

Hollywood Hill School Action Plan



SECTION 1: THE BACKGROUND

School Name: Hollywood Hill Elementary

Year: 2026-27

The Central Vision: (North Star) We want our students to be seen as whole people each day, feel valued for who they are as they learn and grow, and leave gaining confidence in skills and potential. To make this happen, we believe when we work as a learning community, our mission is to be a place where every star shines! To bring this mission to life, we believe every member of our school community plays a vital role:

- **Students will continue to** grow in confidence to use their unique voices in various ways to share about themselves and their ideas, advocate for their learning needs, and make a positive impact on others.
- **Teachers will continue to** intentionally create learning environments where students feel valued, connected, and supported by building relationships, honoring student voices, encouraging appropriate academic risk-taking, and collaborating with colleagues to support every learner.
- **Parents will continue to** actively partner with us to reinforce our shared language at home and encourage their children to recognize their own incredible strengths.

Focus Population: (Who is the furthest from racial and educational justice?) Students served in Special Education not yet meeting their greatest learning potential in math.

Learning Problem: (Big Picture) To better support students served in special education not yet at grade level in math, we need to build off the strong ground we have put in place through our collective work over the past few years connected to Universal Design for Learning. Students served in special education who are not yet at grade level in math need clear, supported entry points into rigorous grade-level learning. When students don't have a way in, or don't believe they have one, they disengage. Many neurodivergent students, with or without an IEP, are most successful when learning has a clear purpose connected to real-world application and when instruction honors the different ways they think, learn, and regulate as they take in new information.

To experience a neurodiversity-affirming education, these students need:

- **Support within their core learning environment.** Targeted help through academic, social/emotional, and behavior support delivered where learning happens, so they can stay connected to grade-level content and their peers instead of feeling isolated or pulled away.
- **Accessible ways in and multiple ways to show understanding.** Learning conditions that honor how they think, learn, regulate, and show up as their whole self in learning spaces with aligned accommodations as needed to ensure access all students.
- **Early, proactive intervention.** Students also need instruction that is aligned to their individual needs yet aligned to grade level content so we can close gaps and build confidence and readiness for engagement within math core instruction.

SECTION 2: THE SYSTEMIC NARRATIVE

ROOT CAUSE

The central node or pattern that connects your academic, behavioral, and cultural challenges.

The Holistic Inquiry	Response
The Surface Symptoms <i>(What data points are flashing red?)</i>	iReady When looking at overall i-Ready outcomes in math, there is a 20% gap between how all students performed and how students on IEPs are performing in the area of math. The overall scores indicate that 83% of students ended the year on grade level in math. When drilling down further, and specifically comparing students receiving special education services to those that do not, there is a gap of 27% - 92% of students not receiving special education where on grade level by the end of the year according to i-Ready data compared to 65% of students served in special education. Panorama There is a 14% gap between the percentage of students that share they have a sense of belong that are not in special education (68%) and students that are served in special education that are (54%). There is also a 15% gap between the the percentage of students that share they can regulate emotions that are not in special education (68%) and students that are served in special education that are (53%)
The Systemic Root <i>(What are the causes? Are they interconnected and how?)</i>	<i>Our leadership team has several causes and next steps to address them.</i> • Improve executive functioning - this is addressed by building a common language and understanding of these skills within Character Strong. • Improve collaboration between

	grade-level teams and related services to align instruction across Tiered instruction while still differentiating/personalizing learning - This will help students with disabilities to spend their time actively engaged in general education learning activities, and instruction is provided in a variety of ways to promote student learning and engagement (i.e., UDL, SEL, assistive technology, small group, peer group learning, choice within activities, co-teaching etc.). • Improve student discourse or ways to share reasoning - intentionally scaffolded mathematical discourse supports neurodivergent learners by helping them externalize thinking, build confidence and language, and actively participate when clear norms and supports make talk accessible rather than overwhelming.
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SECTION 3: THE INTERCONNECTED ACTION MAP

THEORY OF ACTION

We believe the practices that increase access and success for students served in special education strengthen learning for every student. If we strengthen:

- our flexible service delivery model within our related services,
- our neurodiversity-affirming instructional practices,
- student discourse,
- collaboration between grade-level teams and related services to align instruction across Tiered support,
- intervention and accelerated model through WIN time and small group instruction,
- the common language we use to support social and emotional learning across our school and with families,

then students served in special education will experience greater access, inclusion, independence, and academic and social-emotional growth. As a result, all students will benefit from more responsive instruction, and feel safe to share about themselves and their ideas, stating their learning needs, and make a positive impact on others.

SYSTEMIC GOAL:

By June of 2027, **students served within our Special Education program** and identified students of focus as a result of not yet meeting their greatest potential **in math** will increase their mathematical skills related to number sense by making one year or more of growth as measured by trimester i-ready diagnostic data, i-ready

progress monitoring data through individual lessons, specific fact fluency assessments, summative math assessment (pre/post), student work samples, and conferring anecdotal records.

When we create positive, supportive learning environments, students will grow academically and feel a stronger sense of belonging, as measured by Panorama student survey data and student interviews.

Multidimensional Systems	Strategic Activities (The "Work")	Resource Inputs (The "Fuel")
Instruction <i>(Instructional & Academic)</i> Deepen reasoning, discourse, MTSS alignment, and flexible service delivery.	Activity: Last year we established UDL, vocabulary, WIN Time, and differentiated instruction. This year we deepen our MTSS alignment across tiers through focusing on student discourse that will further support student reasoning through communication, MTSS alignment, and flexible service delivery within related services that will also include ongoing training for para professionals.	Resources: ; Use of Math Genius Squad to support strong Tier 1 instruction in math, especially to build capacity in math talks and discourse; expand WIN Time materials to assist teachers in personalizing learning within WIN Time; maximize adults in learning spaces.
Culture <i>(Cultural & Emotional)</i> Continuing to build belonging and collective ownership (SEL, voice, collaboration).	Activity: Last year we established belonging, SEL, PBIS, and student voice. This year we will expand that work through shared language to develop positive mindsets for students towards self and others, family partnerships, neurodiversity-affirming practices, and collective ownership. We will also continue to make time for staff to engage in planning for differentiation connected to WIN time and small group instruction.	Resources: CharacterStrong curriculum and common-language materials; Monday Morning Announcements delivery vehicle; family touchpoints (Curriculum Nights, Listening Sessions, Newsletters) for shared language at home; protected staff planning time for differentiation.
Structure <i>(Structural & Policy)</i> Improving the systems that let the instructional work happen consistently (flexible service delivery, MTSS alignment, collaboration)	Activity: Last year we strengthened PLCs and collaboration. This year we intentionally grow our flexible service within related services. We are also seeking to improve the way we share information about Tier 1 instruction across classrooms and departments so we deepen	Resources: Develop sharing mechanisms across settings related to Tier 1 content including concepts, vocabulary, and materials; Shared Flexible Service Delivery schedule; protected PLC time; common system for data collection in

	alignment across MTSS tiers, and continuing to refine, especially around data, our PLC practices in support of WIN Time instruction.	math to inform PLC work for WIN Time.
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SECTION 4: THE RIPPLE EFFECT SCAN

SYSTEMS THINKING

Potential Negative Ripple	The Mitigation Strategy	Cross-System Connection
As teachers work to design responsive, neurodiversity-affirming learning experiences, staff may initially feel overwhelmed balancing diverse learner needs while maintaining rigorous mathematics instruction.	Maximize flexible service delivery, protect collaborative planning time, and leverage the expertise of classroom teachers and related service staff to share responsibility for planning, delivering, and monitoring high-quality instruction.	Shared ownership strengthens Tier 1 instruction, increases access to grade-level mathematics, removes barriers to learning, and supports the achievement of the school's math goals by improving outcomes for students served in special education while benefiting every learner.
Some families may perceive that our increased focus on students served in special education means fewer resources or less attention for their own child.	Partner proactively with families by communicating our theory of action, using shared language across school and home, and demonstrating how neurodiversity-affirming and inclusive practices strengthen learning for all students while increasing access for those with the greatest needs.	Building family understanding and trust strengthens school-home partnerships, reinforces consistent support across settings, and creates shared ownership of our goal to improve mathematics outcomes for students served in special education while raising achievement for every learner.

SECTION 5: MONITORING THE WHOLE

LEAD INDICATORS

Don't just measure the test score (Lagging). Measure the health of the change (Leading).

Metric Type	Indicator Description	Frequency of Review
The Process Metric (Are we doing it?)	<i>All learning spaces utilize practices to support differentiation within the environment and learning to best support their community of learners</i>	<i>Monthly</i>

	<i>through a UDL lens.</i> <i>Teachers use data in math to track skills students are working on in math and the resource being used to track that instruction is responsive to student needs during WIN Time.</i>	<i>Every six weeks</i>
The Experience Metric (How does it feel?)	<i>Review data from the Panorama Survey to learn about the student experience and how they perceive being valued, connected, and supported within their school.</i> <i>Within the winter trimester in which there is no Panorama, use a Google Survey for students to complete that gathers information about the student experience and how they perceive being valued, connected, and supported within their school.</i> <i>Meet with the student council to learn more about their school experience and ideas for change and specifically meet with 2-3 students served in special education in grades 3-5 to learn more about how they are experiencing or not experiencing the desired changes outlined to further support creating a neurodiversity affirming school.</i>	<i>Fall and Spring Trimester</i> <i>Winter Trimester</i> <i>Quarterly</i>
The Outcome Metric (Did it work?)	<i>Track outcomes in i-Ready. These include overall outcomes, by subgroup, for typical and stretch growth, and over time for individual students.</i>	<i>Trimester</i>

Summary of the Changes

(How has the work articulated in the SAP changed the learning experience for your focus population? What

are the next logical steps to address your learning problem?)