and lawful reasons which school staff must accept and accommodate. They do follow up with students and their parents/guardians after several days of absence. Additionally, finding adequate time to improve student outcomes within the school day has been a persistent obstacle.

Moreover, a deeper investigation of achievement data, formative and summative, is indicative of gaps in skill development for Students with Disabilities attributed to a lack of time in the core instructional block due to the time SWD are involved in evidence-based interventions. This is particularly challenging as the school is committed to a robust complement of evidence base interventions for struggling students including SWD. Further scrutiny identifies a need for additional time and more support for identified students within the Tier I core instructional block. Additionally, instructional staff have identified needed opportunities for collaboration and improved training to better support Students with Disabilities.

Science, while not a plan requirement and only administered to Grade 5 students, is also following the same pattern with academic growth for all students and for Students with Disabilities. For school year 2025, all students are demonstrating 40.3% proficiency with 28.9% achieving proficiency in school year 2024. This is a significant increase in achievement on this metric. Students with Disabilities had 8% achieving proficiency in school year 2025 with 0% achieving proficiency in school year 2024. This is also a substantial increase for Students with Disabilities on the science assessment. Upon analysis, the HES leadership attributes this overall increase in science achievement to the adjusted schedule and pre-teaching of content and vocabulary prior to Tier I instruction for Students with Disabilities.

HES has created a purposeful, data-driven plan to improve the achievement of Students with Disabilities with a revised master schedule that supports additional instructional time, re-deployed staff, a system to work with students when returning from an absence to catch up on missed instruction, the inclusion of a certified teacher tutor, embedded professional development at the school and district level, and the support of stakeholders. The HES community asserts that the plan in place is sustainable and will ultimately result in improved achievement.

SMART GOAL / SMARTIE GOAL

Specific, measurable, achievable, relevant, time-bound, inclusive, equitable

Students with Disabilities will meet the MSDE targets for ELA, Mathematics with a 2% increase in ELA and Mathematics on the state MCAP assessment.

Proficiency will increase as follows: according to the assigned target for Students with Disabilities:

ELA 18% in 2025 to 20% in 2026, an increase of 2% percentage points.

Mathematics 9% in 2025 to 11% in 2026, an increase of 2% percentage points.

Students with Disabilities will improve attendance and not be identified as Chronically Absent. HES will reduce the number and percentage of chronically absent SWD:

Attendance/Not Chronically Absent: HES will reduce their Chronically Absent Students from 34% (16/47 students) in 2025 to 25% (12/47) in 2026. This is a reduction of 9% and 4 fewer students identified as Chronically Absent.

STRATEGIES

STRUCTURAL CHANGES / ADJUSTMENTS

There are numerous structural changes and adjustments at HES to address their aTSI status and to foster student achievement for SWD.

- Revised Master Schedule to allow Students with Disabilities to participate in Tier I Core Instruction and targeted interventions during the school day.

The following Evidence Based Strategies are included into ongoing instruction with a revised schedule:

- Co-Teaching with general and special education staff to ensure students have needed attention and support to be successful. This strategy increases the number of credentialed educators in a larger group setting and lowers the student to educator ratio.
- Pre-Teaching core content and vocabulary to students with disabilities PRIOR to them accessing Tier I instruction to support background knowledge and foundational concept attainment essential for success.
- Re-deployment of staff and adding an intervention teacher tutor to increase grouping configurations.
- Embedded collaborative planning and data analysis including a school-based team with administration included quarterly; grade level team collaboration monthly; weekly/daily classroom lesson planning with general education and special education staff that support a co-teaching model.
- Structured Research/Evidence Based strategies and Interventions are included in the schedule including Goal Book Toolkit, Foundations, Read Naturally, Automaticity Practice, Pre-Teaching prior to Tier I instruction, Benchmark Advance, Bridges Intervention, Number Corner, and Recursive Teaching.
- Absent students receive additional instruction and support upon their return to school with available staff familiar to them.
- Chronically Absent Students have follow-up with parents/guardians by the administrative team, school nurse, counselor, and the Pupil Personnel Worker to foster improved, regular attendance.

PROFESSIONAL DEVELOPMENT

HES supports a culture of ongoing professional development. Collaborative planning that supports co-teaching is part of the master schedule with administration actively participating in these meetings. There is an embedded structure for School Based, Grade Level Team, and Teaching Team collaborative planning. Title II funds are used to support this initiative.

HES selected a professional book study focusing on mathematics for staff. While HES is seeing progress, mathematics' achievement is less than ELA achievement for students. Students with Disabilities also follow the school pattern with lower mathematics achievement than ELA. The selected text: *Catalyzing Change in Early Childhood and Elementary Mathematics* is intended to initiate critical conversations, policies, practices, and issues with mathematics. This book was voted on and selected by the staff for this study. The topic aligns with the collaborative planning structure for rich conversation follow up and with the district provided mathematics professional development. Title II funds are used for the book study.

District Professional Development for ELA and Mathematics:

SMCPS' district leadership is providing intensive additional professional development for HES staff with mathematics using the Ongoing Assessment Project (OGAP). This systematic and intentional formative assessment system, strongly grounded in research-based evidence and rated as Level 1/ STRONG, uses information about how students learn mathematics concepts, common error patterns and the recognition of common misunderstandings that interfere with students' understanding. OGAP training will be provided to all HES' teachers.

SMCPS is also providing additional professional development in literacy with Orton Gillingham Plus for special educators. Orton Gillingham Plus is a comprehensive literacy program covering phonological awareness, phonics, fluency, vocabulary, and comprehension with multi-sensory techniques. This program, with a Level 2/MODERATE evidence base is ideal supplemental support for students with disabilities likely to benefit from multi-sensory instruction.

RESOURCE ALIGNMENT / INSTRUCTIONAL INTERVENTION

HES has adjusted the schedule to better support Students with Disabilities. This includes co-teaching with general education teachers working with special educators and instructional support staff during Tier I instruction.

A certified, hourly teacher tutor was hired to support additional interventions for Tier II reading interventions. The hourly teacher tutor plans weekly with the Instructional Resource teacher, provides individual or small group student interventions, collects student data biweekly and shares it with the Instructional Resource Teacher and classroom teachers.

Using all available human resources, a full complement of evidence-based interventions are in place with increased opportunities for students with disabilities to access Tier I instruction.

EVIDENCE OF SUCCESS / MILESTONES

Specific Benchmarks and Milestones by Quarter: SWD will be progress monitored using one or more appropriate assessments. iReady for Literacy and Mathematics, Foundations Unit Assessments, DIBELS, Benchmark Advance Quarterly Assessments, Bridges Unit Assessments, Intervention Progress Monitoring, and Number Corner Assessments, Attendance will also be monitored monthly.

Quarter 1 Establish Baseline and Implementation Supports

Target: 100% of SWD students identified through universal screening will be placed in appropriate intervention groups based on identified skill deficits and then monitored accordingly.

Quarter 2 Monitor Early Growth

Target: At least 50% of SWD students receiving intervention will demonstrate measurable growth when progress monitoring in ELA and Mathematics.

Quarter 3 Accelerate Student Growth

Target: At least 60% of SWD students will demonstrate continued growth toward grade-level expectations based on mid-year assessment data.

Quarter 4 Evaluate Impact

Target: Demonstrate increased average performance levels in ELA and Mathematics for the SWD student group based on end-of-year assessment data.

Attendance Target: Decrease Chronically Absent SWD

SWD, identified as Chronically Absent, will decrease from 34% to 25% in 2026; a reduction of 9%.

16/47 SWD were Chronically Absent in 2025 and the goal is to reduce to 12/47. Attendance data will be monitored monthly.

SUSTAINABILITY PLAN

HES has shown a positive achievement trend for ELA, Mathematics, and Science. Students with Disabilities are also following this trend in ELA, Mathematics, and Science. While a gap remains between all students and Students with Disabilities, the achievement trend is positive for All Students and Students with Disabilities. The school attributes this to improved structural changes, professional development, added resources, and providing time to foster collaboration and a culture of co-teaching.

HES will continue with this plan and then monitor additional data, qualitative and quantitative, when it is available to adjust or revise as appropriate. The SMART goal has built in, scheduled milestones using a variety of data points included in the school's data reviews. Purposeful plans for each student will be adjusted based on data in real time.

STAKEHOLDER ENGAGEMENT AND TRANSPARENCY

According to a variety of assessments, surveys, and system level feedback, HES has an excellent reputation, dedicated staff, and an obvious, demonstrated commitment to all students, including those with disabilities, and the families they serve.

HES structures School Improvement Team (SIT) meetings where the school's aTSI status and the specific plan is reviewed with stakeholders including parents and community members. The SIT meetings are held quarterly with meetings strategically scheduled prior to the Parent Teacher Organization (PTO) meeting. Significant efforts are made to ensure that SIT meetings are family friendly, coordinated with other school events, and engaging for families to actively participate. Tremendous effort has been made to encourage and boost parent and community members to take an active role in school improvement. School improvement updates are provided through SMOREs newsletters, flyers sent home, website notification, and updates and reminders via the School Messenger system. New families are personally invited and encouraged to participate.

During the SIT meeting, new data, including qualitative and quantitative data, is shared with redaction to protect the identity of individual students. HES staff details the accomplishments to date and discusses persistent challenges for all students including those students with disabilities. Insights and input from participants are welcomed and respected.