2026-2027 Green Holly Elementary Schoolwide Program Plan

St. Mary's County Public Schools

Four Components of a Schoolwide Program ESSA Section 100

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 the 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.

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)]	**Reading Pg. 4** **Math pg. 20** **CC pg. 45**
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 a 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).	**Reading pgs. 18-19** **Math pgs. 43-44** **CC pg. 47**
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) **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)	**pg. 48-49**
4. Coordination and Integration of Federal, State, and local services and programs - If appropriate and applicable, is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, early childhood programs, adult education programs, career 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)	**pg. 50**

Comprehensive Needs Assessment Introduction

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

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

GHES has become a community school. Community schools promote positive, equitable outcomes by providing students and families with the physical and mental health, academic, and extracurricular support needed to thrive. Community schools serve as hubs that bring families, communities, and partners together to remove barriers to learning. Using an asset-based approach, community schools strive to strengthen connections to generate improved student outcomes.

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

GHES is a Positive Behavioral Interventions and Supports (PBIS) School and has been recognized as a Gold School for over a decade. The PBIS Maryland Gold Recognition Award is awarded to schools that are demonstrating sustainability for the systems, practices, and data utilization for schoolwide PBIS and can demonstrate that their implementation has had positive effects on both their discipline and achievement data for at least two years. The staff has participated in PBIS/MTSS Tier 1 and 2 training, as well as Conscious Discipline training on and off site. Conscious Discipline is a research-based program that teaches adults and students how to self-regulate behaviors that promote safety, connection, and problem-solving.

GHES is considered a Targeted Support and Improvement School (TSI) due to the performance of our students with disabilities. Based on the 2024-2025 GHES MD Report Card data, students with disabilities earned 31.11% as compared to all students who earned 62.25%. Identified students will participate in targeted instruction to support specific academic needs.

Parent and Family engagement surveys indicated a need to provide parent training in reading, math, and Social Emotional Learning (SEL) strategies and materials that they can use with their children at home. Survey data indicated that families feel informed about instructional programs at GHES. They have also indicated their support for Title I funds to be used in support of our social and

emotional learning, instructional interventions, and family engagement.

GHES is also home to several regional programs for students receiving special education services. Programs such as Supporting Academic and Independent Living program (SAIL), Teaching Independence and Developmental Skills to Early Elementary Students (TIDES), and Infants and Toddlers demonstrate the diversity and range of skills the GHES teaching staff possess. GHES also services Pre-K special education students who live in the southern region of St. Mary's County. Below are the 2026-2027 demographics of GHES.

Green Holly Elementary Enrollment Data SY 2026-2027

Race/Ethnicity	Enrollment
Schoolwide	472
African American	164
Asian	20
Hispanic	67
Native Hawaiian	1
White	161
2 or more races	59

Schoolwide Percentages of Subgroup	
Schoolwide	472
Students With Disabilities (SWD)	30%
Economically Disadvantaged (FARMS)	54%
English Learners (EL)	3%
Title I	100%

Homeless	2%
Military	24%

Comprehensive Needs Assessment
Reading Data

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

Pre-K 4 Spring IGDIs Data Comparative Analysis

Spring Average Scores 2026	Picture Naming	Rhyming	Sound ID	WODB	Alliteration
myIGDIs Benchmark	50	50	53	51	52
SMCPS Spring 2026	49.9	49.6	52.7	54.9	49.6
GHES Spring 2026	**46.7**	**34.9**	**53.8**	**44.4**	**42.4**
GHES Gen Ed 2026	49.4	49.9	53.7	54.9	49.7
GHES SpEd 2026	43.3	17.9	54	30.4	32.7
GHES Spring 2025	47.3	42.1	45	38.6	42.2
GHES Spring 2024	45.9	40.5	52.3	44.3	41.7
GHES Spring 2023	47.8	48.5	52.7	53.6	49

DIBELS Composite Scores Grades K-5

Grade	Beginning	Middle	End
K	n=71 23 (32%) 18 (25%) 14 (20%) 16 (23%)	n=89 26 (29%) 15 (17%) 21 (24%) 27 (30%)	n=82 23 (28%) 7 (9%) 19 (23%) 33 (40%)
1st	n=60 16 (27%) 12 (20%) 14 (23%) 18 (30%)	n=68 29 (43%) 8 (12%) 15 (22%) 16 (24%)	n=70 23 (33%) 9 (13%) 19 (27%) 19 (27%)
2nd	n=62 17 (27%) 6 (10%) 24 (39%) 15 (24%)	n=67 22 (33%) 11 (16%) 17 (25%) 17 (25%)	n=66 20 (30%) 14 (21%) 17 (26%) 15 (23%)
3rd	n=49 12 (24%) 8 (16%) 17 (35%) 12 (24%)	n=49 12 (24%) 11 (22%) 16 (33%) 10 (20%)	n=48 14 (29%) 11 (23%) 12 (25%) 11 (23%)
4th	n=56 7 (13%) 14 (25%) 25 (45%) 10 (18%)	n=55 9 (16%) 10 (18%) 13 (24%) 23 (42%)	n=53 11 (21%) 13 (25%) 17 (32%) 12 (23%)
5th	n=54 19 (35%) 16 (30%) 15 (28%) 4 (7%)	n=52 22 (42%) 17 (33%) 8 (15%) 5 (10%)	n=54 24 (44%) 12 (22%) 10 (19%) 8 (15%)

Kindergarten Grade DIBELS 2025-2026

Predominate Race and Subgroup Percentage Scores	Sept. (Composite Avg.) TE= 68 AA= 24 C= 26 H= 8 MR=6 A= 3 SWD=11 ED-Y= 44 ED-N= 24 Avg: TE = 303 AA = 292, C =308, H =304, MR =306, AS =349, SWD =294, ED-Y 293, ED-N=%				January (Composite Avg.) TE= 70 AA= 25 C= 26 H= 8 MR=7 A=3 SWD=12 ED-Y=46 ED-N=24 Avg: TE= 383 AA =368, C , H %, MR %, AS %, SWD %, ED-Y %, ED-N=%				May (Composite Avg.) TE= 70 AA=25 C=26 H=8 MR= A=3 SWD=12 ED-Y=46 ED-N=24 Avg: TE= 444 AA= 427 , C = 460, H =447, MR =427, AS =474, SWD =402, ED-Y 431, ED-N=%			
	243-279	280-305	306-331	332+	318-355	356-370	371-392	393+	352-405	406-419	420-449	450+
Total Enrollment	20 29%	19 28%	14 21%	15 22%	11 16%	14 20%	20 29%	25 36%	11 16%	7 10%	19 27%	33 47%
African American	8 33%	8 33%	4 17%	4 17%	6 24%	8 32%	8 32%	3 12%	7 28%	2 8%	10 40%	6 24%
Caucasian	8 31%	6 23%	6 23%	6 23%	2 8%	5 19%	7 27%	12 46%	1 3%	3 12%	6 23%	16 62%
Hispanic	Data Suppressed to Protect Student Privacy											
Multi-Race	Data Suppressed to Protect Student Privacy											
Asian	Data Suppressed to Protect Student Privacy											
Students w/ Disabilities (Gen. ED)	5 46%	2 18%	2 18%	2 18%	7 58%	3 25%	0 0%	2 17%	6 50%	3 25%	2 17%	1 8%
Econ. Disadvantaged-Yes	15 34%	13 30%	10 23%	6 14%	11 24%	10 22%	14 30%	11 24%	11 24%	5 11%	15 33%	15 33%
Econ. Disadvantaged-No	5 21%	6 25%	4 17%	9 38%	0 0%	4 17%	6 25%	14 58%	0 0%	2 8%	4 17%	18 75%

First Grade DIBELS 2025-2026

Predominate Race and Subgroup Percentage Scores	Sept. (Composite Avg. 344) TE=51 AA=18 C=16 H=10 MR=6 AS=1 SWD=4 T=4 ED-Y=32 ED-N=19 Avg: AA 345, C 347 , H 335, MR 350, AS 340, SWD 336, T 302 ED-Y 346, ED-N=346				January (Composite Avg. 403) TE=53 AA=19 C=17 H=10 MR=6 AS=1 SWD=5 T=12 ED-Y=33 ED-N=20 Avg: AA 401, C 408 , H 394, MR 410, AS 392, SWD 379, T 343 ED-Y 405, ED-N=405				May (Composite Avg. 462) TE=56 AA=19 C=17 H=11 MR=7 AS=2 SWD=5 T=12 ED-Y=33 ED-N=23 Avg: AA 458, C 478 , H 443, MR 466, AS 464, SWD 440, T 385 ED-Y 468, ED-N=468			
	300-320	321-329	330-353	354+	340-376	377-388	389-423	424+	380-426	427-440	441-479	480+
Total Enrollment w/o TIDES	11 22%	11 22%	13 25%	16 31%	15 28%	8 15%	14 26%	16 30%	9 16%	9 16%	19 34%	19 34%
African American	4 22%	2 11%	6 33%	6 33%	7 37%	1 5%	5 26%	6 32%	6 32%	1 5%	5 26%	7 37%
Caucasian	3 19%	6 38%	2 13%	5 31%	4 24%	4 24%	3 18%	6 35%	0 0%	4 24%	6 35%	7 41%
Hispanic	4 40%	2 20%	2 20%	2 20%	3 30%	3 30%	1 10%	3 30%	3 27%	3 27%	3 27%	2 18%
Multi-Race	0 0%	1 17%	2 33%	3 50%	1 17%	0 0%	4 67%	1 17%	0 0%	1 14%	4 57%	2 29%
Asian	0 0%	0 0%	1 100%	0 0%	0 0%	0 0%	1 100%	0 0%	0 0%	0 0%	1 50%	1 50%
Students w/ Disabilities (Gen. ED)	2 50%	0 0%	1 25%	1 25%	2 40%	2 40%	1 20%	0 0%	2 40%	0 0%	2 40%	1 20%
TIDES	4 100%	0 0%	0 0%	0 0%	12 100%	0 0%	0 0%	0 0%	12 100%	0 0%	0 0%	0 0%
Econ. Disadvantaged-Yes	7 22%	7 22%	9 28%	9 28%	10 30%	4 12%	8 24%	11 33%	8 24%	3 9%	13 39%	9 27%
Econ. Disadvantaged-No	4 21%	4 21%	4 21%	7 37%	5 25%	4 20%	6 30%	5 25%	1 4%	6 26%	6 26%	10 43%

Second Grade DIBELS 2025-2026

Predominate Race and Subgroup Percentage Scores	Sept. (Composite Avg. 339) TE=60 AA=20 C=23 H=8 MR=8 AS=1 SWD=10 T=1 ED-Y=34 ED-N=26 Avg: AA 336, C 346, H 340, MR 330, AS 322, SWD 315, T 311, ED-Y 336, ED-N=343				January (Composite Avg. 398) TE=60 AA=20 C=23 H=8 MR=8 AS=1 SWD=10 T=6 ED-Y=34 ED-N=26 Avg: AA 387, C 410, H 402, MR 388, AS 376, SWD 369, T 339, ED-Y 392, ED-N=406				May (Composite Avg. 446) TE=60 AA=20 C=23 H=8 MR=8 AS=1 SWD=10 T=7 ED-Y=34 ED-N=26 Avg: AA 434, C 459, H 453, MR 433, AS 424, SWD 420, T 381, ED-Y 437, ED-N=458			
	200-315	316-328	329-360	361+	200-372	373-388	389-422	423+	200-420	421-438	439-473	474+
Total Enrollment	16 %	6 %	23 %	15 %	16 %	11 %	17 %	16 %	15 %	13 %	17 %	15 %
African American	7 35%	0 0%	8 40%	5 25%	7 35%	5 25%	4 20%	4 20%	6 30%	7 35%	4 20%	3 15%
Caucasian	5 22%	3 13%	8 35%	7 30%	5 22%	3 13%	5 22%	10 43%	5 22%	3 13%	5 22%	10 43%
Hispanic	2 25%	2 25%	2 25%	2 25%	2 25%	1 13%	3 38%	2 25%	2 25%	1 13%	3 38%	2 25%
Multi-Race	2 25%	0 0%	5 63%	1 13%	2 25%	1 13%	5 63%	0 0%	2 25%	1 13%	5 63%	0 0%
Asian	0 0%	1 100%	0 0%	0 0%	0 0%	1 100%	0 0%	0 0%	0 0%	1 100%	0 0%	0 0%
Students w/ Disabilities (Gen. ED)	6 60%	1 10%	2 20%	1 10%	5 50%	2 20%	2 20%	1 10%	5 50%	2 20%	2 20%	1 10%
TIDES	1 100%	0 0%	0 0%	0 0%	6 100%	0 0%	0 0%	0 0%	6 86%	1 14%	0 0%	0 0%
Econ. Disadvantaged-Yes	12 35%	2 6%	11 32%	9 26%	12 35%	7 21%	7 21%	8 24%	11 32%	9 26%	7 21%	7 21%
Econ. Disadvantaged-No	4 15%	4 15%	12 46%	6 23%	4 15%	4 15%	10 38%	8 31%	4 15%	4 15%	10 38%	8 31%

Third Grade DIBELS 2025-2026

Predominate Race and Subgroup Percentage Scores	September (Composite Avg. 344) TE=48 AA=18 C=18 H=6 MR=3 AS=3 H/PI=0 SWD=10 ED-Y=31 ED-N=17 Avg: AA 325, C 346, H 340, MR 308, AS 393, SWD 308, ED-Y 336, ED-N=354				January (Composite Avg. 399) TE=48 AA=17 C=19 H=6 MR=3 AS=3 H/PI=0 SWD=9 ED-Y=31 ED-N=17 Avg: AA 382, C 404, H 395, MR 363, AS 426, SWD 363, ED-Y 394, ED-N=405				May (Composite Avg. 443) TE=48 AA=17 C=19 H=6 MR=3 AS=3 H/PI=0 SWD=10 ED-Y=31 ED-N=17 Avg: AA 419, C 445, H 442, MR 400, AS 493, SWD 400, ED-Y 437, ED-N=450			
	268-313	314-331	332-364	365+	308-376	377-392	393-426	427+	348-423	424-441	442-446	467+
Total Enrollment	12 25%	8 17%	17 35%	11 23%	12 25%	11 23%	15 31%	10 21%	14 29%	11 23%	12 25%	11 23%
African American	9 50%	2 11%	5 28%	2 11%	7 41%	4 24%	4 24%	2 12%	9 53%	4 24%	2 12%	2 12%
Caucasian	1 6%	5 28%	8 44%	4 22%	2 11%	6 32%	7 37%	4 21%	2 11%	6 32%	8 42%	3 16%
Hispanic	1 17%	1 17%	3 50%	1 17%	2 33%	1 17%	2 33%	1 17%	2 33%	1 17%	1 17%	2 33%
Multi-Race	1 33%	0 0%	1 33%	1 33%	1 33%	0 0%	1 33%	1 33%	1 33%	0 0%	1 33%	1 33%
Asian	0 0%	0 0%	0 0%	3 100%	0 0%	0 0%	1 33%	2 67%	0 0%	0 0%	0 0%	3 100%
Students w/ Disabilities (Gen. ED)	7 70%	1 10%	1 10%	1 10%	6 67%	1 11%	2 22%	0 0%	7 70%	2 20%	1 10%	0 0%
Econ. Disadvantaged-Yes	11 35%	5 16%	9 29%	6 19%	11 35%	6 19%	8 26%	6 19%	13 42%	5 16%	7 23%	6 19%
Econ. Disadvantaged-No	1 6%	3 18%	8 47%	5 29%	1 6%	5 29%	7 41%	4 24%	1 6%	6 35%	5 29%	5 29%

Third Grade MCAP ELA 2025-2026

Predominate Race and Subgroup Percentage Scores	**Level 1 (650-724) Beginning Learner**	**Level 2 (725-749) Developing Learner**	**Level 3 (750-789) Proficient Learner**	**Level 4 (790-850) Distinguished Learner**
Total Enrollment (48) Avg. Scale Score 752	(4) 8%	(18) 38%	(24) 50%	(2) 4%
Male (25) Avg. Scale Score 753	(2) 8%	(9) 36%	(13) 52%	(1) 4%
Female (23) Avg. Scale Score 750	(0) 0%	(6) 32%	(11) 58%	(2)11%
African American (17) Avg. Scale Score 740	(3) 18%	(9) 53%	(5) 29%	(0) 0%
Caucasian (19) Avg. Scale Score 758	(0) 0%	(6) 32%	(11) 58%	(2)11%
Hispanic or Latino (6) Avg. Scale Score 755	(0) 0%	(3) 50%	(3) 50%	(0) 0%
Two or More Races (3) Avg. Scale Score 748	(1) 33%	(0) 0%	(2) 67%	(0) 0%
Asian (3) Avg. Scale Score 776	(0) 0%	(0) 0%	(3) 100%	(0) 0%
LEP (1) Avg. Scale Score 739	(0) 0%	(1) 100%	(0) 0%	(0) 0%
IEP (8) Avg. Scale Score 730	(3) 38%	(4) 50%	(1) 13%	(0) 0%
504 (0) Avg. Scale Score	No Students			
Econ. Disadvantaged (Y) (16) Avg. Scale Score 739	(2) 13%	(10) 63%	(4) 25%	(0) 0%
Econ. Disadvantaged (N) (32) Avg. Scale Score 758	(2) 6%	(8) 25%	(20) 63%	(2) 6%

Fourth Grade DIBELS 2025-2026

Predominate Race and Subgroup Percentage Scores	Sept. (Composite Avg. 341) TE=50 AA=12 C=19 H=9 MR=9 AS=1 = H/PI= SWD=9 ED-Y=23 ED-N=27 Avg: AA 335, C 333, H 348, MR 348, AS 411, SWD , ED-Y 334, ED-N=346				January (Composite Avg. 419) TE=50 AA=12 C=19 H=9 MR=9 AS=1 H/PI= SWD=9 ED-Y=23 ED-N=27 Avg: AA 415, C 409, H 421, MR 437, AS 475, SWD 373, ED-Y 411, ED-N=426				May (Composite Avg. 442) TE=51 AA=12 C=18 H=9 MR=11 AS=1 H/PI= SWD=8 ED-Y=22 ED-N=29 Avg: AA 437, C 433, H 445, MR 456, AS 493, SWD 397, ED-Y 432, ED-N=450			
	257-309	310-330	331-367	368+	297-379	380-398	399-430	431+	337-420	421-441	442-460	461+
Total Enrollment	6 12%	14 28%	20 40%	10 20%	8 16%	10 20%	10 20%	22 44%	10 20%	13 25%	16 31%	12 24%
African American	1 8%	4 33%	7 58%	0 0%	2 17%	2 17%	3 25%	5 42%	2 17%	4 33%	5 42%	1 8%
Caucasian	3 16%	8 42%	4 21%	4 21%	4 21%	5 26%	3 16%	7 37%	7 39%	4 22%	4 22%	3 17%
Hispanic	1 11%	1 11%	5 56%	2 22%	1 11%	1 11%	4 44%	3 33%	0 0%	3 33%	4 44%	2 22%
Multi-Race	1 11%	1 11%	4 44%	3 33%	1 11%	2 22%	0 0%	6 67%	1 9%	2 18%	3 27%	5 45%
Asian	0 0%	0 0%	0 0%	1 100%	0 0%	0 0%	0 0%	1 100%	0 0%	0 0%	0 0%	1 100%
Students w/ Disabilities (Gen. ED)	4 44%	4 44%	1 11%	0 0%	5 56%	3 33%	1 11%	0 0%	7 88%	1 13%	0 0%	0 0%
Econ. Disadvantaged-Yes	2 9%	7 30%	13 57%	1 4%	3 13%	6 26%	7 30%	7 30%	5 23%	6 27%	10 45%	1 5%
Econ. Disadvantaged-No	4 15%	7 26%	7 26%	9 33%	5 19%	4 15%	3 11%	15 56%	5 17%	7 24%	6 21%	11 38%

Fourth Grade MCAP ELA 2025-2026

Predominate Race and Subgroup Percentage Scores	Level 1 (650-724) Beginning Learner	Level 2 (725-749) Developing Learner	Level 3 (750-778) Proficient Learner	Level 4 (779-850) Distinguished Learner
Total Enrollment (52) Avg. Scale Score 754	(4) 8%	(17) 33%	(26) 50%	(5) 10%
Male (31) Avg. Scale Score 754	(3) 10%	(10) 32%	(15) 48%	(3) 10%
Female (21) Avg. Scale Score 753	(1) 5%	(7) 33%	(11) 52%	(2) 10%
African American (12) Avg. Scale Score 746	(1) 8%	(6) 50%	(5) 42%	(0) 0%
Caucasian (19) Avg. Scale Score 755	(2) 11%	(5) 26%	(10) 53%	(2) 11%
Hispanic or Latino (9) Avg. Scale Score 745	(1) 11%	(5) 56%	(3) 33%	(0) 0%
Two or More Races (11) Avg. Scale Score 763	(0) 0%	(1) 9%	(8) 73%	(2) 18%
Asian (1) Avg. Scale Score 796	(0) 0%	(0) 0%	(0) 0%	(1) 100%
Native Haw/Pacific Is (0) Avg. Scale Score	No Students			
LEP (1) Avg. Scale Score 722	(1) 100%	(0) 0%	(0) 0%	(0) 0%
IEP (9) Avg. Scale Score 735	(3) 33%	(4) 44%	(2) 22%	(0) 0%
504 (1) Avg. Scale Score 785	(0) 0%	(0) 0%	(1) 100%	(0) 0%
Econ. Disadvantaged (Y) (14) Avg. Scale Score 744	(1) 7%	(7) 50%	(6) 43%	(0) 0%
Econ. Disadvantaged (N) (38) Avg. Scale Score 757	(3) 8%	(10) 26%	(20) 53%	(5) 13%

Fifth Grade DIBELS 2025-2026

Predominate Race and Subgroup Percentage Scores	Sept. (Composite Avg. 321) TE=52 AA=17 C=15 H=12 MR=3 AS=3 H/PI=2 SWD=13 ED-Y=30 ED-N=22 Avg: AA 299, C 326, H 335, MR 330, AS 329, H/PI 349 SWD 288, ED-Y 314, ED-N 330				January (Composite Avg. 375) TE=51 AA=17 C=15 H=12 MR=2 AS=3 H/PI=2 SWD=13 ED-Y=29 ED-N=22 Avg: AA 355, C 378, H 388, MR 388, AS 388, H/PI 407, SWD 341, ED-Y 367, ED-N 385				May (Composite Avg. 432) TE=53 AA=17 C=15 H=13 MR=3 AS=3 H/PI=2 SWD=13 ED-Y=31 ED-N=22 Avg: AA 411, C 428, H 450, MR 441, AS 461, H/PI 460, SWD 396, ED-Y 429, ED-N 436			
	234-312	313-334	335-369	370+	274-379	380-393	394-420	421+	314-435	436-448	449-468	469+
Total Enrollment	18 35%	16 31%	15 29%	3 6%	22 43%	17 33%	8 16%	4 7%	24 45%	12 23%	10 19%	7 13%
African American	10 59%	3 18%	4 23%	0 0%	12 71%	3 18%	1 5%	1 5%	11 65%	3 18%	2 12%	1 5%
Caucasian	6 40%	4 27%	3 20%	2 13%	7 47%	2 13%	4 27%	2 13%	7 47%	5 33%	2 13%	1 7%
Hispanic	1 8%	6 50%	4 33%	1 8%	2 17%	8 67%	1 8%	1 8%	4 30%	3 23%	3 23%	3 23%
Multi-Race	0 0%	2 67%	1 33%	0 0%	0 0%	2 100%	0 0%	0 0%	2 67%	0 0%	1 33%	0 0%
Asian	1 33%	1 33%	1 33%	0 %	1 33%	1 33%	1 33%	0 %	0 %	1 33%	0 %	2 67%
Hawaiian/PI	0 0%	0 0%	2 100%	0 0%	0 0%	1 50%	1 50%	0 0%	0 0%	0 0%	2 50%	0 0%
Students w/ Disabilities (Gen. ED)	10 77%	3 23%	0 0%	0 0%	11 85%	2 15%	0 0%	0 0%	10 77%	3 23%	0 0%	0 0%
Econ. Disadvantaged-Yes	11 37%	10 33%	8 27%	1 3%	14 48%	12 41%	2 6%	1 3%	17 54%	4 13%	6 19%	4 13%
Econ. Disadvantaged-No	7 32%	6 27%	7 32%	2 9%	8 36%	5 23%	6 27%	3 14%	7 32%	8 36%	4 18%	3 14%

Fifth Grade MCAP ELA 2025-2026

Predominate Race and Subgroup Percentage Scores	Level 1 (650-724) Beginning Learner	Level 2 (725-749) Developing Learner	Level 3 (750-776) Proficient Learner	Level 4 (777-850) Distinguished Learner
Total Enrollment (53) Avg. Scale Score 744	(12) 23%	(16) 30%	(24) 45%	(1) 2%
Males (28) Avg. Scale Score 741	(9) 32%	(7) 25%	(11) 39%	(1) 4%
Females (25) Avg. Scale Score 747	(3) 12%	(9) 36%	(13) 52%	(0) 0%
African American (17) Avg. Scale Score 730	(8) 47%	(6) 35%	(3) 18%	(0) 0%
Caucasian (15) Avg. Scale Score 746	(4) 27%	(3) 20%	(8) 53%	(0) 0%
Hispanic or Latino (13) Avg. Scale Score 752	(0) 0%	(5) 38%	(8) 62%	(0) 0%
Two or More Races (3) Avg. Scale Score 745	(0) 0%	(2) 67%	(1) 33%	(0) 0%
Asian (3) Avg. Scale Score 766	(0) 0%	(0) 0%	(2) 67%	(1) 33%
LEP (3) Avg. Scale Score 736	(1) 33%	(2) 67%	(0) 0%	(0) 0%
IEP (14) Avg. Scale Score 723	(9) 64%	(4) 29%	(1) 7%	(0) 0%
Econ. Disadvantaged (Y) (18) Avg. Scale Score 735	(6) 33%	(8) 44%	(4) 22%	(0) 0%
Econ. Disadvantaged (N) (35) Avg. Scale Score 749	(6) 17%	(8) 23%	(20) 57%	(1) 3%

Complexity Factors

Teachers have observed that students need to work on developing their stamina for reading and writing so that they will be engaged in learning. Some of our students are lacking the confidence required for persisting with both independent and guided instruction.

We have identified factors that may have influenced assessment outcomes. GHES has a high mobility rate resulting in disruptions to consistent instruction and a large subgroup of economically disadvantaged students. Research studies show that students from lower socio-economic groups have less access to enriched home environments with fewer opportunities to be exposed to rich, academic language and vocabulary. Lack of adequate nutrition and sleep as a result of poverty can affect student progress in learning and developing language skills. Based on data collected from parent interviews, surveys, and community partners, we know this is the case with many of our GHES students. Students with speech or other physical impairments need time in school to receive instruction targeted to meet their needs. There continues to be a shortage of substitute teachers, which is further impacted by our large special education regional programming, which requires a large number of teachers and support staff. A variety of strategies were used to ensure continuity of instruction, which included utilizing instructional resource teachers and combining classes and small groups. This impacted the teacher-student ratio in whole and small group instruction, and also diminished the opportunities for providing literacy coaching.

Summary of Reading Data

The Green Holly Language Arts assessment data includes multiple data points from the 2025-2026 school year. Assessment data includes information from Individualized Growth and Development Indicators (IGDIs) (Pre-K), DIBELS 8th edition (K-5) and MCAP (3-5). Targeted literacy interventions were provided for those students who were identified as intensive. Those students who attended school regularly and had the resilience necessary for instruction made progress. The DIBELS 8th edition was used to determine strengths and needs for K-5 students. The IGDIs were used to determine the strengths and needs for Pre-K students.

Individualized Growth and Development Indicators (Pre-K)

Based on the PK Spring IGDIs data, GHES PK average score of 53.8 in sound identification met the benchmark goal of 53%. The GHES PK average score of 46.7% in Picture Naming does not meet the benchmark goal of 50%. Picture naming is a measure of expressive language development. Our PK students need a continued focus on language development, including explicit instruction and exposure to intentionally selected Tier 2 vocabulary throughout the school day. As a regional program for Special Education, our data includes 3 special education classes who are working on language development as part of their individualized educational plans. Our GHES PK also includes student overflow from 2 other elementary schools, and these students return to their home schools after PK.

Dynamic Indicators of Basic Early Literacy Skills (K-5)

An analysis of the DIBELs data above indicates that students in grades K-3 made growth towards meeting most benchmark goals. This included students in all subgroups. Student growth can be attributed to targeted small group instruction and using best practices

as identified by the science of reading research. This included explicit and systematic instruction using orthographic mapping routines and the decodable GEODES texts, which are aligned to the phonics skills being taught. Some student groups did not make as much growth as expected. This can be attributed to the complexity factors listed above. As a result, there has been a focus on providing both behavioral and academic support.

Based on the Kindergarten DIBELS data, the student composite score average at the beginning of the year was 303, which was strategic. At the end of the year the score average was 444. This score meets the end-of-year benchmark goal with an increase of 141 points and was a 47% increase from BOY. The students with disabilities subgroup made 37% growth from the beginning to the end of the school year

Based on the 1st grade data, the student composite score average at the beginning of the year was 344, which is core. At the end of the year, the composite score average was 462. This score meets the end-of-year benchmark goal and shows an overall growth of 34%. The students with disabilities subgroup made 31% growth from the beginning to the end of the school year. We attribute this growth to the push-in model we use for reading intervention.

Based on the 2nd grade data, the student composite score average at the beginning of the year was 339, which is core. At the end of the year, the composite score average was 446. This score meets the end-of-year benchmark goal and shows an overall growth of 32%. The students with disabilities subgroup made 33% growth from the beginning to the end of the school year.

According to 3rd grade data, the student composite score average at the beginning of the year was 344, which is core. At the end of the year, the composite score average was 443. This score meets the end-of-year benchmark goal and shows an overall growth of 33%. The students with disabilities subgroup made 30% growth from the beginning to the end of the school year. We attribute this growth to our targeted differentiated intervention and enrichment small group instruction that was provided consistently to every third grader throughout the year.

According to 4th grade data, the student composite score average at the beginning of the year was 341, which is core. At the end of the year, the composite score average was 442. This score meets the end-of-year benchmark goal and shows an overall growth of 30%. The students with disabilities subgroup made 28% growth from the beginning to the end of the school year.

Based on the 5th grade data, the student composite score average at the beginning of the year was 321, which is strategic. At the end of the year, the composite score average was 432. This score meets the end-of-year benchmark goal and shows an overall growth of 35%. The students with disabilities subgroup made 38% growth from the beginning to the end of the school year.

Plan in Response to ELA Data Summary

After analyzing the data, it was determined that we need to continue to address phonological awareness (PA) and phonics deficits to ensure that all students have strong foundational reading skills. PK-2 Tier 1 instruction will continue to focus on these crucial foundational reading skills. Gr.3-5 will continue to use targeted small group instruction to close any gaps in foundational reading skills. GHES data also indicates a need to improve reading fluency, comprehension, and vocabulary development, as well as written language skills in order for students to be able to read and respond to complex text independently.

Teams will reflect on the vertical alignment of the unit topics and tasks, as well as the metacognitive and comprehension strategies explicitly taught through Benchmark Advance to make sure instruction across grades is consistent with appropriate learning targets. Our Benchmark Advance formative data and MCAP data suggest that many of our intermediate students do not yet have adequate background knowledge and academic vocabulary to meet expectations for independent reading and writing tasks. As our students progress through these content-aligned units from year to year, we are expecting this prior knowledge gap will begin to close.

Our language arts instruction will continue to provide the tenets of structured literacy with systematic, explicit instruction that integrates listening, speaking, reading, and writing, and provides a sequence of skills from easier to more difficult as students move through each grade. Our literacy instruction will reflect best practice by being intensive, hands-on, engaging, and multimodal with frequent responses from students to ensure there is a high level of student-teacher interaction.

Benchmark Advance includes independent reading and conferring as part of ELA instruction and provides guidance in establishing expectations, routines, and accountability measures. Our teams will collaborate to ensure independent reading and conferring with students is taking place, and that reading practice is documented and celebrated during the 2026-2027 school year.

Teams will continue to use bi-weekly Grade Level Team Data meetings to analyze data and reflect on instructional strengths and needs. Universal Screening Team meetings will take place at BOY, MOY, and EOY to determine appropriate small group instruction and intervention for students based on student DIBELS performance using the DIBELs diagnostic decision trees. Benchmark Advance Interim Assessment data and writing samples will also be analyzed during Grade Level Team Data meetings in order to improve instruction based on student strengths and needs.

School Reform Strategies for ELA		
Strategies/Activities	**Person(s) Responsible**	**Timeline**
Bi-weekly grade-level data meetings to monitor assessment data points (including but not limited to):DIBELS , IGDIs (PK), Benchmark Interim Assessments, Fundations Unit Assessments, Progress Monitoring Data, Writing Samples. Consistent monitoring of student progress will be used to strengthen Tier I instructional planning, as well as identify the need of Tier II and Tier III interventions.	Classroom Teachers, Administration, IRTs, Paraeducators	August 2026-June 2027
Survey teachers and paraeducators as to their staff development needs regarding county approved Tier I, II, and III materials and instructional strategies. Provide professional development based on staff needs as indicated by the survey. Science of reading best practices will be emphasized.	IRTs	Survey by end of September 2026; PD as needed all year
Reading Fluency ● Create a team to meet over the summer to develop a plan to: ○ Motivate students to read and increase reading fluency	Volunteer representatives from grade level teams, IRTs, Administration	June-July 2026
NEW INITIATIVES based on Summer Planning Team: ● Set reading goals differentiated based on grade level needs. ● Provide a variety of books at a variety of levels and genres for self selection for both in school and at home independent reading. ● Post reading progress posters in the hallway to show the percentage of students who met the targeted goal. ● Celebrate reading milestones through weekly slideshows, GHES Gator News, and schoolwide celebrations during community gatherings. ● Celebrate reading with families and share reading strategies with parents so that they can support their children at home. (Ex. Gr.2 Reading Picnic)	PK-5 Classroom Teachers, IRTs, Administration	September-May 2026-2027

DIBELS data is analyzed during UST (Universal Screening Team) grade-level meeting to determine strengths and needs in Tier 1 instruction, as well as in determining which Tier II and Tier III interventions may be needed to address students' needs/deficits. DIBELS decision-making trees are used to provide guidance in supporting students' needs/deficits during small group instruction. <u>Tier I</u>: ● Heggerty Phonemic Awareness Curriculum (PK-1) ● Fundations (K-3; Fundations with Word Study Focus for Gr.4-5) ● Benchmark Advance (K-5) <u>Tier II</u>: ● Road to the Code (Phonemic Awareness K,1) ● PA Blueprint (Phonemic Awareness K,1) ● Bridge the Gap (Extension of the Heggerty Curriculum; series of systematic phonemic awareness intervention lessons - Gr. 2-5) ● Phonics Chip Kit (Phonemic Awareness and phonics skills - Gr.1-3) ● Fundations (Phonics Levels K, 1, 2 based on needs - Gr. K-3) ● Fun In Focus (Extension of Fundations Tier 1 instruction Levels 1,2 - Gr. 1,2) ● Phonics for Reading (Diagnostic phonics placement assessment indicates Lev. 1, 2, 3 - Gr.3-5) ● Rewards (Focus on decoding multisyllabic words and building fluency - Gr.4,5) ● Read Naturally (Focus on fluency Gr. 1-5) <u>Tier III</u>: ● Wilson Reading System (Decoding, Encoding, High Frequency Words, Fluency, Comprehension - Gr. 2-5)	Classroom Teachers, Administration, IRTs	September 2026 December 2026 March 2027

Writing- ● Analyze writing samples from the BMK Advance Writing Pre and Post Assessment to note strengths and needs.	3-5 Classroom Teachers, IRTs, Administration	September 2026 and May 2026
● Celebrate writing through displaying finished projects on bulletin boards, school newsletters, weekly Friday slideshows..	PK-5 Classroom Teachers, IRTs, Administration	October2026-May 2026

Comprehensive Needs Assessment
Mathematics

The county-required math assessments for the 2025-2026 school year include Number Corner 2 and two other end-of-unit assessments for grades 1-5, and Interim Assessments 1-4 for Kindergarten. Our school will focus on Operations and Algebraic Thinking (OA), Number and Operations in Base Ten (NBT), and Number and Operations- Fractions (NF) Standards.
In Pre-K, we will concentrate on three counting standards: rote counting, counting a given set, and producing a requested set. The expectation is for Pre-K students to rote count to 10, then develop that skill up to 20 by ones. For grades 1 through 5, a modified version of the Bridges Comprehensive Assessment, referred to as the GHES OAT-NBT Bridges Comprehensive Assessment, will be administered at the beginning, middle, and end of the year.
The data collected will follow county expectations to assess student academic achievement. The color coding will be as follows:

- Red indicates students not yet meeting expectations
- Orange signifies students are developing but not meeting minimum performance standards.
- Yellow shows students meeting minimum performance expectations.
- Green and blue indicate students are meeting or exceeding county performance expectations.

Pre-K Rote Counting Assessment 2025-2026

Predominate Race and Subgroup Counting Range	September (Avg.14) TE=56 AA=24 C=17 H=8 MR=4 AS=3 SWD=5 ED-Y=37 ED-N=19 Avg: AA 25, C 14, H 23, MR 12, AS 9, SWD 10, ED-Y 11, ED-N 20							January(Avg. 28) TE=67 AA=26 C=22 H=10 MR=5 AS=4 SWD=5 ED-Y=40 ED-N=27 Avg: AA 25, C 31, H 33, MR 31, AS 20, SWD 13, ED-Y 26, ED-NO 31							May (Avg. 48) TE=68 AA=26 C=22 H=10 MR=6 AS=4 O= SWD=9 ED-Y=40 ED-N=28 Avg: AA=35, C=58, H=47, MR=55, AS=50, SWD=25, ED-Y=45, ED-NO=51						
	0	1-4	5-9	10	11-25	26-50	51-100	0	1-4	5-9	10	11-25	26-50	51-100	0	1-4	5-9	10	11-25	26-50	51-100
Total Enrollment (No PSSE)	1 2%	8 14%	11 20%	4 7%	26 46%	5 9%	1 2%	1 1%	0 0%	1 1%	1 1%	32 48%	26 39%	6 9%	0 0%	0 0%	0 0%	1 1%	16 24%	30 44%	21 31%
African American	1 4%	7 29%	4 17%	2 8%	7 29%	3 13%	0 0%	1 4%	0 0%	0 0%	1 4%	13 50%	10 38%	1 4%	0 0%	0 0%	0 0%	0 0%	7 27%	15 58%	4 15%
Caucasian	0 0%	1 6%	4 24%	0 0%	10 59%	2 12%	0 0%	0 0%	0 0%	1 5%	0 0%	7 32%	12 55%	2 9%	0 0%	0 0%	0 0%	1 5%	3 14%	8 36%	10 45%
Hispanic	0 0%	0 0%	1 13%	1 13%	5 63%	0 0%	1 13%	0 0%	0 0%	0 0%	0 0%	5 50%	3 30%	2 20%	0 0%	0 0%	0 0%	0 0%	3 30%	4 40%	3 30%
Multi-Race	0 0%	0 0%	1 25%	0 0%	3 75%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	4 80%	0 0%	1 20%	0 0%	0 0%	0 0%	0 0%	1 17%	3 50%	2 33%
Asian	0 0%	0 0%	1 33%	1 33%	1 33%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	3 75%	1 25%	0 0%	0 0%	0 0%	0 0%	0 0%	2 50%	0 0%	2 50%
Students w/ Disabilities	0 0%	0 0%	2 40%	0 0%	3 60%	0 0%	0 0%	0 0%	0 0%	1 20%	0 0%	4 80%	0 0%	0 0%	0 0%	0 0%	0 0%	1 11%	3 33%	4 44%	1 11%
Econ. Disadvantaged	1 3%	6 16%	8 22%	4 11%	15 41%	3 8%	0 0%	1 3%	0 0%	0 0%	1 3%	20 50%	15 38%	3 8%	0 0%	0 0%	0 0%	0 0%	13 33%	15 38%	12 30%
Not Econ. Disadvantaged	0 0%	2 11%	3 16%	0 0%	11 58%	2 11%	1 5%	0 0%	0 0%	1 4%	0 0%	12 44%	11 41%	3 11%	0 0%	0 0%	0 0%	1 4%	3 11%	15 54%	9 32%

Pre-K Counting a Given Set 2025-2026

Predominate Race and Subgroup Counting Range	September (Avg. 7) TE=56 AA=24 C=17 H=8 MR=4 AS=3 SWD=5 ED-Y=37 ED-N=19 Avg: AA 13, C 7, H 10, MR 8, AS 2, SWD 5, ED-Y 6, ED-N 9						January (Avg. 11) TE=67 AA=26 C=22 H=10 MR=5 AS=4 SWD=5 ED-Y=40 ED-N=27 Avg: AA 10 C 12, H 11, MR 10, AS 12, SWD 9, ED-Y 10, ED-N 12						May (Avg. 16) TE=68 AA=26 C=22 H=10 MR=6 AS=4 SWD=9 ED-Y=40 ED-N=28 Avg: AA=15 C=18, H=15, MR=17, AS=17, SWD 13, ED-Y=15, ED-N=17					
	0	1-4	5-9	10+	13+	23+	0	1-4	5-9	10+	13+	23+	0	1-4	5-9	10+	13+	23+
Total Enrollment (No PSSE)	4 7%	16 29%	14 25%	17 30%	3 5%	2 4%	2 3%	2 3%	12 18%	36 54%	13 19%	2 3%	0 0%	1 1%	3 4%	11 16%	34 50%	19 28%
African American	1 4%	9 38%	8 33%	4 17%	1 4%	1 4%	1 4%	2 8%	6 23%	13 50%	3 12%	1 4%	0 0%	1 4%	2 7%	3 12%	14 54%	6 23%
Caucasian	1 6%	3 18%	6 35%	6 35%	1 6%	0 0%	0 0%	0 0%	3 14%	13 59%	6 27%	0 0%	0 0%	0 0%	0 0%	1 5%	14 64%	7 32%
Hispanic	0 0%	2 25%	0 0%	5 63%	0 0%	1 13%	0 0%	0 0%	2 20%	6 60%	1 10%	1 10%	0 0%	0 %	0 %	5 50%	2 20%	3 30%
Multi-Race	1 25%	0 0%	0 0%	2 50%	1 25%	0 0%	1 20%	0 0%	0 0%	3 60%	1 20%	0 0%	0 0%	0 0%	1 17%	1 17%	2 33%	2 33%
Asian	1 33%	2 37%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	1 25%	1 25%	2 50%	0 0%	0 0%	0 0%	0 0%	1 25%	2 50%	1 25%
Students w/ Disabilities	1 20%	1 20%	2 80%	1 20%	0 0%	0 0%	0 0%	0 0%	1 20%	4 80%	0 0%	0 0%	0 0%	1 11%	0 0%	3 33%	3 33%	2 22%
Econ. Disadvantaged	2 5%	13 35%	11 30%	8 22%	3 8%	0 0%	1 3%	1 3%	9 23%	21 53%	8 20%	0 0%	0 0%	1 3%	2 5%	6 15%	21 53%	10 25%
Not Econ. Disadvantaged	2 11%	3 16%	3 16%	9 47%	0 0%	2 11%	1 4%	1 4%	3 11%	15 56%	5 19%	2 7%	0 0%	0 0%	1 4%	5 18%	13 46%	9 32%

Pre-K Producing a Requested Set 2025-2026

Predominate Race and Subgroup Counting Range	September (Avg. 4) TE=56 AA=24 C=17 H=6 MR=4 AS=3 SWD=5 ED-Y=37 ED-N=19 Avg: AA 4, C 5, H 5, MR 3, AS 4, SWD 2, ED-Y 3, ED-N 5						January (Avg. 8) TE=67 AA=26 C=22 H=10 MR=5 AS=4 SWD=5 ED-Y=40 ED-N=27 Avg: AA 7, C 9, H 9, MR 6, AS 6, SWD 6, ED-Y 7, ED-N 9						May (Avg. 12) TE=68 AA=26 C=22 H=10 MR=6 AS=4 SWD=9 ED-Y=40 ED-N=28 Avg: AA=11, C=14, H=14, MR=10, AS=12, SWD=11, ED-Y=12, ED-N=12					
	0	1-4	5-9	10+	13+	23+	0	1-4	5-9	10+	13+	23+	0	1-4	5-9	10+	13+	23+
Total Enrollment (No PSSE)	6 11%	29 52%	16 29%	4 7%	0 0%	1 2%	2 3%	12 18%	17 25%	29 43%	6 9%	1 1%	0 0%	1 1%	7 10%	32 47%	19 28%	9 13%
African American	2 8%	16 67%	5 21%	1 4%	0 0%	0 0%	1 4%	4 15%	9 35%	11 42%	1 4%	0 0%	0 0%	1 4%	3 12%	13 50%	8 31%	1 4%
Caucasian	2 12%	5 30%	7 41%	3 18%	0 0%	0 0%	0 0%	2 9%	6 27%	9 41%	5 23%	0 0%	0 0%	0 0%	1 5%	8 36%	8 36%	5 23%
Hispanic	2 33%	2 33%	1 17%	0 0%	0 0%	1 17%	0 0%	3 30%	1 10%	5 50%	0 0%	1 10%	0 0%	0 0%	1 10%	4 40%	2 20%	3 30%
Multi-Race	0 0%	3 75%	1 25%	0 0%	0 0%	0 0%	1 20%	1 20%	1 20%	2 40%	0 0%	0 0%	0 0%	0 0%	1 17%	5 83%	0 0%	0 0%
Asian	0 0%	2 67%	1 33%	0 0%	0 0%	0 0%	0 0%	2 50%	0 0%	2 50%	0 0%	0 0%	0 0%	0 0%	1 25%	2 50%	1 25%	0 0%
Students w/ Disabilities	1 20%	3 60%	1 20%	0 0%	0 0%	0 0%	0 0%	3 60%	0 0%	2 40%	0 0%	0 0%	0 0%	1 11%	0 0%	4 44%	4 44%	0 0%
Econ. Disadvantaged	3 8%	23 62%	8 22%	3 8%	0 0%	0 0%	1 3%	7 18%	12 30%	16 40%	4 10%	0 0%	0 0%	1 3%	5 13%	17 43%	11 28%	6 15%
Not Econ. Disadvantaged	3 16%	6 32%	8 42%	1 5%	0 0%	1 5%	1 4%	5 19%	5 19%	13 48%	2 7%	1 4%	0 0%	0 0%	2 7%	15 54%	8 29%	3 11%

Kindergarten GHES Interim Assessment 2025-2026

Predominate Race and Subgroup Percentage Scores	Interim 1 (Avg. 64%) TE=85 AA=31 C=32 H=10 MR=7 AS=4 HAW/PI=1 SWD=27 ED-Y=54 ED-N=31 Avg: AA 58%, C 72%, H 61%, MR 59%, AS 67% HAW/PI 89%, SWD 22% ED-Y 60%, ED-N 72%				Interim 2 (Avg. 60%) TE=88 AA=33 C=32 H=10 MR=8 AS=4 HAW/PI=1 SWD=29 ED-Y=57 ED-N=31 Avg: AA 49%, C 71%, H 62%, MR 59%, AS 65% HAW/PI 92%, SWD 23% ED-Y 53%, ED-N 73%				Interim 3 (Avg. 65%) TE=86 AA=33 C=30 H=10 MR=8 AS=4 HAW/PI=1 SWD=28 ED-Y=59 ED-N=27 Avg: AA 56%, C 75%, H 62%, MR 52%, AS 71% HAW/PI 81%, SWD 24% ED-Y 59%, ED-N 80%				Interim 4 (Avg. 62%) TE=87 AA=34 C=30 H=10 MR=8 AS=4 HAW/PI=1 SWD=28 ED-Y=59 ED-N=28 Avg: AA 50%, C 78%, H 57%, MR 53%, AS 65% HAW/PI 86%, SWD 20% ED-Y 56%, ED-N 74% (TIDES)			
	0-44%	45--74	75-94%	95--100	0-44%	45--74	75-94%	95--100	0-44%	45--74	75-94%	95--100	0-44%	45--74	75-94%	95--100
Total Enrollment	22 26%	11 13%	38 45%	14 16%	24 27%	22 25%	23 26%	19 22%	27 31%	10 12%	28 33%	21 24%	27 31%	13 15%	30 34%	17 20%
African American	11 35%	3 10%	14 45%	3 10%	13 39%	10 30%	7 21%	3 9%	15 45%	4 12%	10 30%	4 12%	14 41%	9 26%	7 21%	4 12%
Caucasian	5 16%	6 19%	14 44%	7 22%	5 16%	7 22%	10 31%	10 31%	5 17%	4 13%	9 30%	12 40%	5 17%	2 7%	12 40%	11 37%
Hispanic	3 30%	1 10%	4 40%	2 20%	2 20%	4 40%	2 20%	2 20%	3 30%	1 10%	5 50%	1 10%	3 30%	2 20%	4 40%	1 10%
Multi-Race	2 29%	1 14%	3 43%	1 14%	3 38%	1 13%	1 13%	3 38%	3 38%	1 13%	2 25%	2 25%	4 50%	0 %	3 38%	1 13%
Asian	1 25%	0 0%	2 50%	1 25%	1 25%	0 0%	2 50%	1 25%	1 25%	0 0%	1 25%	2 50%	1 25%	0 0%	3 75%	0 0%
HawPI	0 0%	0 0%	1 100%	0 0%	0 0%	0 0%	1 100%	0 0%	0 0%	0 0%	1 100%	0 0%	0 0%	0 0%	1 100%	0 0%
Students with Disabilities	20 74%	4 15%	3 11%	0 0%	21 72%	4 14%	3 10%	1 3%	22 79%	4 14%	2 7%	0 0%	23 82%	2 7%	2 7%	1 4%
Econ. Disadvantaged-YES	17 31%	7 13%	22 41%	8 15%	19 33%	17 30%	14 25%	7 12%	23 39%	7 12%	19 32%	10 17%	21 36%	12 20%	15 25%	11 19%
Econ. Disadvantaged-NO	5 16%	4 13%	16 52%	6 19%	5 16%	5 16%	9 29%	12 %	4 15%	3 11%	9 33%	11 41%	6 21%	1 4%	15 54%	6 21%

First Grade GHES OAT/NBT Comprehensive Assessment 2025-2026

Predominate Race and Subgroup Percentage Scores	September (Avg. 42%) TE=55 AA=17 C=19 H=12 MR=6 AS=1 SWD=7 ED-Y=33 ED-N=22 Avg: AA 31%, C 54%, H 33%, MR 53%, AS 63% SWD 36%, ED-Y 37%, ED-N=50%					January(Avg. 62%) TE=53 AA=17 C=18 H=12 MR=5 AS=1 SWD=6 ED-Y=30 ED-N=23 Avg: AA 48%, C 78%, H 56%, MR 68%, AS 84% SWD 56%, ED-Y 58%, ED-N=69%					May (Avg. 73%) TE=56 AA=19 C=17 H=12 MR=6 AS=2 SWD=5 ED-Y=32 ED-N=24 Avg: AA 54%, C 88%, H 75%, MR 86%, AS 75% SWD 66%, ED-Y 67%, ED-N 80%				
	0-44%	45-59%	60--74%	75-89%	90--100 %	0-44%	45-59%	60--74%	75-89%	90--100 %	0-44%	45-59%	60--74%	75-89%	90--100 %
Total Enrollment (No TIDES Assessed)	32 58%	8 15%	10 18%	5 9%	0 0%	12 23%	14 26%	7 13%	13 25%	7 13%	9 16%	6 11%	10 18%	13 23%	18 32%
African American	13 76%	2 12%	2 12%	0 0%	0 0%	9 53%	4 24%	1 6%	3 18%	0 0%	9 47%	3 16%	2 11%	3 16%	2 11%
Caucasian	7 37%	4 21%	5 26%	3 16%	0 0%	0 0%	3 17%	4 22%	7 39%	4 22%	0 0%	1 6%	1 6%	5 29%	10 59%
Hispanic	11 92%	0 0%	0 0%	0 0%	1 8%	2 17%	6 50%	2 17%	1 8%	1 8%	0 0%	1 8%	6 50%	3 25%	2 17%
Multi-Race	1 17%	2 33%	2 33%	1 17%	0 0%	1 20%	1 20%	0 0%	1 60%	2 40%	0 0%	0 0%	1 17%	2 33%	3 50%
Asian	0 0%	0 0%	1 100%	0 0%	0 0%	0 0%	0 0%	0 0%	1 100%	0 0%	0 0%	1 50%	0 0%	0 0%	1 50%
Students w/ Disabilities	5 71%	1 14%	1 14%	0 0%	0 0%	1 17%	3 50%	0 0%	2 33%	0 0%	1 20%	1 20%	1 20%	1 20%	1 20%
Econ. Disadvantaged-YES	23 83%	3 6%	6 6%	1 6%	0 0%	10 33%	8 27%	2 7%	7 23%	3 10%	8 25%	4 13%	6 19%	4 13%	10 31%
Econ. Disadvantaged-NO	9 41%	5 23%	4 18%	4 18%	0 0%	2 9%	6 26%	5 22%	6 26%	4 17%	1 4%	2 8%	4 17%	9 38%	8 33%

NEED 2nd OAT

Second Grade Addition Fact Fluency 2025-2026

Predominate Race and Subgroup Percentage Scores	January (Avg. 62%) TE=62 AA=20 C=24 H=9 MR=8 AS=1 SWD=9 ED-Y=34 ED-N=28 Avg: AA 53%, C 65%, H 66%, MR 68%, AS 70% SWD 44%, ED-Y 59%, ED-N 65%				May (Avg. 62%) TE=58 AA=20 C=22 H=8 MR=7 AS=1 SWD=8 ED-Y=32 ED-N=26 Avg: AA 52%, C 66%, H 78%, MR 58%, AS 88% SWD 48%, ED-Y 60%, ED-N 65%			
	0-44%	45-74%	75-94%	95-100%	0-44%	45-74%	75-94%	95-100%
Total Enrollment	20 32%	19 31%	14 23%	9 15%	18 31%	16 28%	12 21%	12 21%
African American	9 45%	5 25%	4 20%	2 10%	9 45%	6 30%	4 20%	1 5%
Caucasian	7 29%	7 29%	6 25%	4 17%	5 23%	8 36%	2 9%	7 32%
Hispanic	2 22%	4 44%	2 22%	1 11%	1 13%	2 25%	3 38%	2 25%
Multi-Race	2 25%	2 25%	2 25%	2 25%	3 43%	0 0%	2 29%	2 29%
Asian	0 0%	1 100%	0 0%	0 0%	0 0%	0 0%	1 100%	0 0%
Students w/ Disabilities	5 56%	3 33%	1 11%	0 0%	3 38%	3 38%	2 25%	0 0%
Econ. Disadvantaged-Yes	11 32%	12 35%	8 24%	3 9%	11 34%	8 25%	8 25%	5 16%
Econ. Disadvantaged-No	9 32%	7 25%	6 21%	6 21%	7 27%	8 31%	4 15%	7 27%

Third Grade GHES OAT/NBT/NF Comprehensive Assessment 2025-2026

Predominate Race and Subgroup Percentage Scores	2025 September (Avg. 24%) TE=50 AA=17 C=19 H=7 MR=4 AS=3 SWD=8 ED-Y=31 ED-N=19 Avg: AA 14%, C 32%, H 24%, MR 13%, AS 44% SWD 6%, ED-Y 16%, ED-N-36%					2026 January(Avg. 53%) TE=49 AA=17 C=19 H=7 MR=3 AS=3 SWD=7 ED=30 ED-N=19 Avg: AA 32%, C 65%, H 65%, MR 41%, AS 80% SWD 22%, ED-Y 42%, ED-N-71%					2026 May (Avg. 68%) TE=47 AA=17 C=19 H=5 MR=3 AS=3 SWD=10 ED-Y=30 ED-N=17 Avg: AA 46%, C 83%, H 82%, MR 55%, AS 96% SWD 33%, ED-Y 59%, ED-N-86%				
	0-44%	45-59%	60--74%	75-89%	90--100 %	0-44%	45-59%	60--74%	75-89%	90--100 %	0-44%	45-59%	60--74%	75-89%	90--100 %
Total Enrollment	45 90%	3 6%	2 4%	0 0%	0 0%	17 35%	10 20%	8 16%	12 24%	2 4%	10 21%	5 11%	8 17%	10 21%	14 30%
African American	16 94%	1 6%	0 0%	0 0%	0 0%	12 71%	3 18%	0 0%	2 12%	0 0%	9 53%	3 18%	2 12%	2 12%	1 6%
Caucasian	16 84%	2 11%	1 5%	0 0%	0 0%	3 16%	4 21%	5 26%	6 32%	1 5%	0 0%	2 11%	3 16%	7 37%	7 37%
Hispanic	7 100%	0 0%	0 0%	0 0%	0 0%	1 14%	2 29%	1 14%	3 43%	0 0%	0 0%	0 0%	2 40%	0 0%	3 60%
Multi-Race	4 100%	0 0%	0 0%	0 0%	0 0%	1 33%	1 33%	1 33%	0 0%	0 0%	1 33%	0 0%	1 33%	1 33%	0 0%
Asian	2 67%	0 0%	1 33%	0 %	0 0%	0 0%	0 0%	1 33%	1 33%	1 33%	0 0%	0 0%	0 0%	0 0%	3 100%
Students w/ Disabilities	8 100%	0 0%	0 0%	0 0%	0 0%	6 86%	1 14%	0 0%	0 0%	0 0%	6 60%	2 20%	1 10%	1 10%	0 0%
Econ. Disadvantaged-Yes	31 100%	0 0%	0 0%	0 0%	0 0%	15 50%	9 30%	4 13%	0 0%	0 0%	9 30%	4 13%	7 23%	7 23%	3 10%
Econ. Disadvantaged-No	14 74%	3 16%	2 11%	0 0%	0 0%	2 10%	1 5%	4 21%	10 53%	2 10%	1 6%	1 6%	1 6%	3 18%	11 65%

Third Grade Multiplication Fact Fluency 2025-2026

Predominate Race and Subgroup Percentage Scores	January (Avg. 51%) TE=45 AA=18 C=19 H=7 MR=3 AS=2 SWD=8 ED-Y=31 ED-N=18 Avg: AA 33%, C 53%, H 51%, MR 45%, AS 56%, SWD 21%, ED-Y 41%, ED-N-67%				2026 May (Avg. 57%) TE=47 AA=17 C=19 H=5 MR=3 AS=3 SWD=10 ED-Y=30 ED-N=17 Avg: AA 38%, C 70%, H 52%, MR 56%, AS 59%, SWD 24%, ED-Y 47%, ED-N 76%			
	0-44%	45-74%	75-94%	95-100%	0-44%	45-74%	75-94%	95-100%
Total Enrollment	21 43%	19 39%	5 10%	4 8%	15 32%	18 38%	5 11%	9 19%
African American	13 72%	4 22%	1 6%	0 0%	10 59%	6 35%	0 0%	1 6%
Caucasian	4 21%	10 53%	3 16%	2 11%	3 16%	8 42%	4 21%	4 21%
Hispanic	3 42%	4 57%	0 0%	0 0%	1 20%	3 60%	1 20%	0 0%
Multi-Race	1 33%	1 33%	1 33%	0 0%	1 33%	1 33%	0 0%	1 33%
Asian	0 0%	0 0%	0 0%	2 100%	0 0%	0 0%	0 0%	3 100%
Students w/ Disabilities	6 75%	2 25%	0 0%	0 0%	9 90%	1 1%	0 0%	0 0%
Econ. Disadvantaged -Y	17 55%	12 39%	1 3%	1 3%	13 43%	13 43%	2 7%	2 7%
Econ. Disadvantaged-N	4 22%	7 39%	4 22%	3 17%	2 12%	5 29%	3 18%	7 41%

Third Grade MCAP Math 2025-2026

Predominate Race and Subgroup Percentage Scores	Level 1 (650-724) Beginning Learner	Level 2 (725-749) Developing Learner	Level 3 (750-789) Proficient Learner	Level 4 (790-850) Distinguished Learner
Total Enrollment (48) Avg. Scale Score 749	(10) 21%	(16) 33%	(20) 42%	(2) 4%
Males (25) Avg. Scale Score 748	(4) 16%	(10) 40%	(10) 40%	(1) 4%
Females (23) Avg. Scale Score 749	(6) 26%	(6) 26%	(10) 43%	(1) 4%
African American (17) Avg. Scale Score 730	(8) 47%	(7) 41%	(2) 12%	(0) 0%
Caucasian (19) Avg. Scale Score 762	(1) 5%	(5) 26%	(11) 58%	(2)11%
Hispanic or Latino (6) Avg. Scale Score 751	(0) 0%	(3) 50%	(3) 50%	(0) 0%
Two or More Races (3) Avg. Scale Score 739	(1) 33%	(1) 33%	(1) 33%	(0) 0%
Asian (3) Avg. Scale Score 780	(0) 0%	(0) 0%	(3) 100%	(0) 0%
LEP (1) Avg. Scale Score 736	(0) 0%	(1) 100%	(0) 0%	(0) 0%
IEP (8) Avg. Scale Score 727	(3) 38%	(4) 50%	(1) 13%	(0) 0%
504 (1)	No Students			
Econ. Disadvantaged (Y) (16) Avg. Scale Score 730	(8) 50%	(7) 44%	(1) 6%	(0) 0%
Econ. Disadvantaged (N) (32) Avg. Scale Score 759	(2) 6%	(9) 28%	(19) 59%	(2) 6%

Fourth Grade GHES OAT/NBT/NF Comprehensive Assessment 2025-2026

Predominate Race and Subgroup Percentage Scores	September (Avg. 28%) TE=52 AA=14 C=19 H=9 MR=9 A$=1 SWD=8 ED=24 ED-N=28 Avg: AA 21%, C 31%, H 26%, MR 33%, A$ 53% SWD 15%, ED-Y 22%, ED-N-33%					January (Avg. 55%) TE=54 AA=16 C=19 H=9 MR=9 A$=1 SWD=8 ED=26 ED-N=28 1. Avg: AA 42%, C 60%, H 58%, MR 61%, A$ 78%, SWD 25%, ED-Y 45%, ED-N-65%					2026 May (Avg. 86%) TE=51 AA=11 C=19 H=9 MR=11 A$=1 SWD=9 ED-Y=22 ED-N=29 Avg: AA 72%, C 89%, H 87%, MR 93%, A$ 100% SWD 61%, ED-Y 76%, ED-N-93%				
	0-44%	45-59%	60--74%	75-89%	90--100 %	0-44%	45-59%	60--74%	75-89%	90--100 %	0-44%	45-59%	60--74%	75-89%	90--100 %
Total Enrollment	43 83%	5 10%	2 4%	2 4%	0 0%	22 41%	7 13%	10 19%	13 24%	2 4%	3 6%	5 10%	1 2%	10 20%	32 63%
African American	12 86%	2 14%	0 0%	0 0%	0 0%	10 62.5%	2 12.5%	2 12.5%	2 12.5%	0 0%	2 18%	2 18%	1 9%	3 27%	3 27%
Caucasian	16 84%	1 5%	2 11%	0 0%	0 0%	5 26%	4 21%	5 26%	4 21%	1 5%	0 0%	3 16%	0 0%	3 16%	13 68%
Hispanic	8 89%	1 11%	0 0%	0 0%	0 0%	4 44%	0 0%	2 22%	3 33%	0 0%	1 11%	0 0%	0 0%	1 11%	7 78%
Multi-Race	7 78%	1 11%	0 0%	1 11%	0 0%	3 33%	1 11%	1 11%	3 33%	1 11%	0 0%	0 0%	0 0%	3 27%	8 73%
Asian	0 0%	1 100%	0 0%	0 0%	0 0%	0 0%	0 0%	1 100%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	1 100%
Students w/ Disabilities	8 100%	0 0%	0 0%	0 0%	0 0%	7 87.5%	1 12.5%	0 0%	0 0%	0 0%	2 22%	4 44%	0 0%	1 11%	2 22%
Econ. Disadvantaged-Y	22 92%	2 8%	0 0%	0 0%	0 0%	15 58%	4 15%	4 15%	3 12%	0 0%	3 14%	3 14%	1 5%	6 27%	9 41%
Econ. Disadvantaged-N	21 75%	3 11%	2 7%	2 7%	0 0%	7 25%	3 11%	6 21%	10 36%	2 7%	0 0%	2 7%	0 0%	4 14%	23 79%

Fourth Grade Multiplication Fact Fluency Assessment 2025-2026

Predominate Race and Subgroup Percentage Scores	September (Avg. 67%) TE=53 AA=16 C=19 H=9 MR=9 AS=0 SWD=9 ED-Y=27 ED-N=26 Avg: AA 63%, C 67%, H 67%, MR 75%, AS % SWD 42%, ED-Y 57%, ED-N-78%				January (Avg. 85%) TE=54 AA=16 C=19 H=9 MR=10 AS=1 SWD=9 ED-Y=27 ED-N=27 Avg: AA 79%, C 89%, H 88%, MR 83%, AS 100% SWD 73%, ED-Y 78%, ED-N-91%				2026 May (Avg. 88%) TE=52 AA=12 C=19 H=9 MR=11 AS=1 SWD=9 ED-Y=23 ED-N=29 Avg: AA 80%, C 88%, H 90%, MR 93%, AS 96% SWD 64%, ED-Y 81%, ED-N-93%			
	0-44%	45-74%	75-94%	95-100%	0-44%	45-74%	75-94%	95-100%	0-44%	45-74%	75-94%	95-100%
Total Enrollment	12 23%	11 21%	20 38%	10 19%	2 4%	12 22%	17 31%	23 43%	4 8%	4 8%	14 27%	30 58%
African American	3 19%	5 31%	7 44%	1 6%	1 6%	5 31%	6 38%	4 25%	2 17%	1 8%	6 50%	3 25%
Caucasian	5 26%	3 16%	8 42%	3 16%	0 0%	4 21%	7 37%	8 42%	1 5%	2 11%	5 26%	11 58%
Hispanic	2 22%	2 22%	2 22%	3 33%	0 0%	1 11%	3 33%	5 56%	1 11%	0 0%	1 11%	7 78%
Multi-Race	2 22%	1 11%	3 33%	3 33%	1 10%	2 20%	1 10%	6 60%	0 0%	1 9%	2 18%	8 73%
Asian	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	1 100%	0 0%	0 0%	0 0%	1 100%
Students w/ Disabilities	4 44%	4 44%	1 11%	0 0%	0 0%	6 67%	3 33%	0 0%	3 33%	1 11%	4 44%	1 11%
Econ. Disadvantaged -Y	9 33%	7 26%	10 37%	1 4%	2 7%	8 30%	9 33%	8 30%	3 13%	4 17%	7 30%	9 39%
Econ. Disadvantaged-N	3 12%	4 15%	10 38%	9 35%	0 0%	4 15%	8 30%	15 56%	1 3%	0 0%	7 24%	21 72%

Fourth Grade MCAP Math 2025-2026

Predominate Race and Subgroup Percentage Scores	Level 1 (650-724) Beginning Learner	Level 2 (725-749) Developing Learner	Level 3 (750-777) Proficient Learner	Level 4 (778-850) Distinguished Learner
Total Enrollment (52) Avg. Scale Score 752	(3) 6%	(20) 38%	(25) 48%	(4) 8%
Males (31) Avg. Scale Score 754	(1) 3%	(11) 35%	(16) 52%	(3) 10%
Females (21) Avg. Scale Score 748	(2) 10%	(9) 43%	(9) 43%	(1) 5%
African American (12) Avg. Scale Score 741	(2) 17%	(6) 50%	(4) 33%	(0) 0%
Caucasian (19) Avg. Scale Score 756	(0) 0%	(7) 37%	(11) 58%	(1) 5%
Hispanic or Latino (9) Avg. Scale Score 749	(0) 0%	(4) 44%	(5) 56%	(0) 0%
Two or More Races (11)Avg. Scale Score 756	(1) 9%	(3) 27%	(5) 45%	(2) 18%
Asian (1) Avg. Scale Score 781	(0) 0%	(0) 0%	(0) 0%	(1) 100%
Native Haw/Pacific Is (0)	No Students			
LEP (1) Avg. Scale Score 732	(0) 0%	(1) 100%	(0) 0%	(0) 0%
IEP (9) Avg. Scale Score 736	(2) 22%	(6) 67%	(1) 22%	(0) 0%
504 (1) Avg. Scale Score 782	(0) 0%	(0) 0%	(0) 0%	(1) 100%
Econ. Disadvantaged (Y) (14) Avg. Scale Score 739	(2) 14%	(7) 50%	(5) 36%	(0) 0%
Econ. Disadvantaged (N) (38) Avg. Scale Score 757	(1) 3%	(13) 34%	(20) 53%	(4) 11%

Fifth Grade GHES OAT/NBT/NF Comprehensive Assessment 2025-2026

Predominate Race and Subgroup Percentage Scores	September (Avg. 18%) TE=53 AA=18 C=15 H=12 MR=3 AS=3 H/PI=2 SWD=14 ED-Y=30 ED-N=23 Avg: AA 11%, C 22%, H 17%, MR 10%, AS 40%, H/PI 19%, SWD 10%, ED-Y 12%, ED-N-24%					January (Avg. 47%) TE=54 AA=19 C=15 H=12 MR=3 AS=3 H/PI=2 SWD=15 ED-Y=31 ED-N=23 Avg: AA 34%, C 53%, H 50%, MR 40%, AS 70%, H/PI 74%, SWD 32%, ED-Y 39%, ED-N-57%					May (Avg. 66%) TE=51 AA=17 C=15 H=11 MR=3 AS=3 H/PI=2 SWD=13 ED=29 ED-N=22 Avg: AA 48%, C 76%, H 73%, MR 56%, AS 87%, H/PI 90%, SWD 47%, ED-Y 55%, ED-N 81%				
	0-44%	45-59%	60--74%	75-89%	90--100 %	0-44%	45-59%	60--74%	75-89%	90--100 %	0-44%	45-59%	60--74%	75-89%	90--100 %
Total Enrollment	49 92%	2 4%	1 2%	1 2%	0 0%	24 44%	14 26%	14 26%	1 2%	1 2%	11 22%	11 22%	7 14%	12 24%	10 20%
African American	18 100%	0 0%	0 0%	0 0%	0 0%	14 74%	3 16%	2 11%	0 0%	0 0%	8 47%	4 24%	3 18%	2 12%	0 0%
Caucasian	13 87%	1 7%	1 7%	0 0%	0 0%	6 40%	2 13%	6 40%	1 7%	0 0%	1 7%	3 20%	2 13%	3 20%	6 40%
Hispanic	11 92%	1 8%	0 0%	0 0%	0 0%	2 16%	7 58%	3 25%	0 0%	0 0%	2 18%	1 9%	1 9%	6 55%	1 9%
Multi-Race	3 100%	0 0%	0 0%	0 0%	0 0%	2 67%	1 33%	0 0%	0 0%	0 0%	0 0%	3 100%	0 0%	0 0%	0 0%
Asian	2 67%	1 33%	0 0%	0 0%	0 0%	0 0%	1 33%	1 33%	0 0%	1 33%	0 0%	0 0%	1 33%	0 0%	2 67%
Haw/PI	2 100%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	2 100%	0 0%	0 0%	0 0%	0 0%	0 0%	1 50%	1 50%
Students w/ Disabilities	10 100%	0 0%	0 0%	0 0%	0 0%	11 73%	2 13%	2 13%	0 0%	0 0%	6 46%	3 23%	1 8%	3 23%	0 0%
Econ. Disadvantaged-Yes	29 97%	1 3%	0 0%	0 0%	0 0%	18 58%	9 29%	4 13%	0 0%	0 0%	11 38%	8 28%	4 14%	4 14%	2 7%
Econ. Disadvantaged-No	20 87%	1 4%	1 4%	1 4%	0 0%	6 26%	5 22%	10 43%	1 4%	1 4%	0 0%	3 14%	3 14%	8 36%	8 36%

Fifth Grade Multiplication Fact Fluency Assessment 2025-2026

Predominate Race and Subgroup Percentage Scores	September (Avg. 83%) TE=53 AA=18 C=15 H=12 MR=3 AS=3 H/PI=2 SWD=14 ED=31 ED-N=22 Avg: AA 70%, C 85%, H 89%, MR 92%, AS 99%, H/PI 100%, SWD 70%, ED-Y 78%, ED-N 90%				January (Avg. 88%) TE=53 AA=18 C=14 H=13 MR=3 AS=3 H/PI=2 SWD=14 ED=32 ED-N=21 Avg: AA 82%, C 86%, H 92%, MR 98%, AS 99%, H/PI 100%, SWD 81%, ED-Y 87%, ED-N 90%				May (Avg. 88%) TE=48 AA=17 C=13 H=11 MR=2 AS=3 H/PI=2 SWD=13 ED-Y=29 ED-N=19 Avg: AA 82%, C 86%, H 94%, MR 84%, AS 100%, H/PI 99%, SWD 78%, ED-Y 87%, ED-N 89%			
	0-44%	45-74%	75-94%	95-100%	0-44%	45-74%	75-94%	95-100%	0-44%	45-74%	75-94%	95-100%
Total Enrollment	4 8%	9 17%	15 28%	25 47%	0 0%	7 13%	15 28%	31 58%	4 8%	7 15%	8 17%	29 60%
African American	4 22%	4 22%	4 22%	6 33%	0 0%	4 22%	7 39%	7 39%	3 18%	3 18%	3 18%	8 47%
Caucasian	0 0%	4 27%	2 13%	9 60%	0 0%	3 21%	2 14%	9 64%	1 8%	2 15%	2 15%	8 62%
Hispanic	0 0%	1 8%	7 58%	4 33%	0 0%	0 0%	5 38%	8 62%	0 0%	1 9%	3 27%	7 64%
Multi-Race	0 0%	0 0%	2 67%	1 33%	0 0%	0 0%	1 33%	2 67%	0 0%	1 50%	0 0%	1 50%
Asian	0 0%	0 0%	0 0%	3 100%	0 0%	0 0%	0 0%	3 100%	0 0%	0 0%	0 0%	3 100%
Haw/PI	0 0%	0 0%	0 0%	2 100%	0 0%	0 0%	0 0%	2 100%	0 0%	0 0%	0 0%	2 100%
Students w/ Disabilities	3 21%	3 21%	4 29%	4 29%	0 0%	4 29%	4 29%	6 43%	3 23%	3 23%	1 8%	6 46%
Econ. Disadvantaged-Yes	4 13%	6 19%	10 32%	11 35%	0 0%	4 13%	13 41%	15 47%	3 10%	4 14%	7 24%	15 52%
Econ. Disadvantaged-No	0 0%	3 14%	5 23%	14 64%	0 0%	3 14%	2 10%	16 76%	1 5%	3 16%	1 5%	14 74%

Fifth Grade MCAP Math 2025-2026

Predominate Race and Subgroup Percentage Scores	Level 1 (650-724) Beginning Learner	Level 2 (725-749) Developing Learner	Level 3 (750-780) Proficient Learner	Level 4 (781-850) Distinguished Learner
Total Enrollment (53) Avg. Scale Score **743**	(5) 9%	(31) 58%	(17) 32%	(0) 0%
Males (28) Avg. Scale Score **744**	(3) 11%	(15) 54%	(10) 36%	(0) 0%
Females (25) Avg. Scale Score **743**	(2) 8%	(16) 64%	(7) 28%	(0) 0%
African American (17) Avg. Scale Score **733**	(5) 29%	(11) 65%	(1) 6%	(0) 0%
Caucasian (15) Avg. Scale Score **751**	(0) 0%	(6) 40%	(9) 60%	(0) 0%
Hispanic or Latino (13) Avg. Scale Score **744**	(0) 0%	(9) 69%	(4) 31%	(0) 0%
Two or More Races (3) Avg. Scale Score **734**	(0) 0%	(3) 100%	(0) 0%	(0) 0%
Asian (3) Avg. Scale Score **761**	(0) 0%	(1)33%	(2) 67%	(0) 0%
LEP (3) Avg. Scale Score **738**	(0) 0%	(3) 100%	(0) 0%	(0) 0%
IEP (14) Avg. Scale Score **733**	(5) 36%	(7) 50%	(2) 14%	(0) 0%
Econ. Disadvantaged (Y) (18) Avg. Scale Score **734**	(3) 17%	(14) 78%	(1) 6%	(0) 0%
Econ. Disadvantaged (N) (35) Avg. Scale Score **748**	(2) 6%	(17) 49%	(16) 46%	(0) 0%

OAT/NBT/NF Growth Summary 2025-2026

Grade	Total Enrollment			African American			Caucasian			Hispanic			Multi-Race			Asian (Small Sub-groups)			Other (Ha/PI & Amer In/Alaska Na)			SWD			ED (Y)			ED (N)		
	BOY %	EOY %	Growth	BOY %	EOY %	Growth	BOY %	EOY	Growth	BOY %	EOY %	Growth	BOY %	EOY %	Growth	BOY %	EOY %	Growth	BOY %	EOY %	Growth	BOY %	EOY %	Growth	BOY %	EOY %	Growth	BOY %	EOY %	Growth
1	42	73	+31	31	54	+23	54	88	+34	33	75	+42	53	86	+33	63	75	+12	N/A	N/A		36	66	+30	37	67	+30	50	80	+30
2	24	63	+39	19	57	+38	30	69	+39	29	65	+40	19	62	+43	7	26	+19	N/A	N/A		11	35	+24	23	61	+38	25	65	+40
3	24	68	+44	14	46	+32	32	83	+51	24	82	+58	13	55	+42	44	96	+52	N/A	N/A		6	33	+27	16	59	+43	36	86	+50
4	28	86	+58	21	72	+51	31	89	+58	26	87	+61	33	93	+60	53	100	+47	N/A	N/A		15	61	+46	22	76	+54	33	93	+60
5	18	66	+48	11	48	+37	22	76	+54	17	73	+56	10	56	+46	40	87	+47	19	90	+71	10	47	+37	12	55	+43	24	81	+57

Fact Fluency Growth Summary 2025-2026

Grade	Total Enrollment	African American	Caucasian	Hispanic	Multi-Race	Asian (Small Sub-groups)	Other (Ha/PI & Amer In/Alaska Na)	SWD	ED (Y)	ED (N)

	BOY %	EOY %	Growth	BOY %	EOY %	Growth	BOY %	EOY %	Growth	BOY %	EOY %	Growth	BOY %	EOY %	Growth	BOY %	EOY %	Growth	BOY %	EOY %	Growth	BOY %	EOY %	Growth	BOY %	EOY %	Growth	BOY %	EOY %	Growth
2nd + (J-M)	62	62	0	53	52	-1	65	66	+1	66	78	+12	68	58	-10	70	88	+18	N/A	N/A		44	48	+4	59	60	+1	65	65	+0
3rd + (S-J)	81	87	+6	67	79	+12	91	93	+2	91	93	+2	62	79	+17	99	100	+1	N/A	N/A	N/A	77	86	+9	76	85	+9	91	92	+1
3rd x (J-M)	51	57	+6	33	38	+5	63	70	+7	51	52	+1	49	56	+7	98	99	+1	N/A	N/A	N/A	21	24	+3	41	47	+6	67	76	+9
4	67	88	+21	63	80	+17	67	88	+21	67	90	+23	75	93	+18	N/A	96		N/A	N/A	N/A	42	64	+22	57	81	+24	78	93	+15
5	83	88	+5	70	82	+12	85	86	+1	89	94	5	92	84	-8	99	100	+1	100	100	0	70	78	+8	78	87	+9	90	89	-1

Complexity Factors

After analyzing the data, teachers determined that students need to continue working on developing their stamina and perseverance for solving mathematical problems in order to be fully engaged in their learning. Some of our students lack the confidence required for persisting with both independent and guided math instruction. As a result, teachers have been working with students on learning appropriate school behaviors and resiliency. In addition, students with speech or other physical and/or mental impairments need time in school to receive instruction targeted to meet their needs.

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

During the 2025-26 school year, there was a shortage of substitute teachers. A variety of strategies were used to ensure continuity of instruction, which included utilizing instructional resource teachers and combining classes and small groups. This impacted the teacher-student ratio in whole and small group instruction, and also diminished the opportunities for implementing the coaching model of co-teaching.

Summary of Math Data

The end-of-year Pre-K (not including PSSE) counting data shows that 100% of the grade level met the goal of rote counting to 10 or greater, 96% of the grade level met the goal of counting a given set of 10 or greater, and 90% of the grade level met the goal of producing a requested set of 10 or greater. All subgroups made significant progress with their counting skills.

The Kindergarten Interim assessment data shows the student averages for total enrollment, and all subgroups (Not including TIDES) range from 60% to 65%, which meets the county threshold performance level. The students with IEPs range from 20% to 24%, meeting the county threshold performance level.

The First Grade EOY GHES OAT/NBT Bridges Comprehensive Assessment data shows the student average increased for total enrollment and all subgroups (excluding TIDES). The class average increased from the beginning to the end of the year from 42% to 73% with a total growth of 31 percentage points. All subgroups made a growth of 30+ percentage points with the exception of African American students, who made a growth of 23 percentage points. The Asian subgroup (2 students), made a growth of 12 percentage points.

The Second Grade EOY GHES OAT/NBT Bridges Comprehensive Assessment data shows the student average increased for total enrollment and all subgroups (excluding TIDES). The class average increased from the beginning to the end of the year from 24% to 63% with a total growth of 39 percentage points. All subgroups made a growth of 35+ percentage points with the exception of the Students with Disabilities, who made a growth of 24 percentage points. The Asian subgroup (1 student), made a growth of 19 percentage points. The Second Grade Addition Fact Fluency Assessment data showed minimal improvement. The total enrollment showed no growth with a score of 62%; African American students actually decreased by 1 percentage point, and the Multi-Race subgroup decreased by 10 percentage points. Students with disabilities increased by 4 percentage points from 44% to 48%.

The Third Grade EOY GHES OAT/NBT Bridges Comprehensive Assessment data shows the student average increased for total enrollment and all subgroups. The class average increased from the beginning to the end of the year from 24% to 68% with a total growth of 44 percentage points. All subgroups made a growth of 30+ percentage points with the exception of the Students with Disabilities. The Students with Disabilities group made a growth of 27 percentage points. The Third Grade Addition Fact Fluency Assessment data showed the total enrollment increased from 81%-87% with a growth of 6 percentage points; Students with Disabilities increased from 77% to 86% with a growth of 9 percentage points. The total enrollment for Multiplication Fact Fluency increased from 51%-57% with a growth of 6 percentage points; Students with Disabilities increased from 21% to 24% with a growth of 3 percentage points.

The Fourth Grade EOY GHES OAT/NBT/NF Bridges Comprehensive Assessment data shows the student average increased for the total enrollment and all subgroups. The class average increased from the beginning to the end of the year from 28% to 86% with a total growth of 58 percentage points. All subgroups made a growth of 46+ percentage points. The students with disabilities subgroup grew from 15% to 61% with a growth of 46 percentage points. The Fourth Grade Multiplication Fact Fluency Assessment data shows the student average increased for total enrollment and all subgroups. The class average increased from the beginning of the year to the end of the year, from 67% to 88%, with a total growth of 21 percentage points. All subgroups made a growth of

15+ percentage points. Students with Disabilities were actually one of the subgroups with higher growth at a total growth of 22 percentage points from 42% to 64%.

The Fifth Grade EOY GHES OAT/NBT/NF Bridges Comprehensive Assessment data shows the student average increased for total enrollment and all subgroups. The class average increased from the beginning to the end of the year from 18% to 66% with a total growth of 48 percentage points. All subgroups made a growth of at least 37 percentage points. The Fifth Grade Multiplication Fact Fluency Assessment data shows the student average increased for total enrollment and almost all subgroups. The class average increased from the beginning of the year to the end of the year from 83% to 88% with a total growth of 5 percentage points.

Plan in response to Math Data Summary

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

Kindergarten will use the Bridges 3rd Edition Math Core Program and Number Corner. This will allow us to continue to develop grade-level skills, develop number sense, build perseverance, make sense of word problems, and develop appropriate and efficient strategies for solving various mathematical problems.

Grades 1-5 will use the Bridges 3rd Edition Math Core Program and Number Corner. This will allow us to continue to develop grade-level skills, develop number sense and fact fluency, build perseverance, make sense of word problems, and develop appropriate and efficient strategies for solving various mathematical problems.

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

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

Assessment data and student work samples will be analyzed monthly at math PLC meetings to identify students who require math intervention or enrichment.

Schoolwide Reform Strategies for Mathematics

Strategies/Activities	Person(s) Responsible	Timeline
We will use Universal Screeners for Number Sense and bi-weekly formative assessments to drive targeted small-group math interventions. Whole-group instruction will focus on on-grade-level content, followed by dedicated supplemental small-group time. Tier I: ● Fluency practice ○ Computer-based (such as Amplify or Dreambox) ○ Non-computer practice options are embedded in Number Corner ● Bridges Workplaces ● Bridges curriculum ● Frog Street (Pre-K) ● Graham Fletcher *Building Fact Fluency* Tier II: ● Supplemental Math Instruction ○ Fluency practice (computer-based and paper-based) ○ Targeted Bridges Workplaces and Graham Fletcher games for Building Fact Fluency ○ Targeted Bridges Math Intervention Lessons ○ Targeted practice with solving word problems (Graham Fletcher as a resource) Tier III: ● Bridges Math Intervention (depending on group size and consistency) ● Graham Fletcher *Building Fact Fluency*	Instructional Resource Teachers Classroom Teachers Special Education Teachers	September 2026 - June 2027
We will treat the standard curriculum as a foundational guide rather than a rigid script (integrity vs. fidelity). We will use grade-level team meeting time to strategically plan and supplement these core materials with targeted resources in order to ensure all learning objectives and educational standards are fully met.	Classroom Teachers Instructional Resource Teachers Special Education Teachers	September 2026 - June 2027
Collaborate during biweekly GLT meetings to implement weekly CGI lessons and three-act tasks, empowering students to confidently solve grade-level word problems. We will analyze common grade-level student work monthly to guide our instruction. (Pre-K will transition into this once they establish foundational counting skills.)	Classroom Teachers, Special Education Teachers, IRTs	August 2026-June 2027 Review monthly
Students receive on-grade-level core instruction in basic addition/subtraction/multiplication/division fact strategies as identified in Bridges	Classroom Teachers, Special Education	August 2026-June 2027

and Number Corner during the whole-group block, alongside dedicated small-group intervention driven by biweekly formative assessments. For fluency practice, we utilize computer-based programs for students in Grades 2 and up (K-1 lack device access) as well as Bridges Workplaces, and Graham Fletcher's *Building Fact Fluency* curriculum.	Teachers, IRTs, Para educators	Fall 2026, Winter 2027, Spring 2027
Provide PK-2 students with unlimited access to math manipulatives (e.g., Unifix cubes, number racks, base-ten blocks, number lines, and 100s charts). In grades 3-5, foster a gradual release of responsibility by providing these tools 'as needed' through designated classroom math baskets.	Classroom teachers, Special Education Teachers, IRTs	August 2026-June 2027
NEW INITIATIVES based on Summer Planning Team: ● Set math goals differentiated based on grade-level needs. ● Post math progress posters in the hallway to show the percentage of students who met the targeted goal. ● Celebrate math progress milestones through weekly slideshows, GHES Gator News, and schoolwide celebrations during community gatherings.	PK-5 Classroom Teachers, IRTs, Administration	September-May 2026-2027

Comprehensive Needs Assessment
Culture and Climate Data

Attendance

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

Our overall attendance rate for SY 2025-2026 increased each month from the previous year's record for that respective month. The

overall average for attendance for this school year was 91.34%, which is about the same as the average for the previous school year (SY 2024-2025).

For SY 2026-2027, teachers and administration will collaborate with the counselor and PBIS coach to create leadership opportunities for students to promote positive connections to school. Teachers will monitor attendance and make parent contacts via phone, email, or by written notices when students have missed consecutive days from school and/or establish a pattern of absences. The classroom teacher will partner with the school counselor, PPW, and other district support staff to promote regular attendance and remedy excessive absences and truancy. Parents and students are randomly surveyed by the school counselor and PPW to get feedback on root causes that may cause a student to miss school. These same staff take corrective action to remove such barriers.

Summary of Culture and Climate Data

Appropriate demonstration of positive student behavior continues to be a focus of GHES. Staff work tirelessly to build relationships with students. GHES staff used multiple Tier 2 interventions for connecting with students who had a higher propensity for truancy, challenging behavior, low self-esteem, or other issues that could impede their learning. One student was referred to Tier 2 for the 2025-2026 school year. The goal this year is to double the number of participants and to decrease the number of office referrals. Mentors meet with targeted students several times a week. The mentors prevented escalating behaviors that would have resulted in additional referrals. The staff at GHES also cultivated strong relationships with families through phone calls, text, email, Dojo, and Remind apps. Positive behaviors are celebrated. The reduction in referral data tells us that the structures that we put in place to support positive interactions and self-regulation skills among students are working. We will continue to allocate resources to support PBIS, Conscious Discipline, and leadership programs at GHES.

Rebuilding school connections will be a key focus for the staff. We anticipate that numerous students have been dealing with stress, poverty, and/or trauma over the last year. The PBIS and Tier 2 teams will conduct meetings to monitor discipline and attendance data to determine the need for Tier 2 or 3 behavior strategies.

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

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

Tier 3: Individualized Supports based on student need

GHES has maintained a workforce that is stable, credentialed, and certified. There are 34 teachers who hold Advanced Professional Certificates, and the remaining 3 teachers have a Standard Professional Certificate. Six of our teachers hold a Conditional Certificate. The majority of teachers have 15 or more years of teaching experience and host student interns. The fact that GHES has very little staff turnover is a testament to the positive culture and climate of the building. They feel invested in the academic and emotional stability and success of the students.

At the end of the 2025-26 school year, a staff climate survey was sent out, and there were 31 responses. The data showed staff felt supported in the school environment and in their professional responsibilities. The results indicated staff felt supported and respected by school leadership. The majority of staff responded “Strongly Agree” to statements of leadership, trust, and safety. In response to the statement “I would recommend my school as a good place to work,” 77% of the responses were Strongly Agree or Agree.

GHES sent a team of teachers and staff to the county MTSS and PBIS training. The team was able to provide beneficial insight with the school staff that would benefit learners of all abilities, ethnicities, and cultures. This will help to engage learners while simultaneously maintaining management of the classroom. Additionally, our Title IX representative shared information with the staff to provide awareness and strategies to maintain school-wide consistency. Teachers will be implementing these strategies during the 2026-2027 school year to connect with our diverse population of learners.

Parents of students were asked to complete a survey gathering feedback on the effectiveness of the PBIS Program. This data shows that parents are aware of and appreciate the PBIS program. Parent reflections speak to a safe and organized learning environment for their children. Resources will continue to be allocated to support CICO and other Tier 2 supports, Conscious Discipline, Expectation Celebrations, Staff Professional Development on PBIS and MTSS, data meetings and parent communication.

Schoolwide Reform Strategies for Culture and Climate		
Strategies/Activities	**Person(s) Responsible**	**Timeline**
Provide multiple opportunities for parental input into school-based decisions	Principal, Assistant Principal, Director of Parent and Family Engagement (Title I Supervisor), department leaders, Title I Equity Analyst	August 2026- June 2027
Continue to participate in the Maryland PBIS/MTSS	School Counselor, Classroom Teachers	August 2026- June 2027
Support families including the identification of community resources (ie: Fitness Night)	School Counselor, PPW, Director of Parent and Family Engagement, Assistant Principal	August 2026- June 2027
Decrease the incidence of student truancy and absenteeism in order to meet the schoolwide attendance goal of at least 94%.	All GHES Staff	August 2026- June 2027
Continue to provide opportunities for staff to participate in professional development on equity, access, and engagement.	Principal, Assistant Principals, Director of Parent and Family Engagement, Title I Equity Analyst	August 2026- June 2027
Reading Celebrations	K-5 GHES Staff	September 2026 - June 2027
Breakfast Celebrations for Monthly Character Trait Student Representative	Counselor	September 2026 - June 2027
Support educational equity by providing families support with field trip costs for academic field trips.	GHES Staff	September 2026 - June 2027
Grade level teams will be hosting math/science and/or literacy nights where they will be sharing and modeling ways that parents can support their child's learning at home. Instructional resources will be provided for parents to take home.	K-5 GHES Staff	September 2026-June 2027
School-wide Community Gatherings to build a sense of belonging and community amongst staff, students, and school body in its entirety.	All GHES Staff	August 2026-2027

Parent, Family and Stakeholder Involvement

Green Holly Elementary welcomes input and suggestions from parents and family members to aid in the development of programming that results in well-rounded students. Parents and staff participate in collaborative meetings to review and provide input on the Parent and Family Engagement Plan (PFE), School Compact, and suggestions for using Parent and Family Engagement (PFE) funds. These meetings are communicated via the school website and newsletters, and are announced during events. Grade level teams will be meeting with parents to share grade level curriculum and ways that they can support their children at home based on parent feedback from surveys and evaluations from last year's curriculum nights, such as the second grade reading curriculum picnic. All parents will be invited to attend a Title I parent information session to raise their awareness of Title I services and the requirements in the (PFE) Plan. These invitations are sent out to parents by paper flyers, via electronic newsletters and DOJOs, School Messenger, Email, Schoology, and school phone messages. The GHES Back to School Celebration held in September 2026 is used to build a sense of community and for teachers to answer any questions regarding grade-level curriculum and procedures. This is also a time for parents to gain a stronger understanding of how the school community can work together to strengthen the support and access for resources for students and their families.

Throughout the year, GHES staff and families work to strengthen the partnership between home and school. Families are invited into school on multiple occasions to collaborate with teachers and provide feedback. This begins at Open House, Back to School Night, Conference Day, and School Improvement Team Meetings. At these meetings, teachers share data and artifacts with parents to update them on student progress and to inform parents of support that can be done at home. Our counselor and community school coordinator can also be available to provide resources for families in need.

The Title I resources are also shared on the GHES Website and in the weekly newsletter shared by administration. Parents, staff, and community members are welcome to share ideas and suggestions in a variety of ways, such as through written evaluations and surveys, and during parent advisory meetings and events. The Parent Advisory Committee was formed to gather focused feedback from parent volunteers. These meetings occur quarterly and are scheduled at flexible times to encourage attendance by all stakeholders. Upon request, meeting minutes can be translated or reviewed with parents in-person or virtually.

In Spring 2027, parents, staff, and community members will again have multiple opportunities to offer their suggestions on the effectiveness of the PFE Plan and make recommendations for staff/student instructional budgetary needs, student resources, and the use of PFE reserved funding. Parents, students, and staff will be invited to participate in a school-based climate survey. The feedback about our Parent Involvement Plan and Schoolwide Program Plan will be collected formally by the principal during stakeholder meetings; additional feedback will be gathered through other forms of communication (i.e., evaluations after PFE events, surveys, parent conferences). Additional supporting staff is continuously working with parents and families to identify and remove barriers to achievement and engagement. The school counselor, PPW's, school nurse, Director of Parent and Family Engagement, Family Service Providers (Judy Center), Community School Coordinator, and secretaries all contribute to the welfare and involvement of parents and families. Routinely, sign-in sheets, agendas, feedback, and evaluations

are obtained at the conclusion of all parent workshops, staff training, School Improvement Team meetings, Parent Advisory Committee meetings, and In-Person School Events. Notes from these meetings/events are recorded. The ideas and activities in this plan reflect input by parents. We will discuss the plan and ask for additional feedback and continued support at our Parent & Family Nights during the 2026-2027 school year.

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

Green Holly works to build the capacity of parents so that caregivers for children are informed of academic standards and expectations for learning and non-academic goals. We solicit all ideas and suggestions from parents to facilitate workshops and activities that are meaningful and address parents' interests and needs. These ideas are addressed during school advisory meetings, and recommendations are made to the school leadership team. The administrative leadership, along with teachers, Title I District staff, and SMCPS support staff, work collectively to review student progress such as quantitative and qualitative data, quarterly student progress reports, attendance, multi-tiered support systems, and parent feedback.

PFE Calendar 2026-2027

PFE Calendar 2026-2027

HOME-SCHOOL COMPACT

GHES Home School Compact (English)

GHES Home School Compact (Spanish)

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

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

- The GHES Administration, Judy Center Staff, School Counselor, Pupil Personnel Worker, MTSS Leader, and IRTs meet regularly to plan and coordinate parent/community engagement activities and events.
- The Green Holly community has access to a newly funded offsite health clinic funded by St. Mary's County Health Department.
- Community partnerships including, but not limited to, the United Way, Good News Club, and The Southern Maryland Food Bank provide services, re
- sources and financial support to address food insecurity amongst students and their families.
- The Judy Center Learning Hub grant enables temporary/hourly staff to provide interventions and small-group instruction to support specific students in Pre-Kindergarten and Kindergarten.
- Instructional Resource Teachers and SMCPS content supervisors provide professional development and support for teachers to address reading and math instructional needs, increase student engagement and motivation, differentiation, and teacher content knowledge.
- Professional Development is provided using Title I funds for staff to attend regional and national conferences to increase staff content knowledge and skills on equity, standards-based progress monitoring and Conscious Discipline.
- Stipends are offered to staff to plan and implement parent and family engagement training sessions and activities outside their duty day.
- Stipends are budgeted for staff to participate in SMCPS professional development outside of the duty day.
- Substitutes are budgeted to provide class coverage for teacher collaboration and participation in professional development during the school day.
- The School Counselor solicits local businesses to coordinate meaningful and targeted activities to involve families in programs that engage and expose students to college and career readiness skills.
- Student activities and field trips to local venues increase real-world experiences and student awareness of community resources.
- District Title I Office supports student, staff, parent, and family implementation of Conscious Discipline Self-Regulation Training.
- Literacy and math materials for students to use at home may be suggested and selected by IRT's and content supervisors.
- The University of Maryland Extension Services supports the Food Supplement Nutrition Education program, which teaches children healthy ways to live and eat.