



School Improvement Plan 2025 - 2026



Hall County
Martin Elementary School

SCHOOL IMPROVEMENT PLAN

1 General Improvement Plan Information

General Improvement Plan Information

District	Hall County
School Name	Martin Elementary School
Team Lead	Adam Clark
Federal Funding Options to Be Employed (SWP Schools) in this Plan (Select all that apply)	Traditional funding (Federal funds budgeted separately)

Factors(s) Used by District to Identify Students in Poverty (Select all that apply)	
<input checked="" type="checkbox"/>	Free/Reduced meal application
<input type="checkbox"/>	Community Eligibility Program (CEP) - Direct Certification ONLY
<input type="checkbox"/>	Other (if selected, please describe below)

2. SCHOOL IMPROVEMENT GOALS

2.1 Overarching Need # 1

Overarching Need

Overarching Need as identified in CNA Section 3.2	The median growth percentile for reading on the MAP assessment was the 39th percentile when comparing growth from the fall of 2024 to the spring of 2025.
Root Cause # 1	Implementation of Benchmark Workshop Comprehensive Literacy Program, collaborative planning, and consistent data chats.
Root Cause # 2	Looking at student data across all areas of ELA and implementing instructional strategies.
Root Cause # 3	Parent engagement is low. Parents do not know how (or have resources) to support their students at home
Root Cause # 4	Inconsistency in structured collaborative planning meetings which led to variability among teachers within a grade level.
Goal	During the 2025 - 2026 school year, the median growth percentile on the MAP Assessment in the area of ELA will increase by 3% from the 39th percentile to 42nd percentile, when comparing spring 2025 to spring 2026 performance.

Action Step # 1

Action Step	Hire/utilize an intervention teacher to provide additional supportive and small group instruction in reading, and modify intervention schedule to provide increased focus on supporting students in meeting their projected growth / growth goals.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation	Implementation and effectiveness will be monitored through staffing/HR documentation, school intervention schedules, intervention teacher rosters, TKES walkthroughs, Milestones ELA data, and school-wide monthly student reading assessment data and PL sign in sheets.
Method for Monitoring Effectiveness	Success will be monitored through student ELA data sources-BAS, MAP, Milestones, GKIDS, Running Records and Unit Assessments.
Position/Role Responsible	Principal, Assistant Principal, Title I Intervention teacher
Timeline for Implementation	Weekly

Action Step # 1

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 2

Action Step	Hire/utilize an instructional coach to build teacher capacity by providing professional learning and resources, coaching and modeling of instructional strategies, assessment, and data analysis.
Funding Sources	Title I, Part A Title II, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Professional Capacity
Method for Monitoring Implementation	Implementation and effectiveness will be monitored through staffing/HR documentation, Professional Learning Agendas and minutes, instructional coach's schedule and notes, TKES walkthroughs, Milestones ELA data, and school-wide monthly student reading assessment data and PL sign in sheets.
Method for Monitoring Effectiveness	Success will be monitored through student ELA data sources-BAS, MAP, Milestones, GKIDS, Running Records and Unit Assessments.
Position/Role Responsible	Principal, Assistant Principal, Instructional Coach
Timeline for Implementation	Weekly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 3

Action Step	Provide parents with information, strategies and materials to use at home to support reading.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Family and Community Engagement
Method for Monitoring Implementation	Implementation and effectiveness will be monitored through parent-sign in sheets, agendas and minutes from meetings/workshops and events where materials are distributed, records of materials in parent information center.
Method for Monitoring Effectiveness	Success will be monitored through student ELA data sources-BAS, MAP, Milestones, GKIDS, Running Records and Unit Assessments.
Position/Role Responsible	Principal, Assistant Principal, Parent Liaison
Timeline for Implementation	Yearly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 4

Action Step	Provide extended learning opportunities for students to increase reading achievement (instructional extension & summer school).
Funding Sources	Title I, Part A Title III, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities

Action Step # 4

Systems	Coherent Instruction Family and Community Engagement
Method for Monitoring Implementation	Implementation and effectiveness will be monitored using walkthroughs during summer school and reading level data at the beginning of the school year, as well as attendance records.
Method for Monitoring Effectiveness	Success will be monitored through student ELA data sources-BAS, MAP, Milestones, GKIDS, Running Records and Unit Assessments.
Position/Role Responsible	Principal , Assistant Principal, Summer School Coordinator
Timeline for Implementation	Yearly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 5

Action Step	Purchase supplies, equipment, technology, and/or software to increase literacy through student engagement in authentic intellectual work and provide remediation opportunities for students who struggle.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Coherent Instruction Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Implementation will be monitored through walkthroughs, student data, student use of devices and software and PL agendas and sign in sheets.
Method for Monitoring Effectiveness	Success will be monitored through student ELA data sources-BAS, MAP, Milestones, GKIS, Running Records and Unit Assessments.

Action Step # 5

Position/Role Responsible	Principal, Assistant Principal, Instructional Coach
Timeline for Implementation	Yearly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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2. SCHOOL IMPROVEMENT GOALS

2.2 Overarching Need # 2

Overarching Need

Overarching Need as identified in CNA Section 3.2	The median growth percentile for math on the MAP assessment was the 35th percentile when comparing growth from the fall of 2024 to the spring of 2025.
Root Cause # 1	Inconsistency in structured collaborative planning meetings which led to variability among teachers within a grade level.
Root Cause # 2	Looking at student data across all areas of Math and implementing instructional strategies.
Root Cause # 3	Parent engagement is low. Parents do not know how (or have resources) to support their students at home
Root Cause # 4	Teacher support of implementation of Eureka Math in grades K-5
Goal	During the 2025 - 2026 school year, the median growth percentile on the MAP Assessment in the area of Math will increase by 3% from the 35th percentile to 38th percentile, when comparing spring 2025 to spring 2026 performance.

Action Step # 1

Action Step	Hire/utilize an instructional coach to build teacher capacity by providing professional learning and numeracy resources, coaching and modeling of instructional strategies, assessment and data analysis.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Professional Capacity
Method for Monitoring Implementation	Implementation and effectiveness will be monitored through staffing/HR documentation, Professional Learning agendas and minutes, instructional coach's schedule and notes, TKES walkthroughs, Milestones Math data, school-wide monthly math fluency data, unit assessment data, benchmark data.
Method for Monitoring Effectiveness	Success will be monitored through student Math data sources-MAP, Milestones, Unit Assessments, Fluency scores, IKAN and GLOSS, GKIDS
Position/Role Responsible	Principal, Assistant Principal
Timeline for Implementation	Yearly

Action Step # 1

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 2

Action Step	Provide extended learning opportunities for students to increase mathematics achievement (instructional extension & summer school).
Funding Sources	Title I, Part A Title II, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Family and Community Engagement
Method for Monitoring Implementation	Implementation and effectiveness will be monitored using walkthroughs during summer school and reading level data at the beginning of the school years as well as attendance records.
Method for Monitoring Effectiveness	Success will be monitored through student Math data sources-MAP, Milestones, Unit Assessments, Fluency scores, IKAN and GLOSS, GKIDS
Position/Role Responsible	Principal, Assistant Principal, Summer School Coordinator
Timeline for Implementation	Yearly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 3

Action Step	Purchase supplies, equipment, technology, and/or software to increase numeracy through student engagement in authentic intellectual work and provide remediation opportunities for students who struggle.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Success will be monitored through walkthrough data on student use, teacher implementation, PL sign in sheets and agendas and student data.
Method for Monitoring Effectiveness	Success criteria for impact on student achievement will be measured through student data sources: MAP, unit assessments, math fluency assessment, GKIDS, Milestones.
Position/Role Responsible	Principal, Assistant Principal, Instructional Coaches
Timeline for Implementation	Yearly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 4

Action Step	Provide parents with information, strategies and materials to use at home to support math.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant

Action Step # 4

Subgroups	Race / Ethnicity / Minority Student with Disabilities
Systems	Family and Community Engagement
Method for Monitoring Implementation	Implementation and effectiveness will be monitored through parent-sign in sheets, agendas and minutes from meetings/workshops and events where materials are distributed, records of materials in parent information center.
Method for Monitoring Effectiveness	Success will be monitored through student math data sources, MAP, Milestones, GKIDS, and Unit Assessments.
Position/Role Responsible	Principal, Assistant Principal, Parent Liaison
Timeline for Implementation	Yearly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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3. REQUIRED QUESTIONS

3.1 Stakeholders, Coordination of Activities, Serving Children, and PQ

Required Questions

<p>1. In developing this plan, briefly describe how the school sought advice from individuals (teachers, staff, other school leaders, paraprofessionals, specialized instructional support personnel, parents, community partners, and other stakeholders).</p>	<p>Martin Technology Academy has involved all teachers, support personnel and school leadership in developing the comprehensive needs assessment and school improvement plan. All staff were given the opportunity to participate in surveys regarding school needs and goals. Feedback from parents was obtained at multiple parent meetings throughout the year, including Title I parent Engagement meetings, and PTO meetings. School leadership team meetings were held during the school year and the following summer to review data and determine school needs and appropriate goals. The school leadership team is comprised of representatives from administration, each grade-level and special area, including ESOL and special education, the school counselor, media specialist and instructional coach.</p>
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<p>2. Describe how the school will ensure that low-income and minority children enrolled in the Title I school are not served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers.</p>	<p>All Martin teachers are highly qualified in their position. Teachers new to Martin are partnered with an experienced mentor teacher.</p>
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<p>3. Provide a general description of the Title I instructional program being implemented at this Title I school. Specifically define the subject areas to be addressed and the instructional strategies/methodologies to be employed to address the identified needs of the most academically at-risk students in the school. Please include services to be provided for students living in local institutions for neglected or delinquent children (if applicable).</p>	<p>Title I Instructional supports are provided through the Early Intervention Program. Students qualify for this service by using various data sources such as local assessments and EIP checklists. Students are served in reading and/or math utilizing the augmented, push-in, reduced class size, or self-contained models.</p>
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<p>4. If applicable, provide a description of how teachers, in consultation with parents, administrators, and pupil services personnel, will identify eligible children most in need of services in Title I targeted assistance schools/programs. Please include a description of how the school will develop and implement multiple (a minimum of 2) objective,</p>	<p>n/a Martin's Title I program is a schoolwide program, not a targeted assistance program.</p>
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academic-based performance criteria to rank students for service. Also include a description of the measurable scale (point system) that uses the objective criteria to rank all students.

3. REQUIRED QUESTIONS

3.2 PQ, Federally Identified Schools, CTAE, Discipline

Required Questions

<p>5. If applicable, describe how the school will support, coordinate, and integrate services with early childhood programs at the school level, including strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.</p>	<p>Currently, incoming kindergarten students are provided with a transition packet when they register for Kindergarten at Martin Technology Academy. This packet includes letter/sound practice, emergent readers, number recognition practice, list of sight words, list of websites that the students can use to work on math and literacy skills. In addition, there are many Pre-K classes in our area that are provided the opportunity to tour our school. Kindergarten teachers also have a transition expectation meeting with local Pre-K directors in the spring. This gives rising Kindergarten students a peek into the elementary school. We also have an option for families to sign up for opportunities to tour our building as well. Special Education students are also allowed the opportunity to visit and tour the school. There are transition meetings with the parents of Special Education students prior to school beginning. All incoming students are given a kindergarten readiness assessment. This is designed by Hall County in order to provide information about individual levels of students. All ELL students are assessed using the W-APT. This determines those that would qualify for ESOL services.</p>
<p>6. If applicable, describe how the school will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including: Coordination with institutions of higher education, employers, and local partners; and Increased student access to early college, high school, or dual or concurrent enrollment opportunities or career counseling to identify student interest and skills.</p>	<p>Martin serves grades K-5 only. However, the program for elementary to middle school transition includes: Sixth grade counselors visit fifth graders to discuss transition concerns of students and present information about classes, extra-curricular opportunities, and expectations. Presentation provided by elementary counselor to answer typical questions fifth grade parents have concerning transitioning their child to middle school Middle school parent nights Middle school band and chorus visit to encourage students to participate in extra-curricular activities Students can visit middle school during the summer during select days to ease transitional concerns-opening lockers, finding classes, etc Counselor collaboration- Elementary and Middle school counselors discuss at-risk students to ensure student needs continue to be addressed at the middle school</p>
<p>7. Describe how the school will support efforts to reduce the overuse of discipline practices that remove students from the classroom, specifically addressing the effects on all subgroups of students.</p>	<p>Martin Technology Academy adheres to the Hall County Code of Conduct and Discipline Procedures, which requires schools to follow codes of conduct that focus on maintaining a good learning environment for all students. Integral to this Code of Conduct is a progressive discipline process wherein disciplinary actions are designed to teach students self-discipline and to help them replace inappropriate behaviors with those that are consistent with the character traits from Georgia's Character Education Program. For all</p>

	<p>but the most serious infractions, warnings, loss of privileges, notification of parents, parent conferences or in-classroom consequences are implemented prior to consideration of in-school or out-of-school suspension. Martin Technology Academy is developing an increased utilization of positive behavior interventions. Teachers and administrators at Martin Technology Academy value and utilize parental involvement as much as possible in disciplinary matters, with the objective of correcting behaviors without removing students from their learning environment.</p>
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ADDITIONAL RESPONSES

<p>8. Use the space below to provide additional narrative regarding the school's improvement plan.</p>	
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