ACIP

Hillcrest Elementary School

Enterprise City Board of Education

Dr. Terri Prim, Principal
400 East Watts Street
Enterprise, AL 36330

TABLE OF CONTENTS

Executive Summary

Improvement Plan Stakeholder Involvement

Student Performance Diagnostic

ACIP Assurances

ACIP 16-17

Stakeholder Feedback Diagnostic

Title I Schoolwide Diagnostic

Title I Targeted Assistance Diagnostic

Coordination of Resources - Comprehensive Budget

Strategies to Increase Parental Involvement

Executive Summary

Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

Hillcrest Elementary (HES) is a public elementary school located in Enterprise, Alabama. We are one of the largest of five elementary schools in the Enterprise City School District with a current population of 763 students. Due to damage from a tornado in 2007, HES was rebuilt in 2009. The new HES is a state of the art facility with 89,500 square feet which includes a gym, media center, special education rooms, and two nurses stations.

The Enterprise City School System rezoned during the 2015-2016 school year, which slightly decreased the student population at HES. Presently, HES has 53 certified teachers, 24 1/2 support staff, and 2 administrators. HES has a self-contained Special Education classroom that serves students with special needs.

HES has a diverse population of learners and is in close proximity to Fort Rucker military base.
Our demographics reflect the community with similar subgroups represented. HES has a significant number of students with special needs, English Learners and gifted students. We are a Title I school with 42.3% of our students receiving free or reduced lunch.

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

The mission of Hillcrest Elementary School is to enable our students to acquire the knowledge and skills necessary to become healthy, productive, and responsible lifelong learners in today's diverse society. It is our goal to provide challenging educational experiences in a safe environment and celebrate our success in the educational process.

Our school beliefs are as follows--

* Our students' successful education is the shared responsibility of families, students, school, and community.

* Our students have the right to a safe, caring, and accepting environment.

* Our students learn in different ways and should be provided with a variety of instructional approaches to allow them to experience success. At Hillcrest there is an emphasis on learner-centered classrooms and tasks.

* Our students should be provided comprehensive and effective technology opportunities to prepare them to succeed in society.

* Our students should be provided with a variety of assessments including real-world applications.

Our students are offered a variety of ways to achieve success in the classroom. Through differentiated instruction, technology usage, variety of instructional programs, and a loving and caring environment our students are given every opportunity to achieve and maintain success.

Enterprise City School vision statement

"Empower individuals to develop the dispositions and skills to be passionate, productive, lifelong learners prepared to be successful in college, careers, and life."

Enterprise City School mission statement

"Create a growth mindset culture focused on the ideal state of authentic student-centered learning and preparing learners for success in the global community."

Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

A notable area of achievement for Hillcrest Elementary School has been the addition of student-use technology. During the 2015-2016 school year, a Technology Innovation Experience (TIE) team was established at each of the elementary and secondary schools in Enterprise City Schools. At Hillcrest, this team consisted of five teachers, as well as our media specialist and instructional partner, who worked with Beth Sanders, Coordinator of Technology Integration and Innovation, to integrate technology into lessons in their classrooms. These teachers received seven Google Chromebooks for a total of 35 new student computers to be used for teaching and learning. Additionally, Hillcrest purchased 280 Chromebooks and received more that were purchased by the school system. At the beginning of the 2016-17 school year, 10 of 35 homeroom classrooms are 1:1 with Chromebooks. All other classrooms have seven Chromebooks to use with their students in addition to a class set of Chromebooks that are available for checkout for student use.

In addition to these Chromebooks, students also have access to three or more desktop computers in every classroom as well as one iPad mini. These computers are used for teaching, skill reinforcement, assessment, desktop publishing, research, and sharing information digitally. All homeroom classrooms have Smart boards and LCD projectors installed. Two computer laboratories are in place for student and faculty use. Both computer labs have 30 computers available around a semi-flexible schedule. Two iPad carts, with 30 iPads each, are available for check out. There are also 12 iPad minis that are available for check out. There are also seven mac books available for student and teacher use.

Support is provided by the library media specialist, system innovation technologist, and system technologist.

Integrated technology and the movement from a teacher-centered to a student-centered classroom, makes Hillcrest truly a school with a 21st Century classroom focus. It is our hope to soon become 1:1 schoolwide in the next couple of years.

Additional Information

Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

NA

Improvement Plan Stakeholder Involvement

Introduction

The responses should be brief, descriptive, and appropriate for the specific section. It is recommended that the responses are written offline and then transferred into the sections below.

Improvement Planning Process

Improvement Planning Process

Describe the process used to engage a variety of stakeholders in the development of the institution's improvement plan. Include information on how stakeholders were selected and informed of their roles, and how meetings were scheduled to accommodate them.

Each year, stakeholders(administration, faculty, staff, parents and community members) are actively involved in the decision-making process which becomes the Hillcrest Elementary Continuous Improvement Plan. The team meets and reviews the CIP from the previous year, reviews data, determines whether last year's goals were met, sets new goals, appoints committees, and discusses allocated funds. Committees were responsible for data collection and analysis, for determining strengths and weaknesses, and developing action steps. Sign in sheets and agendas for each meeting were prepared. Parents were asked to volunteer for this process. Teachers were asked to submit names of parents and other community stakeholders who might contribute to the process. These individuals were contacted and were invited to be involved in the planning and development of our CIP. They attended meetings that were scheduled at a time convenient for the team members.

Describe the representations from stakeholder groups that participated in the development of the improvement plan and their responsibilities in this process.

The Leadership team meets and reviews the CIP from the previous year, reviews data, determines whether last year's goals were met, sets new goals, appoints committees, and discusses allocated funds. Committees were composed of administrators, teachers, support staff, parents, and community stakeholders. These committees were responsible for data collection and analysis, for determining strengths and weaknesses, and for developing action steps to meet goals.

Explain how the final improvement plan was communicated to all stakeholders, and the method and frequency in which stakeholders receive information on its progress.

The Leadership Team met for final review of the plan and it was then submitted to Dr. Teri Prim, Hillcrest Elementary School Principal and Ms. Oveta Pearce, Federal Programs Coordinator. After being reviewed and approved by them, the plan will be submitted to the superintendent for final approval. All instructional goals and strategies outlined in the CIP will be monitored by the Continuous Improvement Plan Instructional Leadership Team. The CIP Instructional Leadership Team will review progress monitoring results. Parents and stakeholders are encouraged to be on the schoolwide team to offer input and/or voice concerns. The CIP is available online on the Hillcrest Elementary School website. A hard copy is also available in the school office and media center. The CIP, as well as other school documents, can be translated in a format and language they can understand.

Student Performance Diagnostic

Introduction

The Student Performance Diagnostic provides an institution with a process to report summative student assessments. This diagnostic is significant to the accreditation and continuous improvement process as it serves as a resource for schools to view content area assessment results required by the state, district, or other entities, determine the quality and reliability of the given assessments, and show the alignment of the assessments to the school's curriculum. The performance level computed at the completion of the diagnostic is used by the external review team as a comprehensive report to understand fully the institution's assessment program; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.

Student Performance Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Student Performance Data document offline and upload below?	Yes	The student performance data for the 2015-16 school year is attached.	Student Performance Data

Evaluative Criteria and Rubrics

Overall Rating: 2.5

	Statement or Question	**Response**	**Rating**
1.	Assessment Quality	The array of assessment devices used by the institution to determine students' performances is sufficiently aligned so that valid inferences can be reached regarding students' status with respect to the majority of those curricular aims regarded as high-priority instructional targets. The documentation provided in support of this alignment is relatively persuasive. Most of the assessments used are accompanied by evidence demonstrating that they satisfy accepted technical requirements.	Level 3

	Statement or Question	**Response**	**Rating**
2.	Test Administration	Most of the assessments used by the institution to determine students' performances have been administered with reasonable fidelity to the administrative procedures appropriate for each assessment. In most instances, the students to whom these assessments were administered are essentially representative of the students served by the institution. Appropriate accommodations have been provided for most assessments so that valid inferences can be made about most students' status with respect to most of the institution's targeted curricular outcomes.	Level 3

	Statement or Question	**Response**	**Rating**
3.	Quality of Learning	Evidence of student learning promoted by the institution is acceptably analyzed and presented with reasonable clarity. In comparison to institutions functioning in a similar educational context, students' status, improvement, and/or growth evidence indicates that the level of student learning is at or above what would otherwise be expected.	Level 3

	Statement or Question	**Response**	**Rating**
4.	Equity of Learning	Evidence of student learning indicates achievement gaps exist among subpopulations of students, and that minimal or no change has occurred in these achievement gaps.	Level 1

Areas of Notable Achievement

Which area(s) are above the expected levels of performance?

3rd grade reading 55% meet or exceeded proficiency standards as measured by the ACT Aspire in reading.

4th grade reading 56% meet or exceeded proficiency standards as measured by the ACT Aspire in reading.

6th grade reading 60% meet or exceeded proficiency standards as measured by the ACT Aspire in reading.

3rd grade math 69% meet or exceeded proficiency standards as measured by the ACT Aspire in reading.

4th grade math 68% meet or exceeded proficiency standards as measured by the ACT Aspire in reading.

5th grade math 60% meet or exceeded proficiency standards as measured by the ACT Aspire in reading.

6th grade math 74% meet or exceeded proficiency standards as measured by the ACT Aspire in reading.

Describe the area(s) that show a positive trend in performance.

School-wide ACT Aspire scores indicate that both math and reading show a positive trend in the percentage of students scoring proficient and above, over the last 3 years.

Which area(s) indicate the overall highest performance?

The highest performance area for Hillcrest is in the area of math, where we grew from 63% to 68% of our students ready or exceeding.

Which subgroup(s) show a trend toward increasing performance?

Our population of African American students shows a trend of increased performance in both reading and math.

Between which subgroups is the achievement gap closing?

The achievement gap is closing between African American students and our whole school population.

Which of the above reported findings are consistent with findings from other data sources?

We have no other data sources with this information.

Areas in Need of Improvement

Which area(s) are below the expected levels of performance?

5th grade reading ACT Aspire scores

Describe the area(s) that show a negative trend in performance.

No areas show a negative trend.

Which area(s) indicate the overall lowest performance?

Overall reading scores are lower than our math scores and 5th grade reading is the lowest performing grade-level as measured by the ACT Aspire.

Which subgroup(s) show a trend toward decreasing performance?

Our Hispanic population took a dip in 2015-16, but rebounded in 2016-17.

Between which subgroups is the achievement gap becoming greater?

While we do not have the comparative data, the achievement gap between our special education students and the whole school is much greater than we would like.

Which of the above reported findings are consistent with findings from other data sources?

No other data sources proved a subgroup break down.

Report Summary

Scores By Section

Section Score

| 1 | 2 | 3 | 4 |

Evaluative Criteria and Rubrics — 2.5
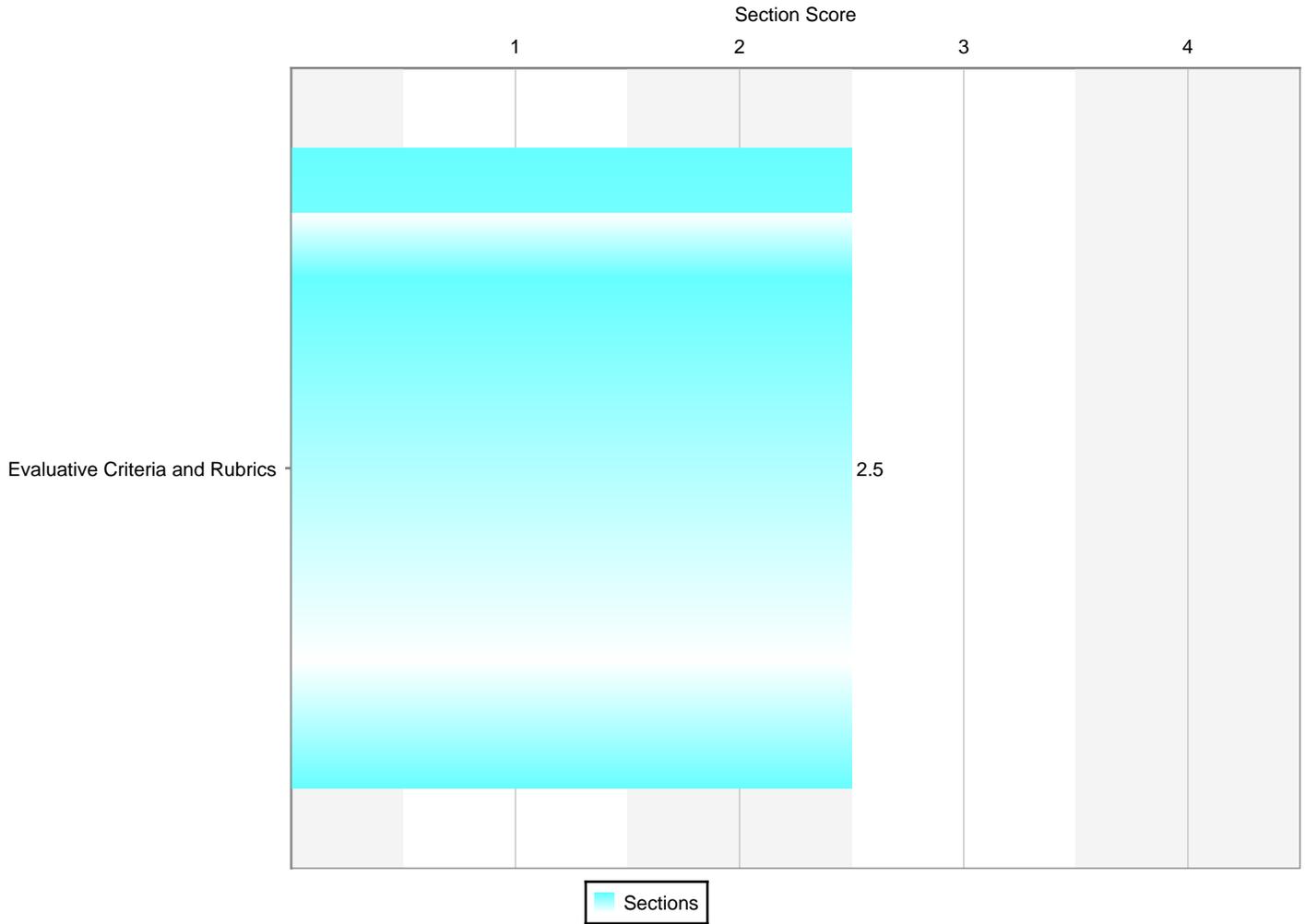
Sections

ACIP Assurances

Introduction

By responding to the questions in ASSIST and attaching evidence when required, the institution has verified whether it meets or does not meet each of the required ACIP Assurances.

ACIP Assurances

Label	Assurance	Response	Comment	Attachment
1.	The Instructional Leadership Team members that should be present include the principal, guidance counselor, district school improvement specialist (or other designee), appropriate content-area teachers, parent representatives, and student representatives (as appropriate). Depending on the data, additional members may include special population representatives (Technology Coordinator, Special Education, ELL, etc.), district federal programs coordinator, district chief school financial officer, community stakeholders, or any other member as appropriate. Documentation will be maintained on site.	Yes	Leadership Team is attached along with the assurance that our plan has been reviewed and approved by our superintendent.	Leadership Team 16-17 Approval

Label	Assurance	Response	Comment	Attachment
2.	The institution complies with all federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of this institution that no person on the basis of race, color, religion, national origin or ancestry, age, gender, height, weight, marital status or disability shall be subjected to discrimination in any program, service or activity for which the institution is responsible, or for which it receives financial assistance from the U.S. Department of Education.	Yes	Non-Discrimination Statement is attached	Non Discrimination Statement-ECS

Label	Assurance	Response	Comment	Attachment
3.	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes	Non-discrimination contact information is attached	Non-Dicrmination Contact Information

Label	Assurance	Response	Comment	Attachment
4.	The institution has a Parent Involvement policy and plan as required in NCLB Section 1118, and ensures that all requirements in Section 1118 and 1111(h)(6), Parents' Right-to-Know, are implemented systematically.	Yes		Parent Rights to Know-Involvement Policy HES Parent Involvement Plan 16-17 Parental Involvement Plan 16-17

Label	Assurance	Response	Comment	Attachment
5.	The institution has a School-Parent Compact. If a Title I school, the School-Parent Compact contains the required components (NCLB Section 1118(d)(1-2)(A,B,C)) and was jointly developed with parents of participating students.	Yes	Compact 16-17	Compact 16-17

ACIP 16-17

Overview

Plan Name

ACIP 16-17

Plan Description

Goals, Objectives, Strategies, and Activities for the 2016-17 school year

Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Create a safe, secure, and engaging learning environment for all students that is well-maintained, fully resources, and encouraging of innovation.	Objectives: 2 Strategies: 2 Activities: 3	Organizational	$0
2	Special Education Achievement Gap-Math	Objectives: 1 Strategies: 1 Activities: 5	Academic	$0
3	English Learners	Objectives: 1 Strategies: 1 Activities: 2	Academic	$0
4	Special Education Achievement Gap- Reading	Objectives: 1 Strategies: 1 Activities: 4	Academic	$0
5	Empower learners to take ownership of their learning by constructing knowledge, self-assessing, and applying skills in authentic and engaging and real- world 21st century learning experiences as they develop a deep understanding and mastery of standards.	Objectives: 1 Strategies: 1 Activities: 5	Academic	$0
6	Empower learners to take ownership of their learning by constructing knowledge, self-assessing, and applying skills in authentic and engaging and real- world 21st century learning experiences as they develop a deep understanding and mastery of standards.	Objectives: 1 Strategies: 1 Activities: 7	Academic	$0

Goal 1: Create a safe, secure, and engaging learning environment for all students that is well-maintained, fully resources, and encouraging of innovation.

Measurable Objective 1:

collaborate to build a supportive learning environment by 05/26/2017 as measured by the parent survey.

Strategy 1:

Transitioning students to HES and DJHS - Hillcrest Elementary School realizes the importance of smooth transitioning from Kindergarten to elementary school, from one grade level to the next, and from elementary to junior high school. Assisting with these transitions will help to build a supportive learning environment.

Category:

Research Cited: http://digitalcollections.dordt.edu/cgi/viewcontent.cgi?article=1044&context=med_theses

http://www.nea.org/tools/16657.htm

Activity - Transition to Dauphin Junior High	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The HES counselors will work closely with the DJHS counselors to conduct an orientation session at HIllcrest during the second semester.	Academic Support Program	04/04/2016	05/26/2016	$0	No Funding Required	HES and DJHS Counselors, HES and DJHS teachers

Activity - Transition to HES	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The HES Leadership Team will schedule and Open House meeting for upcoming first graders zoned for Hillcrest to visit the first grade teachers and other appropriate staff members. These parents and prospective students will receive an orientation to the school setting and review procedures and policies in order to build a supportive learning environment.	Academic Support Program	03/17/2017	05/26/2017	$0	No Funding Required	HES teachers, EEEC counselor and HES counselors

Measurable Objective 2:

collaborate to create an engaging learning environment for students that includes innovation by 05/26/2017 as measured by student surveys.

Strategy 1:

TIE Team - Several HES teachers are members of the Technology Innovation Experience (TIE Team). These teachers will have 1:1 Chromebooks to use for teaching and learning to engage students and encourage innovation.

Category: Develop/Implement Professional Learning and Support

Research Cited: http://www.securedgenetworks.com/blog/5-Reasons-Technology-in-the-Classroom-Engages-Students

Activity - TIE Team Mentoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers that are a member of the TIE team will mentor other teachers on their grade level and host pop up sessions to share their learning.	Professional Learning	09/05/2016	05/19/2017	$0	No Funding Required	all HES teachers, Beth Sanders, Hilary Ellis

Goal 2: Special Education Achievement Gap-Math

Measurable Objective 1:

2% of Students with Disabilities students will demonstrate a proficiency achieve moderate growth in Mathematics by 05/26/2017 as measured by ACT Aspire.

Strategy 1:

Standards Based Instruction - Teachers will implement accommodated lessons based on college and career ready standards.

Category: Develop/Implement Learning Supports

Research Cited: http://www.ascd.org/publications/educational_leadership/mar99/vol56/num06/Realizing_the_Promise_of_Standards-Based_Education.aspx

Activity - Effective Communication	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
By the end of the 2016-17 school year, special education teachers and general education teachers will effectively communicate the needs of students and information related to the needs of the students through monthly evaluations.	Other	08/01/2016	05/26/2017	$0	Other	Special Education teachers and general classroom teachers.

Activity - ACT Aspire Data Meeting	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
An ACT Aspire data meeting will be held for special education and regular teachers that have special education students in their classrooms. They will analyze the ACT Aspire math data from the previous year, and teachers will analyze the gaps of special education students specifically.	Professional Learning	08/01/2016	10/03/2016	$0	No Funding Required	Jena Stinson-ECS Data Specilaist, Instructional Partners-Hilary Ellis and David Spires, Teri Prim-Principal, Melissa Layton-Assistant Principal

Activity - Data Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Regular education and special education teachers will meet to discuss the math and reading progress monitoring data of special education students. Current gaps and interventions will be discussed and appropriate changes to assist students will be made if needed.	Other	10/03/2016	05/26/2017	$0	No Funding Required	Classroom Teachers. Instructional Partner-Hilary Ellis, Special Education Teachers, Teri Prim-Principal, Melissa Layton-Assistant Principal

Activity - Do the Math Intervention Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Tier III and Special Education students	Academic Support Program	10/17/2016	05/26/2017	$0	No Funding Required	Tiffany Dowling-Math Intervention Program, Hilary Ellis-Instructional Partner, Dr. Teri Prim

Activity - OGAP Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
One grade level teacher from grades 3-5 and special education teachers will attend OGAP training.	Professional Learning	09/19/2016	05/26/2017	$0	No Funding Required	Troy Regional Inservice Center, Jessica Jeffers-ECS System Math Specialist, HES teachers

Goal 3: English Learners

Measurable Objective 1:
11% of English Learners students will demonstrate a proficiency on the ACCESS in English Language Arts by 05/26/2017 as measured by ACCESS.

Strategy 1:
SAMUEL Training - A content area teacher, the EL teacher, and EL aide will attend SAMUEL training. They will share their learning with the other HES classroom

teachers.

Category: Develop/Implement Professional Learning and Support

Research Cited: http://www.colorincolorado.org/article/five-things-teachers-can-do-improve-learning-ells-new-year

Activity - Language Line	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers of EL students will use the Language Line to effectively translate their conversations into a language that the parents of EL students understand.	Parent Involvement	08/01/2016	05/26/2017	$0	No Funding Required	All HES teachers

Activity - Support from EL teacher and EL Specialist	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The EL Specialist and EL teacher will meet with the teachers to EL students to help with strategies and accommodations for these students.	Professional Learning	08/01/2016	05/26/2017	$0	No Funding Required	EL teacher and EL Specialist

Goal 4: Special Education Achievement Gap- Reading

Measurable Objective 1:

A 2% increase of All Students will increase student growth in reading in Reading by 05/26/2017 as measured by ACT Aspire.

Strategy 1:

Standards Based Instruction - Teachers will implement accommodated standards based instruction.

Category: Develop/Implement Learning Supports

Research Cited: http://www.ascd.org/publications/educational_leadership/mar99/vol56/num06/Realizing_the_Promise_of_Standards-Based_Education.aspx

Activity - Effective Communication	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Special education teachers and regular education teachers will meet weekly to discuss the current progress of students. They will discuss appropriate instructional accommodations, and special education teachers will assist in planning lessons with the regular education teachers.	Academic Support Program, Other	08/05/2016	05/26/2017	$0	No Funding Required	Classroom teachers and special education teachers, Instructional Partners- Hilary Ellis, Dr. Teri Prim

Activity - ACT Aspire Data Meeting	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| Regular education teachers and special education teachers will attend an ACT Aspire data meeting that will be conducted by Jena Stinson, the ECS Data Specialist. The meeting will be focused on identifying the achievement gaps of special education students in reading and math. | Other | 08/01/2016 | 10/20/2016 | $0 | No Funding Required | ECS Data Specialist-Jena Stinson, Teri Prim-Principal, Melissa Layton-Assistant Principal, Instructional Partner-Hilary Ellis Regular education and special education teachers |

Activity - Monthly Data Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classroom and special education teachers will meet monthly to discuss the progress monitoring data monthly in reading.	Professional Learning	08/01/2016	05/26/2017	$0	No Funding Required	All classroom and special education teachers, Instructional Partner-Hilary Ellis

Activity - System 44	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Special education students that have been identified with a deficiency in phonics will be in a System 44 class five days a week.	Academic Support Program	08/08/2016	05/26/2017	$0	No Funding Required	Danielle Cruit

Goal 5: Empower learners to take ownership of their learning by constructing knowledge, self-assessing, and applying skills in authentic and engaging and real- world 21st century learning experiences as they develop a deep understanding and mastery of standards.

Measurable Objective 1:

A 2% increase of All Students will increase student growth and develop a deep understanding and mastery of standards in Reading by 05/26/2017 as measured by ACT Aspire .

Strategy 1:

Professional Growth - Teachers will participate in multiple professional development opportunities. .

Category: Develop/Implement Professional Learning and Support

Research Cited: http://www.k12.wa.us/Compensation/pubdocs/Vescio2008PLC-paper.pdf

Activity - ECS Collaborative Days	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in ECS Collaborative Days that will be held throughout the school year. Topics will include students taking ownership of their learning, reading strategies, and content literacy.	Professional Learning	08/01/2016	05/26/2017	$0	No Funding Required	Dr. Teri Prim, Melissa Layton, Hilary Ellis

Activity - Technology Innovation Experience	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Several teachers will participate in the Technology Innovation Experience (TIE) led by the Enterprise City School Technology and Innovation Coordinator, Beth Sanders. They will participate in professional development throughout the school year and then mentor and share their learning with other teachers on their grade level.	Professional Learning	08/01/2016	05/25/2017	$0	No Funding Required	Beth Sanders, Hilary Ellis, Dr. Teri Prim, Melissa Layton

Activity - LOTOL Book Study	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in a year long book study led by Dr. Prim. The book study will include in depth learning on empowering students to take ownership of their own learning and self assessing while developing a deep understanding and mastery of standards.	Professional Learning	08/01/2016	05/26/2017	$0	No Funding Required	Dr. Teri Prim, Hilary Ellis, Melissa Layton

Activity - SimpleK12	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be able to participate in online professional development on any topic of their choice.	Professional Learning	08/01/2016	05/26/2017	$0	No Funding Required	Dr. Teri Prim, Hilary Ellis

Activity - Instructional Rounds and Learning Walks	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in the instructional rounds and learning walks to deepen their understanding of effective teaching and learning.	Professional Learning	10/14/2016	05/26/2017	$0	No Funding Required	Dr. Prim, Melissa Layton, Hilary Ellis

Goal 6: Empower learners to take ownership of their learning by constructing knowledge, self-assessing, and applying skills in authentic and engaging and real- world 21st century learning

experiences as they develop a deep understanding and mastery of standards.

Measurable Objective 1:

A 2% increase of All Students will demonstrate student proficiency (pass rate) and develop a deep understanding and mastery of standards in Mathematics by 05/26/2017 as measured by ACT Aspire.

Strategy 1:

Professional Growth - Teachers will participate in multiple professional development opportunities.

Category: Develop/Implement Professional Learning and Support

Research Cited: http://www.k12.wa.us/Compensation/pubdocs/Vescio2008PLC-paper.pdf

Activity - Technology Innovation Experience	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Several teachers will participate in the the Technology Innovation Experience (TIE) lead by the Innovation and Technology Coordinator, Beth Sanders. These teachers will also mentor other teachers on their grade level.	Professional Learning	08/01/2016	05/26/2017	$0	No Funding Required	Beth Sanders, Hilary Ellis, Dr. Teri Prim, Melissa Layton

Activity - LOTOL Book Study	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in a book study led by Dr.Prim on the book Leaders of Their Own Learning. This will be an in depth study on empowering students to take ownership of their of their learning, assessing themselves, and developing a deep understanding and mastery of standards.	Professional Learning	08/26/2016	05/26/2017	$0	No Funding Required	Dr. Prim, Hilary Ellis

Activity - SimpleK12	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be able to access online professional development on any topic that they choose.	Professional Learning	08/01/2016	05/26/2017	$0	No Funding Required	Dr. Teri Prim, Hilary Ellis, Melissa Layton

Activity - ECS Collaborative Days	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in the ECS Collaborative Days throughout the school year. Teachers will learn more about students taking ownership of their own learning.	Professional Learning	08/01/2016	05/26/2017	$0	No Funding Required	Dr. Teri Prim, Hilary Ellis, Melissa Layton

Activity - Instructional Rounds and Learning Walks	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in the instructional rounds and learning walks to deepen their understanding of effective teaching and learning.	Professional Learning	10/14/2016	05/26/2017	$0	No Funding Required	Dr. Teri Prim, Melissa Layton, Hilary Ellis

Activity - OGAP	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers in grades 3-5 and special education teachers will attend OGAP training provided by the Troy Inservice Center.	Professional Learning	09/12/2016	05/26/2017	$0	No Funding Required	Troy Regional Inservice Center, Jessica Jeffers- ECS Math Specialist, HES teachers

Activity - Do the Math Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students that need Tier III intervention for math will receive services during the school day.	Academic Support Program	10/17/2016	05/26/2017	$0	No Funding Required	Tiffany Dowling, Melissa Layton

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Instructional Rounds and Learning Walks	Teachers will participate in the instructional rounds and learning walks to deepen their understanding of effective teaching and learning.	Professional Learning	10/14/2016	05/26/2017	$0	Dr. Prim, Melissa Layton, Hilary Ellis
Transition to Dauphin Junior High	The HES counselors will work closely with the DJHS counselors to conduct an orientation session at HIllcrest during the second semester.	Academic Support Program	04/04/2016	05/26/2016	$0	HES and DJHS Counselors, HES and DJHS teachers
ECS Collaborative Days	Teachers will participate in ECS Collaborative Days that will be held throughout the school year. Topics will include students taking ownership of their learning, reading strategies, and content literacy.	Professional Learning	08/01/2016	05/26/2017	$0	Dr. Teri Prim, Melissa Layton, Hilary Ellis
Support from EL teacher and EL Specialist	The EL Specialist and EL teacher will meet with the teachers to EL students to help with strategies and accommodations for these students.	Professional Learning	08/01/2016	05/26/2017	$0	EL teacher and EL Specialist
LOTOL Book Study	Teachers will participate in a book study led by Dr.Prim on the book Leaders of Their Own Learning. This will be an in depth study on empowering students to take ownership of their of their learning, assessing themselves, and developing a deep understanding and mastery of standards.	Professional Learning	08/26/2016	05/26/2017	$0	Dr. Prim, Hilary Ellis
SimpleK12	Teachers will be able to participate in online professional development on any topic of their choice.	Professional Learning	08/01/2016	05/26/2017	$0	Dr. Teri Prim, Hilary Ellis
OGAP	Teachers in grades 3-5 and special education teachers will attend OGAP training provided by the Troy Inservice Center.	Professional Learning	09/12/2016	05/26/2017	$0	Troy Regional Inservice Center, Jessica Jeffers- ECS Math Specialist, HES teachers

Technology Innovation Experience	Several teachers will participate in the the Technology Innovation Experience (TIE) lead by the Innovation and Technology Coordinator, Beth Sanders. These teachers will also mentor other teachers on their grade level.	Professional Learning	08/01/2016	05/26/2017	$0	Beth Sanders, Hilary Ellis, Dr. Teri Prim, Melissa Layton
Language Line	Teachers of EL students will use the Language Line to effectively translate their conversations into a language that the parents of EL students understand.	Parent Involvement	08/01/2016	05/26/2017	$0	All HES teachers
Data Meetings	Regular education and special education teachers will meet to discuss the math and reading progress monitoring data of special education students. Current gaps and interventions will be discussed and appropriate changes to assist students will be made if needed.	Other	10/03/2016	05/26/2017	$0	Classroom Teachers. Instructional Partner-Hilary Ellis, Special Education Teachers, Teri Prim-Principal, Melissa Layton-Assistant Principal
Monthly Data Meetings	Classroom and special education teachers will meet monthly to discuss the progress monitoring data monthly in reading.	Professional Learning	08/01/2016	05/26/2017	$0	All classroom and special education teachers, Instructional Partner-Hilary Ellis
Do the Math Intervention	Students that need Tier III intervention for math will receive services during the school day.	Academic Support Program	10/17/2016	05/26/2017	$0	Tiffany Dowling, Melissa Layton
ACT Aspire Data Meeting	Regular education teachers and special education teachers will attend an ACT Aspire data meeting that will be conducted by Jena Stinson, the ECS Data Specialist. The meeting will be focused on identifying the achievement gaps of special education students in reading and math.	Other	08/01/2016	10/20/2016	$0	ECS Data Specialist-Jena Stinson, Teri Prim-Principal, Melissa Layton-Assistant Principal, Instructional Partner-Hilary Ellis Regular education and special education teachers

System 44	Special education students that have been identified with a deficiency in phonics will be in a System 44 class five days a week.	Academic Support Program	08/08/2016	05/26/2017	$0	Danielle Cruit
LOTOL Book Study	Teachers will participate in a year long book study led by Dr. Prim. The book study will include in depth learning on empowering students to take ownership of their own learning and self assessing while developing a deep understanding and mastery of standards.	Professional Learning	08/01/2016	05/26/2017	$0	Dr. Teri Prim, Hilary Ellis, Melissa Layton
Transition to HES	The HES Leadership Team will schedule and Open House meeting for upcoming first graders zoned for Hillcrest to visit the first grade teachers and other appropriate staff members. These parents and prospective students will receive an orientation to the school setting and review procedures and policies in order to build a supportive learning environment.	Academic Support Program	03/17/2017	05/26/2017	$0	HES teachers, EEEC counselor and HES counselors
SimpleK12	Teachers will be able to access online professional development on any topic that they choose.	Professional Learning	08/01/2016	05/26/2017	$0	Dr. Teri Prim, Hilary Ellis, Melissa Layton
OGAP Training	One grade level teacher from grades 3-5 and special education teachers will attend OGAP training.	Professional Learning	09/19/2016	05/26/2017	$0	Troy Regional Inservice Center, Jessica Jeffers-ECS System Math Specialist, HES teachers
ACT Aspire Data Meeting	An ACT Aspire data meeting will be held for special education and regular teachers that have special education students in their classrooms. They will analyze the ACT Aspire math data from the previous year, and teachers will analyze the gaps of special education students specifically.	Professional Learning	08/01/2016	10/03/2016	$0	Jena Stinson-ECS Data Specilaist, Instructional Partners-Hilary Ellis and David Spires, Teri Prim-Principal, Melissa Layton-Assistant Principal
TIE Team Mentoring	Teachers that are a member of the TIE team will mentor other teachers on their grade level and host pop up sessions to share their learning.	Professional Learning	09/05/2016	05/19/2017	$0	all HES teachers, Beth Sanders, Hilary Ellis
Instructional Rounds and Learning Walks	Teachers will participate in the instructional rounds and learning walks to deepen their understanding of effective teaching and learning.	Professional Learning	10/14/2016	05/26/2017	$0	Dr. Teri Prim, Melissa Layton, Hilary Ellis

Technology Innovation Experience	Several teachers will participate in the Technology Innovation Experience (TIE) led by the Enterprise City School Technology and Innovation Coordinator, Beth Sanders. They will participate in professional development throughout the school year and then mentor and share their learning with other teachers on their grade level.	Professional Learning	08/01/2016	05/25/2017	$0	Beth Sanders, Hilary Ellis, Dr. Teri Prim, Melissa Layton
Do the Math Intervention Program	Tier III and Special Education students	Academic Support Program	10/17/2016	05/26/2017	$0	Tiffany Dowling-Math Intervention Program, Hilary Ellis-Instructional Partner, Dr. Teri Prim
ECS Collaborative Days	Teachers will participate in the ECS Collaborative Days throughout the school year. Teachers will learn more about students taking ownership of their own learning.	Professional Learning	08/01/2016	05/26/2017	$0	Dr. Teri Prim, Hilary Ellis, Melissa Layton
Effective Communication	Special education teachers and regular education teachers will meet weekly to discuss the current progress of students. They will discuss appropriate instructional accommodations, and special education teachers will assist in planning lessons with the regular education teachers.	Academic Support Program, Other	08/05/2016	05/26/2017	$0	Classroom teachers and special education teachers, Instructional Partners-Hilary Ellis, Dr. Teri Prim
				Total	$0	

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Effective Communication	By the end of the 2016-17 school year, special education teachers and general education teachers will effectively communicate the needs of students and information related to the needs of the students through monthly evaluations.	Other	08/01/2016	05/26/2017	$0	Special Education teachers and general classroom teachers.
				Total	$0	

Stakeholder Feedback Diagnostic

Introduction

The Stakeholder Feedback Diagnostic is designed to analyze the institution's survey results in terms of areas of achievement and areas that need improvement. Further, the diagnostic is essential to the accreditation and continuous improvement processes in that it provides the institution with a comprehensive view of the aggregate scores of the surveys administered, and the actual total of respondents for each survey type to derive a single score for this diagnostic. The performance level score computed at the completion of the diagnostic is used to broaden and enhance the external review team's understanding of the stakeholder's perceptions of the institution; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.

Stakeholder Feedback Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Stakeholder Feedback Data document offline and upload below?	Yes	Summaries of the Professional Development, Teacher, Student, and Parent Surveys are attached.	PD Survey 15-16 Teacher Survey 15-16 Student Survey 15-16 Parent Survey 15-16

Evaluative Criteria and Rubrics

Overall Rating: 4.0

	Statement or Question	Response	Rating
1.	Questionnaire Administration	All required AdvancED questionnaires were used by the institution to receive stakeholder feedback. The minimum response rate for each population was met (parent questionnaire: equal to or greater than 20%, student questionnaire(s): equal to or greater than 40%, staff questionnaire: equal to or greater than 60%). Questionnaires were administered with complete fidelity to the appropriate administrative procedures. In every instance, the stakeholders to whom these questionnaires were administered fully represented the populations served by the institution. Appropriate accommodations were provided as necessary for all participants.	Level 4

	Statement or Question	Response	Rating
2.	Stakeholder Feedback Results and Analysis	Two or more of the stakeholder questionnaires had average item values of 4.30 or higher (on a 5.0 scale). All questionnaires had an average item value of 3.20 or above (on a 5.0 scale). Results of stakeholder feedback collected by the institution were well analyzed and clearly presented.	Level 4

Areas of Notable Achievement

Which area(s) indicate the overall highest level of satisfaction or approval?

In the Parent Survey sent home in the spring of 2016:

99% indicated that parents agreed that their child's teacher is able to be reached to discuss their child and their progress.

98% of parents indicated that parents agreed that their child's report card and test scores are understandable

4.03/5 of the staff understand the purpose and direction of Hillcrest Elementary School

Which area(s) show a trend toward increasing stakeholder satisfaction or approval?

The parent survey indicated that parents have a better understanding of their child's progress (report cards and test scores). 93% of parents indicated that they understood their child's progress for the 2014-15 school year and this number went up to 98% in 2015-16.

Which of the above reported findings are consistent with findings from other stakeholder feedback sources?

These findings are consistent with feedback received through stakeholder meetings.

Areas in Need of Improvement

Which area(s) indicate the overall lowest level of satisfaction or approval?

In the Parent Survey sent home in the spring of 2016:

48% indicated that they knew about the school's referral program to community services outside of the school.

Which area(s) show a trend toward decreasing stakeholder satisfaction or approval?

What are the implications for these stakeholder perceptions?

Based on the feedback received from the parent survey an area in need of improvement is that parents would like to know more about the community services that can be offered to them outside of the school.

Which of the above reported findings are consistent with findings from other stakeholder feedback sources?

These findings are consistent with feedback maintained during the stakeholders meeting.

Report Summary

Scores By Section

Section Score

	1	2	3	4

Evaluative Criteria and Rubrics

4
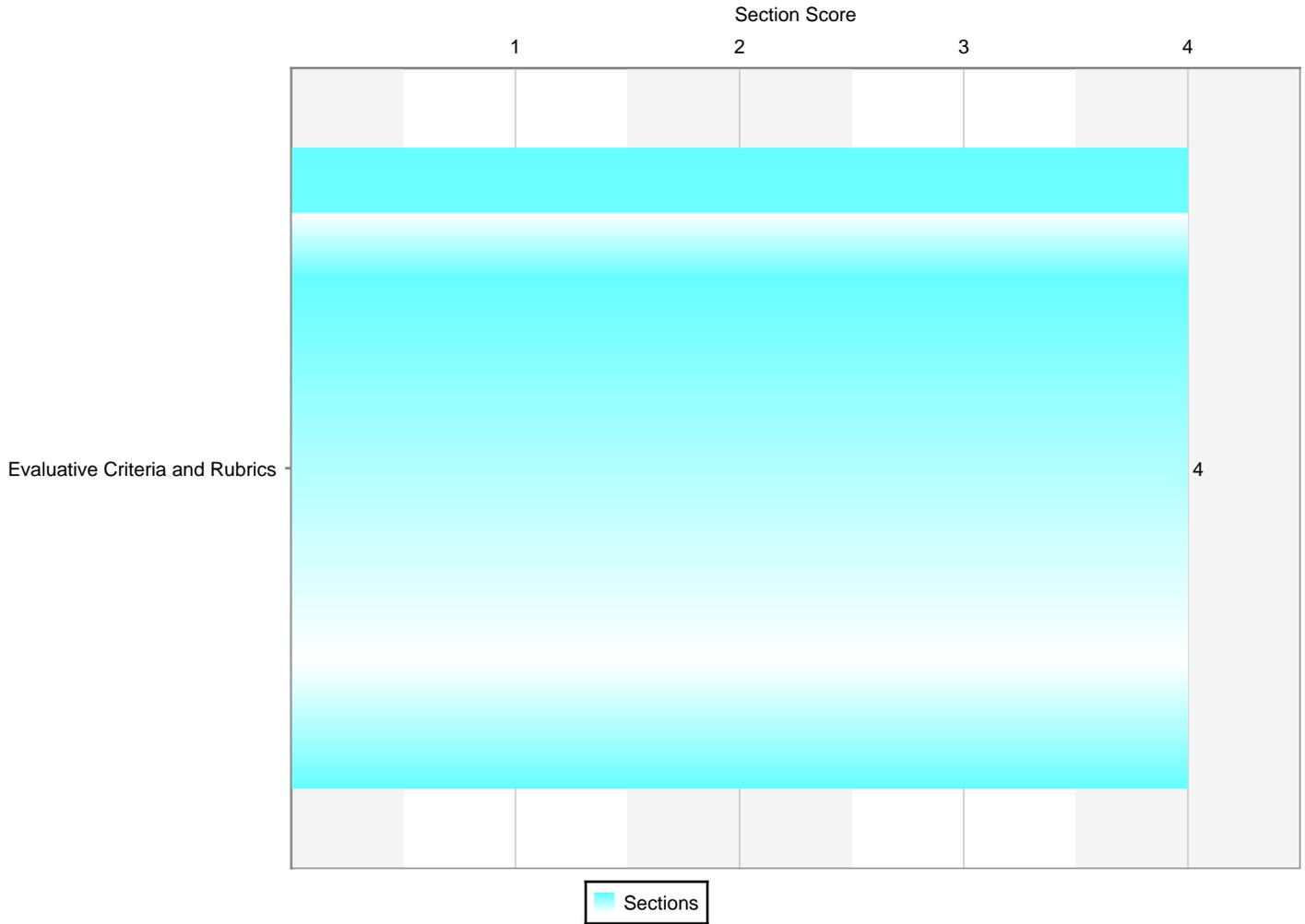
Sections

Title I Schoolwide Diagnostic

Introduction

This diagnostic tool is aligned to requirements for Title I Schoolwide schools. As described in sections 1111(b)(1), 1114 (b)(1)(A)] and 1309(2) of the Elementary and Secondary Education Act (ESEA), the comprehensive needs assessment (CNA) requirement is met by completing a School Process Profile and Summary Report. The comprehensive needs assessment must be completed prior to creating a new plan or annually updating an existing school improvement plan. Use the results of the comprehensive needs assessment to develop Goals/Objectives/Strategies and Activities. Ensure that the Gap Statements and Causes for Gaps included in the Goals information address all four measures of data: student achievement data, school programs/process data, perceptions data (must include teachers and parents; student data is encouraged), and demographic data. The Comprehensive Needs Assessment must also take into account the needs of migratory children as defined in Title I, Part C, Section 1309(2).

Component 1: Comprehensive Needs Assessment

1. How was the comprehensive needs assessment conducted?

The needs assessment committee met and examined the results of the 2015-2016 data beginning with the ACT Aspire results. Other data from 2015-16 school year that was examined included the ACCESS for ELs and DIBELS results. STAR Reading, STAR Math and STAR Early Literacy results from the end of 2015-2016 were also analyzed.

The Hillcrest Elementary School ACIP planning is conducted by the Instructional Leadership team assigned to develop the schoolwide plan. The collection of data is an ongoing process throughout the school year.

Each team member is included in the data collection process in some form. This includes: teacher attendance, student attendance, transfer and transient data, discipline referrals, and school-wide evaluation survey data. Student assessment data include state assessment-wide and teacher-made assessments. The state-wide assessments include DIBELS, ACCESS (EL), and ACT Aspire. The schoolwide assessments used are STAR assessments and progress monitoring. Teacher initiated assessments include DIBELS progress monitoring, Wonders unit testing, Math Checkpoints, and STAR Progress Monitoring.

Parental input came from the schoolwide evaluation survey and from parent members of the Instructional Leadership Committee.

Committee responsibilities were given to begin gathering data, analyzing data, and drafting the ACIP in the spring of 2016. The members of the Leadership Committee are given responsibility for making the plan available following the completion and review of the plan. All faculty and staff members are given the responsibility of overseeing the plan throughout the year.

The schoolwide plan will be reviewed throughout the year in faculty and grade-level meetings and monitored to ensure accurate implementation. Goals to be met and progress made will be communicated to parents, faculty, and community through the use of annual school wide meetings, faculty meetings, and newsletters. The CIP plan is available in several places such as the Hillcrest office, Media Center, Title I room, and the school website. Parents and stakeholders are offered the opportunity for input and/or concerns to help make implementation of the schoolwide plan a success for our students.

2. What were the results of the comprehensive needs assessment?

STAR Reading

Growth Report by Grade Level

SGP Growth Target-60
1st grade - 63
2nd grade - 39
3rd grade - 48
4th grade - 50

5th grade - 57

6th grade- 64

STAR Math

Growth Report by Grade Level

SGP Growth Target-60

1st grade - 68

2nd grade -40

3rd grade - 41

4th grade - 43

5th grade - 65

6th grade - 64

ACT Aspire Reading School Wide 2016

53% ready or exceeding

ACT Aspire Math School Wide 2016

68% ready or exceeding

ACT Aspire Third Grade

Math: E=30, R=40, C=21, N=9

Reading: E=27, R=28, C=21, N=24

Science: E=31, R=21, C=21, N=27

ACT Aspire Fourth Grade

Math: E=19, R=49, C=25, N=7

Reading: E=21, R=35, C=26, N=17

Science: E=18, R=31, C=30, N=21

ACT Aspire Fifth Grade

Math: E=25, R=34, C=37, N=4

Reading: E=19, R=21, C=29, N=32

Science: E=26, R=22, C=27, N=25

ACT Aspire Sixth Grade

Math: E=36, R=37, C=20, N=6

Reading:E=36, R=25, C=23, N=17

Science: E=35, R=34, C=12, N=19

DIBELS 1st Grade

Low Risk Students (Green)

Increased by 4%

Some Risk Students (Yellow)

Increased by 1%

At Risk Students (Red)

Decreased by 4%

DIBELS 2nd Grade

Low Risk Students (Green)

Decreased by 2%

Some Risk Students (Yellow)

Increased by 6%

At Risk Students (Red)

Decreased by 4%

ACCESS

28% of students exited the program (17 out of 60)

65% of students increased in scores by .5 (36 out of 55)

15% of students decreased in scores (8 out of 55)

58% of students increased in the area of writing (32 out of 55)

47% of students scored -4.0 (28 out of 60)

53% of students scored +4.0 (32 out of 60)

3. What conclusions were drawn from the results?

In our third year of taking the ACT Aspire, Math scores are again above out expected level of performance. School-wide 68% of students meet of exceeded proficiency in math. This is a 5% increase from the 2014-15 school year.

The school wide percentage of students reaching proficiency in reading is up from 49% during the 2014-15 school year to 53% for the 2015-16 school year. However, fifth grade reading is still not at the expected level of performance with only 41% of students reaching proficiency.

4. What information was concluded as a result of analyzing perception, student achievement, school programs/process, and demographic data?

It was concluded that the area of reading will be an area of focus for the 2015-16 school year.

5. How are the school goals connected to priority needs and the needs assessment?

The goals for the 2016-17 school year are data driven from the previous school year based on weaknesses in various areas.

6. How do the goals portray a clear and detailed analysis of multiple types of data?

All goals are based upon multiple sources of data such as test scores, attendance rates, discipline reports, etc. that have been analyzed and compared to identify our areas of weakness.

7. How do the goals address the needs of the whole school population and special recognition to children who are disadvantaged?

All goals were designed with the needs of all students in mind. Disadvantaged students who scored less than proficient according to the universal screening developed for RTI will be targeted for the 2016-17 school year. We realize the importance of closing the achievement gap between subgroups. Disadvantaged students were also targeted to participate in the System 44 reading intervention program, Do the Math math intervention program, after school program, and Summer SMARTS.

Component 2: Schoolwide Reform Strategies

1. Identify the strategies in the schoolwide plan that focus on helping all students reach the State's standards.

Goal 1:

Create a safe, secure, and engaging learning environment for all students that is well-maintained, fully resources, and encouraging of innovation.

Measurable Objective 1:

collaborate to build a supportive learning environment by 05/26/2017 as measured by the parent survey.

Strategy1:

Transitioning students to HES and DJHS - Hillcrest Elementary School realizes the importance of smooth transitioning from Kindergarten to elementary school, from one grade level to the next, and from elementary to junior high school. Assisting with these transitions will help to build a supportive learning environment.

Category:

Research Cited: http://digitalcollections.dordt.edu/cgi/viewcontent.cgi?article=1044&context=med_theses

http://www.nea.org/tools/16657.htm

Activity - Transition to Dauphin Junior High	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The HES counselors will work closely with the DJHS counselors to conduct an orientation session at HIllcrest during the second semester.	Academic Support Program	04/04/2016	05/26/2016	$0 - No Funding Required	HES and DJHS Counselors, HES and DJHS teachers

Activity - Transition to HES	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The HES Leadership Team will schedule and Open House meeting for upcoming first graders zoned for Hillcrest to visit the first grade teachers and other appropriate staff members. These parents and prospective students will receive an orientation to the school setting and review procedures and policies in order to build a supportive learning environment.	Academic Support Program	03/17/2017	05/26/2017	$0 - No Funding Required	HES teachers, EEEC counselor and HES counselors

Goal 2:

Special Education Achievement Gap-Math

Measurable Objective 1:

2% of Students with Disabilities students will demonstrate a proficiency achieve moderate growth in Mathematics by 05/26/2016 as measured by ACT Aspire.

Strategy1:

Standards Based Instruction - Teachers will implement accommodated lessons based on college and career ready standards.

Category: Develop/Implement Learning Supports

Research Cited: http://www.ascd.org/publications/educational_leadership/mar99/vol56/num06/Realizing_the_Promise_of_Standards-Based_Education.aspx

Activity - Effective Communication	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
By the end of the 2016-17 school year, special education teachers and general education teachers will effectively communicate the needs of students and information related to the needs of the students through monthly evaluations.	Other	08/01/2016	05/26/2017	$0 - Other	Special Education teachers and general classroom teachers.

Activity - Do the Math Intervention Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Tier III and Special Education students	Academic Support Program	10/17/2016	05/26/2017	$0 - No Funding Required	Tiffany Dowling-Math Intervention Program, Hilary Ellis-Instructional Partner, Dr. Teri Prim

Activity - Data Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Regular education and special education teachers will meet to discuss the math and reading progress monitoring data of special education students. Current gaps and interventions will be discussed and appropriate changes to assist students will be made if needed.	Other	10/03/2016	05/26/2017	$0 - No Funding Required	Classroom Teachers. Instructional Partner-Hilary Ellis, Special Education Teachers, Teri Prim-Principal, Melissa Layton-Assistant Principal

Activity - ACT Aspire Data Meeting	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
An ACT Aspire data meeting will be held for special education and regular teachers that have special education students in their classrooms. They will analyze the ACT Aspire math data from the previous year, and teachers will analyze the gaps of special education students specifically.	Professional Learning	08/01/2016	10/03/2016	$0 - No Funding Required	Jena Stinson- ECS Data Specilaist, Instructional Partners-Hilary Ellis and David Spires, Teri Prim-Principal, Melissa Layton-Assistant Principal

Goal 3:

English Learners

Measurable Objective 1:

11% of English Learners students will demonstrate a proficiency on the ACCESS in English Language Arts by 05/26/2017 as measured by

ACCESS.

Strategy1:

SAMUEL Training - A content area teacher, the EL teacher, and EL aide will attend SAMUEL training. They will share their learning with the other HES classroom teachers.

Category: Develop/Implement Professional Learning and Support

Research Cited: http://www.colorincolorado.org/article/five-things-teachers-can-do-improve-learning-ells-new-year

Activity - Language Line	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers of EL students will use the Language Line to effectively translate their conversations into a language that the parents of EL students understand.	Parent Involvement	08/01/2016	05/26/2017	$0 - No Funding Required	All HES teachers

Activity - Support from EL teacher and EL Specialist	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The EL Specialist and EL teacher will meet with the teachers to EL students to help with strategies and accommodations for these students.	Professional Learning	08/01/2016	05/26/2017	$0 - No Funding Required	EL teacher and EL Specialist

Goal 4:

Special Education Achievement Gap- Reading

Measurable Objective 1:

A 2% increase of All Students will increase student growth in reading in Reading by 05/26/2017 as measured by ACT Aspire.

Strategy1:

Standards Based Instruction - Teachers will implement accommodated standards based instruction.

Category: Develop/Implement Learning Supports

Research Cited: http://www.ascd.org/publications/educational_leadership/mar99/vol56/num06/Realizing_the_Promise_of_Standards-Based_Education.aspx

Activity - Effective Communication	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Special education teachers and regular education teachers will meet weekly to discuss the current progress of students. They will discuss appropriate instructional accommodations, and special education teachers will assist in planning lessons with the regular education teachers.	Academic Support Program Other	08/05/2016	05/26/2017	$0 - No Funding Required	Classroom teachers and special education teachers, Instructional Partners-Hilary Ellis, Dr. Teri Prim

Activity - Monthly Data Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classroom and special education teachers will meet monthly to discuss the progress monitoring data monthly in reading.	Professional Learning	08/01/2016	05/26/2017	$0 - No Funding Required	All classroom and special education teachers, Instructional Partner-Hilary Ellis

Activity - ACT Aspire Data Meeting	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Regular education teachers and special education teachers will attend an ACT Aspire data meeting that will be conducted by Jena Stinson, the ECS Data Specialist. The meeting will be focused on identifying the achievement gaps of special education students in reading and math.	Other	08/01/2016	10/20/2016	$0 - No Funding Required	ECS Data Specialist- Jena Stinson, Teri Prim-Principal, Melissa Layton-Assistant Principal, Instructional Partner-Hilary Ellis Regular education and special education teachers

Activity - System 44	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Special education students that have been identified with a deficiency in phonics will be in a System 44 class five days a week.	Academic Support Program	08/08/2016	05/26/2017	$0 - No Funding Required	Danielle Cruit

Goal 5:

Empower learners to take ownership of their learning by constructing knowledge, self-assessing, and applying skills in authentic and engaging and real- world 21st century learning experiences as they develop a deep understanding and mastery of standards.

Measurable Objective 1:

A 2% increase of All Students will increase student growth and develop a deep understanding and mastery of standards in English Language Arts by 05/26/2017 as measured by ACT Aspire .

Strategy1:

Professional Growth - Teachers will participate in multiple professional development opportunities. .

Category: Develop/Implement Professional Learning and Support

Research Cited: http://www.k12.wa.us/Compensation/pubdocs/Vescio2008PLC-paper.pdf

Activity - Technology Innovation Experience	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Several teachers will participate in the Technology Innovation Experience (TIE) led by the Enterprise City School Technology and Innovation Coordinator, Beth Sanders. They will participate in professional development throughout the school year and then mentor and share their learning with other teachers on their grade level.	Professional Learning	08/01/2016	05/25/2017	$0 - No Funding Required	Beth Sanders, Hilary Ellis, Dr. Teri Prim, Melissa Layton

Activity - ECS Collaborative Days	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in ECS Collaborative Days that will be held throughout the school year. Topics will include students taking ownership of their learning, reading strategies, and content literacy.	Professional Learning	08/01/2016	05/26/2017	$0 - No Funding Required	Dr. Teri Prim, Melissa Layton, Hilary Ellis

Activity - SimpleK12	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be able to participate in online professional development on any topic of their choice.	Professional Learning	08/01/2016	05/26/2017	$0 - No Funding Required	Dr. Teri Prim, Hilary Ellis

Activity - Instructional Rounds and Learning Walks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in the instructional rounds and learning walks to deepen their understanding of effective teaching and learning.	Professional Learning	10/14/2016	05/26/2017	$0 - No Funding Required	Dr. Prim, Melissa Layton, Hilary Ellis

Activity - LOTOL Book Study	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in a year long book study led by Dr. Prim. The book study will include in depth learning on empowering students to take ownership of their own learning and self assessing while developing a deep understanding and mastery of standards.	Professional Learning	08/01/2016	05/26/2017	$0 - No Funding Required	Dr. Teri Prim, Hilary Ellis, Melissa Layton

Goal 6:

Empower learners to take ownership of their learning by constructing knowledge, self-assessing, and applying skills in authentic and engaging and real- world 21st century learning experiences as they develop a deep understanding and mastery of standards.

Measurable Objective 1:

A 2% increase of All Students will demonstrate student proficiency (pass rate) and develop a deep understanding and mastery of standards in Mathematics by 05/26/2017 as measured by ACT Aspire.

Strategy1:

Professional Growth - Teachers will participate in multiple professional development opportunities.

Category: Develop/Implement Professional Learning and Support

Research Cited: http://www.k12.wa.us/Compensation/pubdocs/Vescio2008PLC-paper.pdf

Activity - Instructional Rounds and Learning Walks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in the instructional rounds and learning walks to deepen their understanding of effective teaching and learning.	Professional Learning	10/14/2016	05/26/2017	$0 - No Funding Required	Dr. Teri Prim, Melissa Layton, Hilary Ellis

Activity - SimpleK12	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be able to access online professional development on any topic that they choose.	Professional Learning	08/01/2016	05/26/2017	$0 - No Funding Required	Dr. Teri Prim, Hilary Ellis, Melissa Layton

Activity - LOTOL Book Study	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in a book study led by Dr.Prim on the book Leaders of Their Own Learning. This will be an in depth study on empowering students to take ownership of their of their learning, assessing themselves, and developing a deep understanding and mastery of standards.	Professional Learning	08/26/2016	05/26/2017	$0 - No Funding Required	Dr. Prim, Hilary Ellis

Activity - Technology Innovation Experience	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Several teachers will participate in the the Technology Innovation Experience (TIE) lead by the Innovation and Technology Coordinator, Beth Sanders. These teachers will also mentor other teachers on their grade level.	Professional Learning	08/01/2016	05/26/2017	$0 - No Funding Required	Beth Sanders, Hilary Ellis, Dr. Teri Prim, Melissa Layton

Activity - ECS Collaborative Days	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in the ECS Collaborative Days throughout the school year. Teachers will learn more about students taking ownership of their own learning.	Professional Learning	08/01/2016	05/26/2017	$0 - No Funding Required	Dr. Teri Prim, Hilary Ellis, Melissa Layton

2. Identify the strategies in the schoolwide plan that increase the quality and quantity of instruction.

Goal 1:

Create a safe, secure, and engaging learning environment for all students that is well-maintained, fully resources, and encouraging of innovation.

Measurable Objective 1:

collaborate to build a supportive learning environment by 05/26/2017 as measured by the parent survey.

Strategy1:

Transitioning students to HES and DJHS - Hillcrest Elementary School realizes the importance of smooth transitioning from Kindergarten to elementary school, from one grade level to the next, and from elementary to junior high school. Assisting with these transitions will help to build a supportive learning environment.

Category:

Research Cited: http://digitalcollections.dordt.edu/cgi/viewcontent.cgi?article=1044&context=med_theses

http://www.nea.org/tools/16657.htm

Activity - Transition to Dauphin Junior High	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The HES counselors will work closely with the DJHS counselors to conduct an orientation session at HIllcrest during the second semester.	Academic Support Program	04/04/2016	05/26/2016	$0 - No Funding Required	HES and DJHS Counselors, HES and DJHS teachers

Activity - Transition to HES	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The HES Leadership Team will schedule and Open House meeting for upcoming first graders zoned for Hillcrest to visit the first grade teachers and other appropriate staff members. These parents and prospective students will receive an orientation to the school setting and review procedures and policies in order to build a supportive learning environment.	Academic Support Program	03/17/2017	05/26/2017	$0 - No Funding Required	HES teachers, EEEC counselor and HES counselors

Goal 2:

Special Education Achievement Gap-Math

Measurable Objective 1:

2% of Students with Disabilities students will demonstrate a proficiency achieve moderate growth in Mathematics by 05/26/2016 as measured by ACT Aspire.

Strategy1:

Standards Based Instruction - Teachers will implement accommodated lessons based on college and career ready standards.

Category: Develop/Implement Learning Supports

Research Cited: http://www.ascd.org/publications/educational_leadership/mar99/vol56/num06/Realizing_the_Promise_of_Standards-Based_Education.aspx

Activity - Do the Math Intervention Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Tier III and Special Education students	Academic Support Program	10/17/2016	05/26/2017	$0 - No Funding Required	Tiffany Dowling-Math Intervention Program, Hilary Ellis-Instructional Partner, Dr. Teri Prim

Activity - ACT Aspire Data Meeting	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
An ACT Aspire data meeting will be held for special education and regular teachers that have special education students in their classrooms. They will analyze the ACT Aspire math data from the previous year, and teachers will analyze the gaps of special education students specifically.	Professional Learning	08/01/2016	10/03/2016	$0 - No Funding Required	Jena Stinson- ECS Data Specilaist, Instructional Partners-Hilary Ellis and David Spires, Teri Prim-Principal, Melissa Layton-Assistant Principal

Activity - Data Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Regular education and special education teachers will meet to discuss the math and reading progress monitoring data of special education students. Current gaps and interventions will be discussed and appropriate changes to assist students will be made if needed.	Other	10/03/2016	05/26/2017	$0 - No Funding Required	Classroom Teachers. Instructional Partner-Hilary Ellis, Special Education Teachers, Teri Prim-Principal, Melissa Layton-Assistant Principal

Activity - Effective Communication	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
By the end of the 2016-17 school year, special education teachers and general education teachers will effectively communicate the needs of students and information related to the needs of the students through monthly evaluations.	Other	08/01/2016	05/26/2017	$0 - Other	Special Education teachers and general classroom teachers.

Goal 3:

English Learners

Measurable Objective 1:

11% of English Learners students will demonstrate a proficiency on the ACCESS in English Language Arts by 05/26/2017 as measured by ACCESS.

Strategy1:

SAMUEL Training - A content area teacher, the EL teacher, and EL aide will attend SAMUEL training. They will share their learning with the other HES classroom teachers.

Category: Develop/Implement Professional Learning and Support

Research Cited: http://www.colorincolorado.org/article/five-things-teachers-can-do-improve-learning-ells-new-year

Activity - Language Line	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers of EL students will use the Language Line to effectively translate their conversations into a language that the parents of EL students understand.	Parent Involvement	08/01/2016	05/26/2017	$0 - No Funding Required	All HES teachers

Activity - Support from EL teacher and EL Specialist	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The EL Specialist and EL teacher will meet with the teachers to EL students to help with strategies and accommodations for these students.	Professional Learning	08/01/2016	05/26/2017	$0 - No Funding Required	EL teacher and EL Specialist

Goal 4:

Special Education Achievement Gap- Reading

Measurable Objective 1:

A 2% increase of All Students will increase student growth in reading in Reading by 05/26/2017 as measured by ACT Aspire.

Strategy1:

Standards Based Instruction - Teachers will implement accommodated standards based instruction.

Category: Develop/Implement Learning Supports

Research Cited: http://www.ascd.org/publications/educational_leadership/mar99/vol56/num06/Realizing_the_Promise_of_Standards-

Based_Education.aspx

Activity - System 44	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Special education students that have been identified with a deficiency in phonics will be in a System 44 class five days a week.	Academic Support Program	08/08/2016	05/26/2017	$0 - No Funding Required	Danielle Cruit

Activity - Effective Communication	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Special education teachers and regular education teachers will meet weekly to discuss the current progress of students. They will discuss appropriate instructional accommodations, and special education teachers will assist in planning lessons with the regular education teachers.	Academic Support Program Other	08/05/2016	05/26/2017	$0 - No Funding Required	Classroom teachers and special education teachers, Instructional Partners-Hilary Ellis, Dr. Teri Prim

Activity - Monthly Data Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classroom and special education teachers will meet monthly to discuss the progress monitoring data monthly in reading.	Professional Learning	08/01/2016	05/26/2017	$0 - No Funding Required	All classroom and special education teachers, Instructional Partner-Hilary Ellis

Activity - ACT Aspire Data Meeting	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Regular education teachers and special education teachers will attend an ACT Aspire data meeting that will be conducted by Jena Stinson, the ECS Data Specialist. The meeting will be focused on identifying the achievement gaps of special education students in reading and math.	Other	08/01/2016	10/20/2016	$0 - No Funding Required	ECS Data Specialist- Jena Stinson, Teri Prim- Principal, Melissa Layton- Assistant Principal, Instructional Partner-Hilary Ellis Regular education and special education teachers

Goal 5:

Empower learners to take ownership of their learning by constructing knowledge, self-assessing, and applying skills in authentic and engaging and real- world 21st century learning experiences as they develop a deep understanding and mastery of standards.

Measurable Objective 1:

A 2% increase of All Students will increase student growth and develop a deep understanding and mastery of standards in English Language Arts by 05/26/2017 as measured by ACT Aspire .

Strategy1:

Professional Growth - Teachers will participate in multiple professional development opportunities. .

Category: Develop/Implement Professional Learning and Support

Research Cited: http://www.k12.wa.us/Compensation/pubdocs/Vescio2008PLC-paper.pdf

Activity - Technology Innovation Experience	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Several teachers will participate in the Technology Innovation Experience (TIE) led by the Enterprise City School Technology and Innovation Coordinator, Beth Sanders. They will participate in professional development throughout the school year and then mentor and share their learning with other teachers on their grade level.	Professional Learning	08/01/2016	05/25/2017	$0 - No Funding Required	Beth Sanders, Hilary Ellis, Dr. Teri Prim, Melissa Layton

Activity - LOTOL Book Study	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in a year long book study led by Dr. Prim. The book study will include in depth learning on empowering students to take ownership of their own learning and self assessing while developing a deep understanding and mastery of standards.	Professional Learning	08/01/2016	05/26/2017	$0 - No Funding Required	Dr. Teri Prim, Hilary Ellis, Melissa Layton

Activity - ECS Collaborative Days	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in ECS Collaborative Days that will be held throughout the school year. Topics will include students taking ownership of their learning, reading strategies, and content literacy.	Professional Learning	08/01/2016	05/26/2017	$0 - No Funding Required	Dr. Teri Prim, Melissa Layton, Hilary Ellis

Activity - SimpleK12	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be able to participate in online professional development on any topic of their choice.	Professional Learning	08/01/2016	05/26/2017	$0 - No Funding Required	Dr. Teri Prim, Hilary Ellis

Activity - Instructional Rounds and Learning Walks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in the instructional rounds and learning walks to deepen their understanding of effective teaching and learning.	Professional Learning	10/14/2016	05/26/2017	$0 - No Funding Required	Dr. Prim, Melissa Layton, Hilary Ellis

Goal 6:

Empower learners to take ownership of their learning by constructing knowledge, self-assessing, and applying skills in authentic and engaging and real- world 21st century learning experiences as they develop a deep understanding and mastery of standards.

Measurable Objective 1:

A 2% increase of All Students will demonstrate student proficiency (pass rate) and develop a deep understanding and mastery of standards in Mathematics by 05/26/2017 as measured by ACT Aspire.

Strategy1:

Professional Growth - Teachers will participate in multiple professional development opportunities.

Category: Develop/Implement Professional Learning and Support

Research Cited: http://www.k12.wa.us/Compensation/pubdocs/Vescio2008PLC-paper.pdf

Activity - Instructional Rounds and Learning Walks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in the instructional rounds and learning walks to deepen their understanding of effective teaching and learning.	Professional Learning	10/14/2016	05/26/2017	$0 - No Funding Required	Dr. Teri Prim, Melissa Layton, Hilary Ellis

Activity - ECS Collaborative Days	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in the ECS Collaborative Days throughout the school year. Teachers will learn more about students taking ownership of their own learning.	Professional Learning	08/01/2016	05/26/2017	$0 - No Funding Required	Dr. Teri Prim, Hilary Ellis, Melissa Layton

Activity - Technology Innovation Experience	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Several teachers will participate in the the Technology Innovation Experience (TIE) lead by the Innovation and Technology Coordinator, Beth Sanders. These teachers will also mentor other teachers on their grade level.	Professional Learning	08/01/2016	05/26/2017	$0 - No Funding Required	Beth Sanders, Hilary Ellis, Dr. Teri Prim, Melissa Layton

Activity - LOTOL Book Study	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in a book study led by Dr.Prim on the book Leaders of Their Own Learning. This will be an in depth study on empowering students to take ownership of their of their learning, assessing themselves, and developing a deep understanding and mastery of standards.	Professional Learning	08/26/2016	05/26/2017	$0 - No Funding Required	Dr. Prim, Hilary Ellis

Activity - SimpleK12	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be able to access online professional development on any topic that they choose.	Professional Learning	08/01/2016	05/26/2017	$0 - No Funding Required	Dr. Teri Prim, Hilary Ellis, Melissa Layton

3. Identify the research-based reform strategies in the schoolwide plan that align with the findings of the needs assessment.

Goal 1:

Create a safe, secure, and engaging learning environment for all students that is well-maintained, fully resources, and encouraging of innovation.

Measurable Objective 1:

collaborate to build a supportive learning environment by 05/26/2017 as measured by the parent survey.

Strategy1:

Transitioning students to HES and DJHS - Hillcrest Elementary School realizes the importance of smooth transitioning from Kindergarten to elementary school, from one grade level to the next, and from elementary to junior high school. Assisting with these transitions will help to build a supportive learning environment.

Category:

Research Cited: http://digitalcollections.dordt.edu/cgi/viewcontent.cgi?article=1044&context=med_theses

http://www.nea.org/tools/16657.htm

Activity - Transition to Dauphin Junior High	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The HES counselors will work closely with the DJHS counselors to conduct an orientation session at HIllcrest during the second semester.	Academic Support Program	04/04/2016	05/26/2016	$0 - No Funding Required	HES and DJHS Counselors, HES and DJHS teachers

Activity - Transition to HES	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The HES Leadership Team will schedule and Open House meeting for upcoming first graders zoned for Hillcrest to visit the first grade teachers and other appropriate staff members. These parents and prospective students will receive an orientation to the school setting and review procedures and policies in order to build a supportive learning environment.	Academic Support Program	03/17/2017	05/26/2017	$0 - No Funding Required	HES teachers, EEEC counselor and HES counselors

Goal 2:

Special Education Achievement Gap-Math

Measurable Objective 1:

2% of Students with Disabilities students will demonstrate a proficiency achieve moderate growth in Mathematics by 05/26/2016 as measured by ACT Aspire.

Strategy1:

Standards Based Instruction - Teachers will implement accommodated lessons based on college and career ready standards.

Category: Develop/Implement Learning Supports

Research Cited: http://www.ascd.org/publications/educational_leadership/mar99/vol56/num06/Realizing_the_Promise_of_Standards-Based_Education.aspx

Activity - Effective Communication	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
By the end of the 2016-17 school year, special education teachers and general education teachers will effectively communicate the needs of students and information related to the needs of the students through monthly evaluations.	Other	08/01/2016	05/26/2017	$0 - Other	Special Education teachers and general classroom teachers.

Activity - ACT Aspire Data Meeting	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
An ACT Aspire data meeting will be held for special education and regular teachers that have special education students in their classrooms. They will analyze the ACT Aspire math data from the previous year, and teachers will analyze the gaps of special education students specifically.	Professional Learning	08/01/2016	10/03/2016	$0 - No Funding Required	Jena Stinson- ECS Data Specilaist, Instructional Partners-Hilary Ellis and David Spires, Teri Prim-Principal, Melissa Layton-Assistant Principal

Activity - Do the Math Intervention Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Tier III and Special Education students	Academic Support Program	10/17/2016	05/26/2017	$0 - No Funding Required	Tiffany Dowling-Math Intervention Program, Hilary Ellis-Instructional Partner, Dr. Teri Prim

Activity - Data Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Regular education and special education teachers will meet to discuss the math and reading progress monitoring data of special education students. Current gaps and interventions will be discussed and appropriate changes to assist students will be made if needed.	Other	10/03/2016	05/26/2017	$0 - No Funding Required	Classroom Teachers. Instructional Partner-Hilary Ellis, Special Education Teachers, Teri Prim-Principal, Melissa Layton-Assistant Principal

Goal 3:

English Learners

Measurable Objective 1:

11% of English Learners students will demonstrate a proficiency on the ACCESS in English Language Arts by 05/26/2017 as measured by ACCESS.

Strategy1:

SAMUEL Training - A content area teacher, the EL teacher, and EL aide will attend SAMUEL training. They will share their learning with the other HES classroom teachers.

Category: Develop/Implement Professional Learning and Support

Research Cited: http://www.colorincolorado.org/article/five-things-teachers-can-do-improve-learning-ells-new-year

Activity - Language Line	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers of EL students will use the Language Line to effectively translate their conversations into a language that the parents of EL students understand.	Parent Involvement	08/01/2016	05/26/2017	$0 - No Funding Required	All HES teachers

Activity - Support from EL teacher and EL Specialist	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The EL Specialist and EL teacher will meet with the teachers to EL students to help with strategies and accommodations for these students.	Professional Learning	08/01/2016	05/26/2017	$0 - No Funding Required	EL teacher and EL Specialist

Goal 4:

Special Education Achievement Gap- Reading

Measurable Objective 1:

A 2% increase of All Students will increase student growth in reading in Reading by 05/26/2017 as measured by ACT Aspire.

Strategy1:

Standards Based Instruction - Teachers will implement accommodated standards based instruction.

Category: Develop/Implement Learning Supports

Research Cited: http://www.ascd.org/publications/educational_leadership/mar99/vol56/num06/Realizing_the_Promise_of_Standards-

Based_Education.aspx

Activity - ACT Aspire Data Meeting	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Regular education teachers and special education teachers will attend an ACT Aspire data meeting that will be conducted by Jena Stinson, the ECS Data Specialist. The meeting will be focused on identifying the achievement gaps of special education students in reading and math.	Other	08/01/2016	10/20/2016	$0 - No Funding Required	ECS Data Specialist- Jena Stinson, Teri Prim- Principal, Melissa Layton- Assistant Principal, Instructional Partner-Hilary Ellis Regular education and special education teachers

Activity - Monthly Data Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classroom and special education teachers will meet monthly to discuss the progress monitoring data monthly in reading.	Professional Learning	08/01/2016	05/26/2017	$0 - No Funding Required	All classroom and special education teachers, Instructional Partner-Hilary Ellis

Activity - System 44	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Special education students that have been identified with a deficiency in phonics will be in a System 44 class five days a week.	Academic Support Program	08/08/2016	05/26/2017	$0 - No Funding Required	Danielle Cruit

Activity - Effective Communication	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Special education teachers and regular education teachers will meet weekly to discuss the current progress of students. They will discuss appropriate instructional accommodations, and special education teachers will assist in planning lessons with the regular education teachers.	Academic Support Program Other	08/05/2016	05/26/2017	$0 - No Funding Required	Classroom teachers and special education teachers, Instructional Partners-Hilary Ellis, Dr. Teri Prim

Goal 5:

Empower learners to take ownership of their learning by constructing knowledge, self-assessing, and applying skills in authentic and

engaging and real- world 21st century learning experiences as they develop a deep understanding and mastery of standards.

Measurable Objective 1:

A 2% increase of All Students will increase student growth and develop a deep understanding and mastery of standards in English Language Arts by 05/26/2017 as measured by ACT Aspire .

Strategy1:

Professional Growth - Teachers will participate in multiple professional development opportunities. .

Category: Develop/Implement Professional Learning and Support

Research Cited: http://www.k12.wa.us/Compensation/pubdocs/Vescio2008PLC-paper.pdf

Activity - Technology Innovation Experience	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Several teachers will participate in the Technology Innovation Experience (TIE) led by the Enterprise City School Technology and Innovation Coordinator, Beth Sanders. They will participate in professional development throughout the school year and then mentor and share their learning with other teachers on their grade level.	Professional Learning	08/01/2016	05/25/2017	$0 - No Funding Required	Beth Sanders, Hilary Ellis, Dr. Teri Prim, Melissa Layton

Activity - Instructional Rounds and Learning Walks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in the instructional rounds and learning walks to deepen their understanding of effective teaching and learning.	Professional Learning	10/14/2016	05/26/2017	$0 - No Funding Required	Dr. Prim, Melissa Layton, Hilary Ellis

Activity - SimpleK12	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be able to participate in online professional development on any topic of their choice.	Professional Learning	08/01/2016	05/26/2017	$0 - No Funding Required	Dr. Teri Prim, Hilary Ellis

Activity - ECS Collaborative Days	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in ECS Collaborative Days that will be held throughout the school year. Topics will include students taking ownership of their learning, reading strategies, and content literacy.	Professional Learning	08/01/2016	05/26/2017	$0 - No Funding Required	Dr. Teri Prim, Melissa Layton, Hilary Ellis

Activity - LOTOL Book Study	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in a year long book study led by Dr. Prim. The book study will include in depth learning on empowering students to take ownership of their own learning and self assessing while developing a deep understanding and mastery of standards.	Professional Learning	08/01/2016	05/26/2017	$0 - No Funding Required	Dr. Teri Prim, Hilary Ellis, Melissa Layton

Goal 6:

Empower learners to take ownership of their learning by constructing knowledge, self-assessing, and applying skills in authentic and engaging and real- world 21st century learning experiences as they develop a deep understanding and mastery of standards.

Measurable Objective 1:

A 2% increase of All Students will demonstrate student proficiency (pass rate) and develop a deep understanding and mastery of standards in Mathematics by 05/26/2017 as measured by ACT Aspire.

Strategy1:

Professional Growth - Teachers will participate in multiple professional development opportunities.

Category: Develop/Implement Professional Learning and Support

Research Cited: http://www.k12.wa.us/Compensation/pubdocs/Vescio2008PLC-paper.pdf

Activity - SimpleK12	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be able to access online professional development on any topic that they choose.	Professional Learning	08/01/2016	05/26/2017	$0 - No Funding Required	Dr. Teri Prim, Hilary Ellis, Melissa Layton

Activity - Technology Innovation Experience	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Several teachers will participate in the the Technology Innovation Experience (TIE) lead by the Innovation and Technology Coordinator, Beth Sanders. These teachers will also mentor other teachers on their grade level.	Professional Learning	08/01/2016	05/26/2017	$0 - No Funding Required	Beth Sanders, Hilary Ellis, Dr. Teri Prim, Melissa Layton

Activity - ECS Collaborative Days	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in the ECS Collaborative Days throughout the school year. Teachers will learn more about students taking ownership of their own learning.	Professional Learning	08/01/2016	05/26/2017	$0 - No Funding Required	Dr. Teri Prim, Hilary Ellis, Melissa Layton

Activity - LOTOL Book Study	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in a book study led by Dr.Prim on the book Leaders of Their Own Learning. This will be an in depth study on empowering students to take ownership of their of their learning, assessing themselves, and developing a deep understanding and mastery of standards.	Professional Learning	08/26/2016	05/26/2017	$0 - No Funding Required	Dr. Prim, Hilary Ellis

Activity - Instructional Rounds and Learning Walks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in the instructional rounds and learning walks to deepen their understanding of effective teaching and learning.	Professional Learning	10/14/2016	05/26/2017	$0 - No Funding Required	Dr. Teri Prim, Melissa Layton, Hilary Ellis

4. Identify the research-based reform strategies in the schoolwide plan that align with the findings of the needs assessment.

Goal 1:

Create a safe, secure, and engaging learning environment for all students that is well-maintained, fully resources, and encouraging of innovation.

Measurable Objective 1:

collaborate to create an engaging learning environment for students that includes innovation by 05/26/2017 as measured by student surveys.

Strategy1:

TIE Team - Several HES teachers are members of the Technology Innovation Experience (TIE Team). These teachers will have 1:1 Chromebooks to use for teaching and learning to engage students and encourage innovation.

Category: Develop/Implement Professional Learning and Support

Research Cited: http://www.securedgenetworks.com/blog/5-Reasons-Technology-in-the-Classroom-Engages-Students

Activity - TIE Team Mentoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers that are a member of the TIE team will mentor other teachers on their grade level and host pop up sessions to share their learning.	Professional Learning	09/05/2016	05/19/2017	$0 - No Funding Required	all HES teachers, Beth Sanders, Hilary Ellis

Measurable Objective 2:

collaborate to build a supportive learning environment by 05/26/2017 as measured by the parent survey.

Strategy1:

Transitioning students to HES and DJHS - Hillcrest Elementary School realizes the importance of smooth transitioning from Kindergarten to elementary school, from one grade level to the next, and from elementary to junior high school. Assisting with these transitions will help to build a supportive learning environment.

Category:

Research Cited: http://digitalcollections.dordt.edu/cgi/viewcontent.cgi?article=1044&context=med_theses

http://www.nea.org/tools/16657.htm

Activity - Transition to Dauphin Junior High	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The HES counselors will work closely with the DJHS counselors to conduct an orientation session at HIllcrest during the second semester.	Academic Support Program	04/04/2016	05/26/2016	$0 - No Funding Required	HES and DJHS Counselors, HES and DJHS teachers

Activity - Transition to HES	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The HES Leadership Team will schedule and Open House meeting for upcoming first graders zoned for Hillcrest to visit the first grade teachers and other appropriate staff members. These parents and prospective students will receive an orientation to the school setting and review procedures and policies in order to build a supportive learning environment.	Academic Support Program	03/17/2017	05/26/2017	$0 - No Funding Required	HES teachers, EEEC counselor and HES counselors

Goal 2:

Special Education Achievement Gap-Math

Measurable Objective 1:

2% of Students with Disabilities students will demonstrate a proficiency achieve moderate growth in Mathematics by 05/26/2017 as measured by ACT Aspire.

Strategy1:

Standards Based Instruction - Teachers will implement accommodated lessons based on college and career ready standards.

Category: Develop/Implement Learning Supports

Research Cited: http://www.ascd.org/publications/educational_leadership/mar99/vol56/num06/Realizing_the_Promise_of_Standards-Based_Education.aspx

Activity - Data Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Regular education and special education teachers will meet to discuss the math and reading progress monitoring data of special education students. Current gaps and interventions will be discussed and appropriate changes to assist students will be made if needed.	Other	10/03/2016	05/26/2017	$0 - No Funding Required	Classroom Teachers. Instructional Partner-Hilary Ellis, Special Education Teachers, Teri Prim-Principal, Melissa Layton-Assistant Principal

Activity - ACT Aspire Data Meeting	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
An ACT Aspire data meeting will be held for special education and regular teachers that have special education students in their classrooms. They will analyze the ACT Aspire math data from the previous year, and teachers will analyze the gaps of special education students specifically.	Professional Learning	08/01/2016	10/03/2016	$0 - No Funding Required	Jena Stinson- ECS Data Specilaist, Instructional Partners-Hilary Ellis and David Spires, Teri Prim-Principal, Melissa Layton-Assistant Principal

Activity - Do the Math Intervention Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Tier III and Special Education students	Academic Support Program	10/17/2016	05/26/2017	$0 - No Funding Required	Tiffany Dowling-Math Intervention Program, Hilary Ellis-Instructional Partner, Dr. Teri Prim

Activity - Effective Communication	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
By the end of the 2016-17 school year, special education teachers and general education teachers will effectively communicate the needs of students and information related to the needs of the students through monthly evaluations.	Other	08/01/2016	05/26/2017	$0 - Other	Special Education teachers and general classroom teachers.

Goal 3:

English Learners

Measurable Objective 1:

11% of English Learners students will demonstrate a proficiency on the ACCESS in English Language Arts by 05/26/2017 as measured by ACCESS.

Strategy1:

SAMUEL Training - A content area teacher, the EL teacher, and EL aide will attend SAMUEL training. They will share their learning with the other HES classroom teachers.

Category: Develop/Implement Professional Learning and Support

Research Cited: http://www.colorincolorado.org/article/five-things-teachers-can-do-improve-learning-ells-new-year

Activity - Language Line	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers of EL students will use the Language Line to effectively translate their conversations into a language that the parents of EL students understand.	Parent Involvement	08/01/2016	05/26/2017	$0 - No Funding Required	All HES teachers

Activity - Support from EL teacher and EL Specialist	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The EL Specialist and EL teacher will meet with the teachers to EL students to help with strategies and accommodations for these students.	Professional Learning	08/01/2016	05/26/2017	$0 - No Funding Required	EL teacher and EL Specialist

Goal 4:

Special Education Achievement Gap- Reading

Measurable Objective 1:

A 2% increase of All Students will increase student growth in reading in Reading by 05/26/2017 as measured by ACT Aspire.

Strategy1:

Standards Based Instruction - Teachers will implement accommodated standards based instruction.

Category: Develop/Implement Learning Supports

Research Cited: http://www.ascd.org/publications/educational_leadership/mar99/vol56/num06/Realizing_the_Promise_of_Standards-

Based_Education.aspx

Activity - ACT Aspire Data Meeting	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Regular education teachers and special education teachers will attend an ACT Aspire data meeting that will be conducted by Jena Stinson, the ECS Data Specialist. The meeting will be focused on identifying the achievement gaps of special education students in reading and math.	Other	08/01/2016	10/20/2016	$0 - No Funding Required	ECS Data Specialist- Jena Stinson, Teri Prim- Principal, Melissa Layton-Assistant Principal, Instructional Partner-Hilary Ellis Regular education and special education teachers

Activity - Effective Communication	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Special education teachers and regular education teachers will meet weekly to discuss the current progress of students. They will discuss appropriate instructional accommodations, and special education teachers will assist in planning lessons with the regular education teachers.	Academic Support Program Other	08/05/2016	05/26/2017	$0 - No Funding Required	Classroom teachers and special education teachers, Instructional Partners-Hilary Ellis, Dr. Teri Prim

Activity - System 44	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Special education students that have been identified with a deficiency in phonics will be in a System 44 class five days a week.	Academic Support Program	08/08/2016	05/26/2017	$0 - No Funding Required	Danielle Cruit

Activity - Monthly Data Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classroom and special education teachers will meet monthly to discuss the progress monitoring data monthly in reading.	Professional Learning	08/01/2016	05/26/2017	$0 - No Funding Required	All classroom and special education teachers, Instructional Partner-Hilary Ellis

Goal 5:

Empower learners to take ownership of their learning by constructing knowledge, self-assessing, and applying skills in authentic and

engaging and real- world 21st century learning experiences as they develop a deep understanding and mastery of standards.

Measurable Objective 1:

A 2% increase of All Students will increase student growth and develop a deep understanding and mastery of standards in English Language Arts by 05/26/2017 as measured by ACT Aspire .

Strategy1:

Professional Growth - Teachers will participate in multiple professional development opportunities. .

Category: Develop/Implement Professional Learning and Support

Research Cited: http://www.k12.wa.us/Compensation/pubdocs/Vescio2008PLC-paper.pdf

Activity - LOTOL Book Study	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in a year long book study led by Dr. Prim. The book study will include in depth learning on empowering students to take ownership of their own learning and self assessing while developing a deep understanding and mastery of standards.	Professional Learning	08/01/2016	05/26/2017	$0 - No Funding Required	Dr. Teri Prim, Hilary Ellis, Melissa Layton

Activity - Technology Innovation Experience	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Several teachers will participate in the Technology Innovation Experience (TIE) led by the Enterprise City School Technology and Innovation Coordinator, Beth Sanders. They will participate in professional development throughout the school year and then mentor and share their learning with other teachers on their grade level.	Professional Learning	08/01/2016	05/25/2017	$0 - No Funding Required	Beth Sanders, Hilary Ellis, Dr. Teri Prim, Melissa Layton

Activity - Instructional Rounds and Learning Walks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in the instructional rounds and learning walks to deepen their understanding of effective teaching and learning.	Professional Learning	10/14/2016	05/26/2017	$0 - No Funding Required	Dr. Prim, Melissa Layton, Hilary Ellis

Activity - SimpleK12	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be able to participate in online professional development on any topic of their choice.	Professional Learning	08/01/2016	05/26/2017	$0 - No Funding Required	Dr. Teri Prim, Hilary Ellis

Activity - ECS Collaborative Days	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in ECS Collaborative Days that will be held throughout the school year. Topics will include students taking ownership of their learning, reading strategies, and content literacy.	Professional Learning	08/01/2016	05/26/2017	$0 - No Funding Required	Dr. Teri Prim, Melissa Layton, Hilary Ellis

Goal 6:

Empower learners to take ownership of their learning by constructing knowledge, self-assessing, and applying skills in authentic and engaging and real- world 21st century learning experiences as they develop a deep understanding and mastery of standards.

Measurable Objective 1:

A 2% increase of All Students will demonstrate student proficiency (pass rate) and develop a deep understanding and mastery of standards in Mathematics by 05/26/2017 as measured by ACT Aspire.

Strategy1:

Professional Growth - Teachers will participate in multiple professional development opportunities.

Category: Develop/Implement Professional Learning and Support

Research Cited: http://www.k12.wa.us/Compensation/pubdocs/Vescio2008PLC-paper.pdf

Activity - Technology Innovation Experience	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Several teachers will participate in the the Technology Innovation Experience (TIE) lead by the Innovation and Technology Coordinator, Beth Sanders. These teachers will also mentor other teachers on their grade level.	Professional Learning	08/01/2016	05/26/2017	$0 - No Funding Required	Beth Sanders, Hilary Ellis, Dr. Teri Prim, Melissa Layton

Activity - ECS Collaborative Days	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in the ECS Collaborative Days throughout the school year. Teachers will learn more about students taking ownership of their own learning.	Professional Learning	08/01/2016	05/26/2017	$0 - No Funding Required	Dr. Teri Prim, Hilary Ellis, Melissa Layton

Activity - Instructional Rounds and Learning Walks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in the instructional rounds and learning walks to deepen their understanding of effective teaching and learning.	Professional Learning	10/14/2016	05/26/2017	$0 - No Funding Required	Dr. Teri Prim, Melissa Layton, Hilary Ellis

Activity - SimpleK12	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be able to access online professional development on any topic that they choose.	Professional Learning	08/01/2016	05/26/2017	$0 - No Funding Required	Dr. Teri Prim, Hilary Ellis, Melissa Layton

Activity - LOTOL Book Study	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in a book study led by Dr.Prim on the book Leaders of Their Own Learning. This will be an in depth study on empowering students to take ownership of their of their learning, assessing themselves, and developing a deep understanding and mastery of standards.	Professional Learning	08/26/2016	05/26/2017	$0 - No Funding Required	Dr. Prim, Hilary Ellis

5. Identify the strategies in the schoolwide plan that provide a level of interventions for students who need the most instructional support.

Goal 1:

Special Education Achievement Gap-Math

Measurable Objective 1:

2% of Students with Disabilities students will demonstrate a proficiency achieve moderate growth in Mathematics by 05/26/2016 as measured by ACT Aspire.

Strategy1:

Standards Based Instruction - Teachers will implement accommodated lessons based on college and career ready standards.

Category: Develop/Implement Learning Supports

Research Cited: http://www.ascd.org/publications/educational_leadership/mar99/vol56/num06/Realizing_the_Promise_of_Standards-

Based_Education.aspx

Activity - ACT Aspire Data Meeting	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
An ACT Aspire data meeting will be held for special education and regular teachers that have special education students in their classrooms. They will analyze the ACT Aspire math data from the previous year, and teachers will analyze the gaps of special education students specifically.	Professional Learning	08/01/2016	10/03/2016	$0 - No Funding Required	Jena Stinson- ECS Data Specilaist, Instructional Partners-Hilary Ellis and David Spires, Teri Prim-Principal, Melissa Layton-Assistant Principal

Activity - Data Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Regular education and special education teachers will meet to discuss the math and reading progress monitoring data of special education students. Current gaps and interventions will be discussed and appropriate changes to assist students will be made if needed.	Other	10/03/2016	05/26/2017	$0 - No Funding Required	Classroom Teachers. Instructional Partner-Hilary Ellis, Special Education Teachers, Teri Prim-Principal, Melissa Layton-Assistant Principal

Activity - Effective Communication	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
By the end of the 2016-17 school year, special education teachers and general education teachers will effectively communicate the needs of students and information related to the needs of the students through monthly evaluations.	Other	08/01/2016	05/26/2017	$0 - Other	Special Education teachers and general classroom teachers.

Activity - Do the Math Intervention Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Tier III and Special Education students	Academic Support Program	10/17/2016	05/26/2017	$0 - No Funding Required	Tiffany Dowling-Math Intervention Program, Hilary Ellis-Instructional Partner, Dr. Teri Prim

Goal 2:

English Learners

Measurable Objective 1:

11% of English Learners students will demonstrate a proficiency on the ACCESS in English Language Arts by 05/26/2017 as measured by ACCESS.

Strategy1:

SAMUEL Training - A content area teacher, the EL teacher, and EL aide will attend SAMUEL training. They will share their learning with the other HES classroom teachers.

Category: Develop/Implement Professional Learning and Support

Research Cited: http://www.colorincolorado.org/article/five-things-teachers-can-do-improve-learning-ells-new-year

Activity - Support from EL teacher and EL Specialist	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The EL Specialist and EL teacher will meet with the teachers to EL students to help with strategies and accommodations for these students.	Professional Learning	08/01/2016	05/26/2017	$0 - No Funding Required	EL teacher and EL Specialist

Activity - Language Line	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers of EL students will use the Language Line to effectively translate their conversations into a language that the parents of EL students understand.	Parent Involvement	08/01/2016	05/26/2017	$0 - No Funding Required	All HES teachers

Goal 3:

Special Education Achievement Gap- Reading

Measurable Objective 1:

A 2% increase of All Students will increase student growth in reading in Reading by 05/26/2017 as measured by ACT Aspire.

Strategy1:

Standards Based Instruction - Teachers will implement accommodated standards based instruction.

Category: Develop/Implement Learning Supports

Research Cited: http://www.ascd.org/publications/educational_leadership/mar99/vol56/num06/Realizing_the_Promise_of_Standards-

Based_Education.aspx

Activity - ACT Aspire Data Meeting	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Regular education teachers and special education teachers will attend an ACT Aspire data meeting that will be conducted by Jena Stinson, the ECS Data Specialist. The meeting will be focused on identifying the achievement gaps of special education students in reading and math.	Other	08/01/2016	10/20/2016	$0 - No Funding Required	ECS Data Specialist- Jena Stinson, Teri Prim-Principal, Melissa Layton-Assistant Principal, Instructional Partner-Hilary Ellis Regular education and special education teachers

Activity - Monthly Data Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classroom and special education teachers will meet monthly to discuss the progress monitoring data monthly in reading.	Professional Learning	08/01/2016	05/26/2017	$0 - No Funding Required	All classroom and special education teachers, Instructional Partner-Hilary Ellis

Activity - Effective Communication	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Special education teachers and regular education teachers will meet weekly to discuss the current progress of students. They will discuss appropriate instructional accommodations, and special education teachers will assist in planning lessons with the regular education teachers.	Academic Support Program Other	08/05/2016	05/26/2017	$0 - No Funding Required	Classroom teachers and special education teachers, Instructional Partners-Hilary Ellis, Dr. Teri Prim

Activity - System 44	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Special education students that have been identified with a deficiency in phonics will be in a System 44 class five days a week.	Academic Support Program	08/08/2016	05/26/2017	$0 - No Funding Required	Danielle Cruit

6. English Language Proficiency Goal (Should address identified weaknesses and gaps):

Goal 1:

English Learners

Measurable Objective 1:

11% of English Learners students will demonstrate a proficiency on the ACCESS in English Language Arts by 05/26/2017 as measured by ACCESS.

Strategy1:

SAMUEL Training - A content area teacher, the EL teacher, and EL aide will attend SAMUEL training. They will share their learning with the other HES classroom teachers.

Category: Develop/Implement Professional Learning and Support

Research Cited: http://www.colorincolorado.org/article/five-things-teachers-can-do-improve-learning-ells-new-year

Activity - Language Line	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers of EL students will use the Language Line to effectively translate their conversations into a language that the parents of EL students understand.	Parent Involvement	08/01/2016	05/26/2017	$0 - No Funding Required	All HES teachers

Activity - Support from EL teacher and EL Specialist	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The EL Specialist and EL teacher will meet with the teachers to EL students to help with strategies and accommodations for these students.	Professional Learning	08/01/2016	05/26/2017	$0 - No Funding Required	EL teacher and EL Specialist

7. Identify the strategies in the schoowide plan that provide an enriched and accelerated curriculum for select students and support progress for all students.

Goal 1:

Empower learners to take ownership of their learning by constructing knowledge, self-assessing, and applying skills in authentic and engaging and real- world 21st century learning experiences as they develop a deep understanding and mastery of standards.

Measurable Objective 1:

A 2% increase of All Students will increase student growth and develop a deep understanding and mastery of standards in English Language Arts by 05/26/2017 as measured by ACT Aspire .

Strategy1:

Professional Growth - Teachers will participate in multiple professional development opportunities. .

Category: Develop/Implement Professional Learning and Support

Research Cited: http://www.k12.wa.us/Compensation/pubdocs/Vescio2008PLC-paper.pdf

Activity - Technology Innovation Experience	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Several teachers will participate in the Technology Innovation Experience (TIE) led by the Enterprise City School Technology and Innovation Coordinator, Beth Sanders. They will participate in professional development throughout the school year and then mentor and share their learning with other teachers on their grade level.	Professional Learning	08/01/2016	05/25/2017	$0 - No Funding Required	Beth Sanders, Hilary Ellis, Dr. Teri Prim, Melissa Layton

Activity - ECS Collaborative Days	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in ECS Collaborative Days that will be held throughout the school year. Topics will include students taking ownership of their learning, reading strategies, and content literacy.	Professional Learning	08/01/2016	05/26/2017	$0 - No Funding Required	Dr. Teri Prim, Melissa Layton, Hilary Ellis

Activity - LOTOL Book Study	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in a year long book study led by Dr. Prim. The book study will include in depth learning on empowering students to take ownership of their own learning and self assessing while developing a deep understanding and mastery of standards.	Professional Learning	08/01/2016	05/26/2017	$0 - No Funding Required	Dr. Teri Prim, Hilary Ellis, Melissa Layton

Activity - Instructional Rounds and Learning Walks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in the instructional rounds and learning walks to deepen their understanding of effective teaching and learning.	Professional Learning	10/14/2016	05/26/2017	$0 - No Funding Required	Dr. Prim, Melissa Layton, Hilary Ellis

Activity - SimpleK12	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be able to participate in online professional development on any topic of their choice.	Professional Learning	08/01/2016	05/26/2017	$0 - No Funding Required	Dr. Teri Prim, Hilary Ellis

Goal 2:

Empower learners to take ownership of their learning by constructing knowledge, self-assessing, and applying skills in authentic and engaging and real- world 21st century learning experiences as they develop a deep understanding and mastery of standards.

Measurable Objective 1:

A 2% increase of All Students will demonstrate student proficiency (pass rate) and develop a deep understanding and mastery of standards in Mathematics by 05/26/2017 as measured by ACT Aspire.

Strategy1:

Professional Growth - Teachers will participate in multiple professional development opportunities.

Category: Develop/Implement Professional Learning and Support

Research Cited: http://www.k12.wa.us/Compensation/pubdocs/Vescio2008PLC-paper.pdf

Activity - SimpleK12	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be able to access online professional development on any topic that they choose.	Professional Learning	08/01/2016	05/26/2017	$0 - No Funding Required	Dr. Teri Prim, Hilary Ellis, Melissa Layton

Activity - ECS Collaborative Days	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in the ECS Collaborative Days throughout the school year. Teachers will learn more about students taking ownership of their own learning.	Professional Learning	08/01/2016	05/26/2017	$0 - No Funding Required	Dr. Teri Prim, Hilary Ellis, Melissa Layton

Activity - Instructional Rounds and Learning Walks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in the instructional rounds and learning walks to deepen their understanding of effective teaching and learning.	Professional Learning	10/14/2016	05/26/2017	$0 - No Funding Required	Dr. Teri Prim, Melissa Layton, Hilary Ellis

Activity - LOTOL Book Study	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in a book study led by Dr.Prim on the book Leaders of Their Own Learning. This will be an in depth study on empowering students to take ownership of their of their learning, assessing themselves, and developing a deep understanding and mastery of standards.	Professional Learning	08/26/2016	05/26/2017	$0 - No Funding Required	Dr. Prim, Hilary Ellis

Activity - Technology Innovation Experience	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Several teachers will participate in the the Technology Innovation Experience (TIE) lead by the Innovation and Technology Coordinator, Beth Sanders. These teachers will also mentor other teachers on their grade level.	Professional Learning	08/01/2016	05/26/2017	$0 - No Funding Required	Beth Sanders, Hilary Ellis, Dr. Teri Prim, Melissa Layton

Component 3: Instruction by Qualified Staff

Label	Assurance	Response	Comment	Attachment
	1. Do all of the instructional paraprofessionals meet the state requirements? If no, what is the number that has not met state requirements and what is being done to address this?	Yes		

Label	Assurance	Response	Comment	Attachment
	2. Do all of the teachers meet the state requirements? If no, what is the number that has not met state requirements and what is being done to address this?	Yes		

3. Describe how staffing decision ensure that qualified, well trained teachers provide instruction and how their assignments most effectively address identified academic needs.

The Enterprise City School System completes the annual Local Education Agency Plans (LEAPS) report as required by the Alabama State Department of Education. The completion and evaluation of this personnel report will assist in ensuring that all teachers are highly qualified,teaching in-field, and certified by the state of Alabama. Each teacher will have a written notification from the Alabama State Department of Education regarding his/her highly qualified status on file at the Board of Education.

Under the guidance of the Instructional Leadership Team, Hillcrest's faculty and staff collaborate to develop our Continuous Improvement Plan. Each committee examines the results of the previous year's data and suggests appropriate goals, strategies, and activities necessary in promoting students' academic success. Results are used by teachers to determine instruction.

Component 4: Strategies to Attract Qualified Teachers

1. What is the school's teacher turnover rate for this school year?

52 1/2 total certified employees

6 transferred, moved, or retired

11% teacher turnover rate

2. What is the experience level of key teaching and learning personnel?

1- 9 years 53%

10 years or more 47%

3. If there is a high turnover rate, what initiatives has the school implemented to attempt to lower the turnover rate?

There is not a high turnover rate at Hillcrest.

Component 5: High Quality and Ongoing Professional Development

1. Identify the professional development activities included in the schoolwide plan that are high quality, effective, and research-based?

Faculty and staff have numerous opportunities for professional development. Listed below are a few examples of what is offered.
Technology Innovation Experience (TIE team), Math Training with ECS Math Specialist, English Language Learner training with the ECS EL Specialist, Wiregrass Powerful Conversations Network, Instructional Rounds, SAMUEL, OGAP, AMSTI Science,
Learning Walks, and professional learning led by the instructional partner that is connected to the system's vision and mission.

2. Identify the professional development opportunities for teachers, principals, paraprofessionals, other staff, and parents that are included in the schoolwide plan?

Parents and faculty/staff have numerous opportunities for professional development. Listed below are a few examples of what is offered.

Parents: Celebration of Learning, Annual Title I Meeting, EL Community Meetings

Faculty/Staff: AMSTI Science, Technology Innovation Experience, SAMUEL, Learning Walks, Instructional Rounds, and training with the ECS math and EL specialist, professional development on various topics led by the instructional partner, Leaders of the Their Own Learning book study, Simple K12 online professional development

3. Identify the teacher mentoring activities included in the schoolwide plan. For example, new or inexperienced teachers are given support from an assigned master teacher.

All first year teachers will be provided a veteran teacher to mentor them throughout the school year. Mrs. Layton, the assistant principal, will also work to mentor new teachers.

4. Describe how this professional development is "sustained and ongoing."

The CIP is used to note any weak areas Hillcrest has professionally. All teacher training correlates with the professional needs of the faculty and staff to grow our understanding in areas of weaknesses indicated by data. Professional development is examined each year through data. Hillcrest has ongoing professional development for new teachers, staff, etc. such as CPR training, SAMUEL training, TIE, etc.

Component 6: Transition Strategies

1. Identify the strategies in the schoolwide plan that support and assist students in transitioning from one grade level to the next. For example, preschool preparation for Kindergarten and/or eighth grade transition to high school.

Hillcrest Elementary will host a first grade transition meeting in the spring.Students zoned for Hillcrest will be invited to meet the first grade teachers and have an informal visit to the school in the spring. For students entering seventh

grade, the counselor will conduct an orientation during the fourth nine weeks for the current sixth graders at Hillcrest.

Component 7: Teacher Participation in Making Assessment Decisions

1. What measures are in place to include teachers in decisions regarding the use of results of statewide academic assessments?

The results of statewide academic assessments are analyzed to discover strengths and weakness in instruction. The faculty/staff use this data to create goals that will strengthen our school's academic success. Teachers are involved in creating the goals for the new ACIP. They also use this data to drive their instruction--find strengths and weakness within their own classroom.

Component 8: Timely and Additional Assistance to Students Having Difficulty Mastering the Standards

1. What is the process to identify students who experience difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level?

Hillcrest uses information obtained from various assessments to assist in diagnosing the effectiveness of instruction. Struggling students are identified by the classroom teacher and the intervention teachers based on classroom observations, data gathered from classroom assessments, universal screeners such as DIBELS, ACCESS, STAR Reading and Math, Do the Math, System 44, and the ACT Aspire for grades 3-6.

Students are then targeted for receiving support in the identified area(s) of weakness. Response to Instruction (RTI) monitors the progress of at-risk students to ensure all students are showing growth. The EL committee meets to discuss interventions and accommodations needed for EL students.

A plan of action is formulated through the use of several resources. Individual students who are considered to be at-risk are offered assistance through Extended Day (after school tutorial), summer school, and Tier 2 interventions. Students who still display little to no growth are offered Tier 3 interventions outside of the general education classroom by interventionists. Students in grades 4-6 struggling with phonics have been targeted and are receiving instruction by the reading interventionist with System 44. Students who have been targeted for math intervention in grades 1-6 will receive instruction by the math interventionist with Do the Math.

2. How is timely, effective, additional assistance provided to students who are experiencing difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level?

Since data meetings are held on a regular basis, teachers are able to provide differentiated instruction in a timely and effective manner to students experiencing difficulty. The administrators, instructional partner, and interventionists collaborate with teachers on an ongoing basis to ensure intervention strategies are in place for all students experiencing difficulty mastering the state's academic achievement assessment standards.

Through RTI, students receive Tier 2 and Tier 3 instruction as needed. Resource teachers, an EL teacher, and an EL aide provide assistance for students with IEPs and I-ELPs.

3. How are students' individual needs being addressed through differentiated instruction in the classroom?

In addition to the use of RTI, the following strategies are often used to provide differentiated instruction to students: small groups, math manipulatives, re-teaching to those in need, computer programs, data meetings, and grade-level meetings. The students are challenged and are provided with individual goals to achieve maximum success. The STAR Reading and Math benchmark tests give teachers a variety of data on each student. Teachers are able to access data easily to review strengths and weaknesses and examine student work as well as formative assessments within the classroom. Instruction is then adjusted according to all sources of data/information.

4. Describe how the school provides opportunities for the most academically needy students to receive support and reinforcement of academic skills BEYOND THE REGULAR SCHOOL DAY.

Hillcrest has an Extended Day Program and Summer SMARTS (Students in Math and Reading Targeted for Success) Program to assist the most academically needy students. The Extended Day Program is comprised of third through sixth grade students who have been identified as at-risk from state, local, and building level assessment data. Once identified, a letter is sent home with each student inviting him/her to participate in the program after school during the school year. The Summer SMARTS Program is held during the summer for students in grades 1-6 that have been identified as needing support beyond the regular school day.

Parental permission is required due to the fact this program is offered after school and transportation must be provided by the parent. The Summer SMARTS program is coordinated at the system level and provides instruction in reading and math for the identified at-risk students. Some transportation may be provided by the school system for SUMMER Smarts.

In addition to these programs, Hillcrest offers extended learning opportunities on its website: http://hillcrest.al.ece.schoolinsites.com/. Students who have internet access can visit the website and link to the online instructional programs they use during the day such as Compass Learning, AR Home Connect, Big Universe, and ConnectED, for students in all grades and content areas.

5. Describe procedures used to address challenges for EACH group of Migrant, English Language Learners, Economically Disadvantaged, Special Education, Neglected and/or Delinquent, and Homeless Students.

All homeless, migratory and limited-English proficient students must have equal access to the same free appropriate public education,whether funded or not, including public preschool education, provided to other children and youth. All homeless, migratory and limited English proficient students are provided with the opportunity to meet the same challenging state content and state student performance standards to which all students are held without being stigmatized or isolated.

Below is a listing of programs, services and human resources provided to Hillcrest students. Each subgroup is included in the LEA Plan to provide for the needs of the students.

Plans such as EL,homeless, migrant and neglected and/or delinquent are located at the school and Central Office.

English as a Second Language Program/Qualified English Language Learners-Continuous throughout the year.

Special Education Program-Special Education Students/Continuous throughout the year

Gifted Program/Qualified Students in Grades 3-6

Extended Day Program/Any Student Deemed At-Risk in Grades 3-6/September-May each school year

Summer S.M.A.R.T.S. Program/Any Academically At-Risk Student/Summer session

Services and Human Resources/Targeted Groups

Guidance Counselor/Any Student/Continuous throughout the year

RTI's Problem Solving Team (PST)/Referred At-Risk Students/Continuous throughout the year

System-wide Student Services Coordinator/Truant, Migrant, Economically Disadvantaged, Neglected, Delinquent, and/or Homeless Students/Continuous throughout the year

Classroom Teachers/Interventionist/Identified Students in Grades 1-6/Continuous throughout the year

A Comprehensive needs assessment is completed annually and addresses the needs of migratory children. The Enterprise City School System assures that the educational needs of migratory children, preschool-grade 12 are met as well as the year the round needs of migratory K-8 children. Equal access to educational programs, Title III, and other supplemental programs provided during the school day is available. Migrant children must meet the same challenging, academic achievement standards that all children are expected to meet. High school drop-out and prevention are addressed at the secondary level through intervention and flex block scheduling. Migratory students who are at risk are identified and offered assistance through extended learning opportunities and counseling sessions.

Professional development is provided annually to school personnel through turn-around sessions in an effort to assist with the education of the migrant child. Migratory parents are included as stakeholders in the education of their children. They are specifically targeted to participate in meaningful dialogue with the school through parent meetings, conferences, parent training sessions, and committee representation.

6. Special Populations as listed in the Carl D. Perkins Career and Technical Education Act of 2006 - Describe procedures used to address challenges for EACH group of individuals with disabilities, individuals from economically disadvantaged families (including foster children), individuals preparing for non-traditional fields, single parents (including single pregnant women), displaced homemakers, and individuals with limited English proficiency.

N/A

Component 9: Coordination and Integration of Federal, State and Local Programs and Resources

1. In what ways are the programs coordinated and integrated toward the achievement of the schoolwide goals?

The Schoolwide Program/Plan includes the coordination of all funds from federal, state, and local programs. This coordination of State Foundation funds that are used to pay the salaries of teacher, administrator, counselor, and librarian units, as well as to purchase instructional supplies. Local funds are used for expenses which include utilities, substitute teachers, grounds/maintenance, and a school nurse. Federal, state, and local funding is used to enhance instruction and create a supportive learning environment.

2. List the State, Federal and local programs that are consolidated/coordinated in the schoolwide program and describe how all programs and resources are coordinated and integrated toward the achievement of the schoolwide goals.

Hillcrest Elementary School's plan for federal programs has been developed and coordinated with the state and local program's plan. Reform efforts are in progress and will continue to be funded through local, state, and federal monies. This plan will remain in effect for the duration of the school's participation. During the implementation period, programs will be monitored for effectiveness and necessary changes in strategies, and programs will be developed to meet the needs of students. A comprehensive school budget is included in this Continuous Improvement Plan. State funding sources consist of Technology, Fee Replacement, Textbooks, At-Risk, Library Enhancement, Teacher Allocation, Transportation, and Professional Development. Federal funding consists of Title I, Part A, Title I, Part C, Title II, Title III, Homeless, IDEA B-Basic, IDEA B-Preschool, and Child Nutrition. Hillcrest's Title I, Part A and other funding sources will be used to supplement instruction, and other strategies as outlined in the Needs Assessment of the ACIP. The coordination of these funding sources will help ensure that all students meet the state academic requirements.

3. How does the school coordinate and integrate the following Federal, State and local services in a manner applicable to the grade level to support achievement of the schoolwide goals: violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Federal, State, and local monies will be used to facilitate the goals and plans stated in the ACIP.

Component 10: Evaluation

1. How does the school evaluate the implementation of the schoolwide program?

Data that is specific to the ACIP is collected from a variety of sources. The data is reviewed and analyzed through the needs assessment to determine if the goals that have been addressed in the plan are being met. Achievement data is compared from year to year to determine trends related to student achievement in specific subjects and by specific groups of students. The plan is reviewed at least quarterly by the Leadership Team to make sure the strategies listed to meet goals are being utilized. They also discuss changes that need to be made. In the fall, winter, and spring, the ACIP is reviewed with all faculty members. Learning walks and instructional rounds are utilized as another tool to determine if the goals set forth in the ACIP are being met.

2. How does the school evaluate the results achieved by the schoolwide program using data from the State's annual assessments and other indicators of academic achievement?

Data from the state's annual assessments, locally made assessments, and other indicators of academic achievement are analyzed to determine if the school wide program goals are effective or if the goals are in need of revision. A data comparison is conducted to determine trends related to student achievement among groups of students and in specific subject areas. Intervention is provided for students who are not achieving at a rate determined to be adequate.

3. How does the school determine whether the schoolwide program has been effective in increasing the achievement of students who are furthest from achieving the standards?

After the data has been collected at the end of each year, the principal and teachers review each student's data to see if progress has been made. If progress has been made then teachers will continue with instruction. If no progress has been made then teachers will adjust instruction according to the data. Other options for those students not achieving the standards are the Extended Day program, Summer Smarts, System 44, Do the Math, and RTI.

4. What process is followed by the school to revise the plan as necessary, based on the evaluation, to ensure continuous improvement of students in the schoolwide program?

Each committee meets continuously throughout the year to review and update the plan according to the needs of our school.

5. Are there any goals you are keeping from the previous year? If so, describe the progress in meeting these goals.

Hillcrest will be keeping the goal from last year to raise ACT Aspire math and reading scores in the exceeding and ready area by 2%.
Hillcrest met this goal for the 2015-16 school year, and will continue to strive to meet the goal for the 16-17 school year.

6. What goals did you change from your previous year's CIP? Why did you delete or change these goals?

We changed some goals from last year so that we could align our current goals for the 2016-17 school year with those of the Enterprise City School System's vision and system wide goals.

Title I Targeted Assistance Diagnostic

Introduction

This diagnostic tool is aligned to requirements for Title I Targeted Assistance schools. As described in sections 1111(b)(1), 1114 (b)(1)(A)] and 1309(2) of the Elementary and Secondary Education Act (ESEA), the comprehensive needs assessment (CNA) requirement is met by completing a School Process Profile and Summary Report. The comprehensive needs assessment must be completed prior to creating a new plan or annually updating an existing school improvement plan. Use the results of the comprehensive needs assessment to develop Goals/Objectives/Strategies and Activities. Ensure that the Gap Statements and Causes for Gaps included in the Goals information address all four measures of data: student achievement data, school programs/process data, perceptions data (must include teachers and parents; student data is encouraged), and demographic data. The Comprehensive Needs Assessment must also take into account the needs of migratory children as defined in Title I, Part C, Section 1309(2).

Component 1: Comprehensive Needs Assessment

1. How was the comprehensive needs assessment conducted?

2. What process was used to identify children who are failing or most at risk of failing to meet the state core curriculum standards in the four core academic areas?

3. For schools with Preschool through Grade 2: What criteria were used to identify young students who are failing or most at risk of failing to meet the state's challenging content and student performance standards?

Component 2: Services to Eligible Students

1. What Title I, Part A program services are provided to ensure eligible children receive supplemental assistance?

2. What were the established multiple and educationally related objective criteria that ensured the needs assessment process was consistently used to identify students by grade level and content area who are failing or most at risk of failing to meet the state core curriculum standards in the four core academic areas?

3. Describe the process for determining student eligibility, indicating the ranking of students and cut-off scores.

4. How are students with the greatest needs receiving services?

5. What are the multiple criteria by which students may exit the program?

6. What program's resources are used to help participating children meet State's challenging student academic achievement standards?

Component 3: Incorporated Into Existing School Program Planning

1. How is program planning for eligible students incorporated into the existing School Improvement planning process?

Component 4: Instructional Strategies

1. Describe effective methods and instructional strategies that are scientifically based research that strengthen the core academic program of the school.

3. What evidence indicates that extended (supplemental) learning time helps an accelerated quality curriculum?

4. What evidence indicates that students are rarely pulled from their regular classroom to receive supplemental instruction (e.g. extended learning opportunities)?

Component 5: Title I and Regular Education Coordination

1. How does coordination with the regular classroom program occur, including transition strategies, which may include services to assist preschool children in the transition from early childhood programs to elementary school programs?

Component 6: Instruction by Qualified Staff

Label	Assurance	Response	Comment	Attachment
	1. Do all of the instructional paraprofessionals meet the state requirements? If no, what is the number that has not met state requirements? What action is being taken to meet this requirement?			

Label	Assurance	Response	Comment	Attachment
	2. Do all of the teachers meet state requirements? If no, what is the number that has not met state requirements? What action is being taken to meet this requirement?			

Component 7: High Quality and Ongoing Professional Development

1. Describe opportunities for high-quality ongoing professional development for teachers and other staff who work with participating children in the Title I program or in the regular education program.

Component 8: Timely and Additional Assistance to Students Having Difficulty Mastering the Standards

1. Describe how the school provides opportunities for the most academically needy students to receive support and reinforcement of academic skills beyond the regular school day.

2. Describe procedures used to address challenges for each group of Migrant, English Language Learners, Economically Disadvantaged, Special Education, Neglected and/or Delinquent, and Homeless Students.

3. Special Populations as listed in the Carl D. Perkins Career and Technical Education Act of 2006 - Describe procedures used to address challenges for each group of individuals with disabilities, individuals from economically disadvantaged families (including foster children), individuals preparing for non-traditional fields, single parents (including single pregnant women), displaced homemakers, and individuals with limited English proficiency. (N/A for Elementary Schools)

4. What is the process to identify students who experience difficulty mastering the State's academic assessment standards at an advanced or proficient level?

5. How is timely, effective, additional assistance provided to students who are experiencing difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level?

6. How are students' individual needs being addressed through differentiated instruction in the classroom?

Component 9: Coordination and Integration of Federal, State and Local Programs and Resources

1. How does the Targeted Assistance program coordinate and integrate federal, state, and local services and programs to ensure that participating students achieve proficient or above on statewide assessments?

2. In what ways are the programs are coordinated and integrated toward the achievement of the Targeted Assistance goals?

3. List the State, Federal and local programs that are consolidated/coordinated in the Targeted Assistance program and describe how all programs and resources are coordinated and integrated toward the achievement of the Targeted Assistance goals.

4. How does the school coordinate and integrate the following Federal, State and local services in a manner applicable to the grade level to support achievement of the Targeted Assistance goals: violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Component 10: Evaluation

1. How does the school evaluate the implementation of the Targeted Assistance program?

2. How does the school evaluate the results achieved by the Targeted Assistance program using data from the State's annual assessments and other indicators of academic achievement?

3. How does the school determine whether the Targeted Assistance program has been effective in increasing the achievement of students who are furthest from achieving the standards?

4. What process is followed by the school to revise the plan as necessary, based on the evaluation, to ensure continuous improvement of students in the Targeted Assistance program?

5. Are there any goals you are keeping from the previous year? If so, describe the progress in meeting these goals.

6. What goals did you change from your previous year's CIP? Why did you delete or change these goals?

Coordination of Resources - Comprehensive Budget

Introduction

List all federal, state, and local monies that the school uses to run its program.

I. State Foundation Funds:

	FTE's Earned	Units Placed	Total Salaries
FTE Teacher Units	45.92	54	45.92
Administrator Units	1.00	1.0	1.00
Assistant Principal	1.00	1.0	1.00
Counselor	1.50	1.5	1.50
Librarian	1.00	1.0	1.00
Career and Technical Education Administrator	0.00	0	0.00
Career and Technical Education Counselor	0.00	0	0.00
Technology	0.00	00	8,423.00
Professional Development	0.00	0	3,173.00
State ELL Funds	0.00	0	0.00
Instructional Supplies	0.00	0	20,167.00
Library Enhancement	0.00	0	1,058.00
Totals			32,871.42

Title I

Label	Question	Value
1.	Improving the Academic Achievement of the Disadvantaged Provide the total.	212990.26

Provide a brief explanation and breakdown of expenses.

Teacher Salary (2.0) $122,514. 22

Aide Salaries (1.0) $34,389.25

EL Aide (1.0) $20, 438.99

Materials/Supplies $3881.44

Parental Involvement $2615.66

Extended Day Teachers (7) $27, 650.70

Staff Development $1, 000.00

Substitutes $500.00

Label	Question	Value
1.	ARRA Funds Provide the total.	0.0

Provide a brief explanation and a breakdown of expenses.

N/A

Title II

Label	Question	Value
1.	Professional Development Activites Provide the total.	0.0

Provide a brief explanation and a breakdown of expenses.

N/A

Title III

Label	Question	Value
1.	For English Language Learners Provide the total.	0.0

Provide a brief explanation and a breakdown of expenses.

N/A

Title IV

Label	Question	Value
1.	Safe and Drug-Free Schools Provide the total.	0.0

Provide a brief explanation and a breakdown of expenses.

N/A

Title VI

Label	Question	Value
1.	For Rural and Low-income Schools Provide the total.	0.0

Provide a brief explanation and a breakdown of expenses.

N/A

Career and Technical Education-Perkins IV

Label	Question	Value
1.	Basic Grant (Title I) Provide total.	0.0

Provide a brief explanation and breakdown of expenses.

N/A

Label	Question	Value
1.	Tech Prep (Title II) Provide the total.	0.0

Provide a brief explanation and breakdown of expenses.

N/A

Other

Label	Question	Value
1.	21st Century, Learn and Serve, Even Start, School Improvement Grant Provide the total.	0.0

Provide a brief explanation and a breakdown of expenses.

N/A

Local Funds

Label	Question	Value
1.	Provide the total	0.0

Provide a brief explanation and breakdown of expenses

N/A

Strategies to Increase Parental Involvement

Introduction

All Title I Schoolwide and Targeted Assistance Schools must complete the following diagnostics: the Stakeholder Feedback Diagnostic, the Parent Involvement Diagnostic, the Coordination of Resource/Comprehensive Budget Diagnostic, and EITHER the Title I Targeted Assistance Diagnostic OR the Title I Schoolwide Diagnostic. Parent Survey must be done annually, but it can be done electronically or by paper.

Strategies to Increase Parental Involvement

1. Describe how the school will convene an annual meeting to inform parents of the school's participation in Title I and explain Title I requirements, including the 1% set-aside, and the right of parents involved.

At the Annual Meetings which are held during the first semester of school, parents are presented with our Continuous Improvement Plans for the school year. Below is a summary of the presentation.

-Overview of Title I Schoolwide Program
-Schoolwide Plan - ACIP
-Parental Involvement
-Parental Involvement Policy and Plan
-Parental Involvement Calendar (1% set-aside)
-Parent Participation: committees, conferences, volunteers
-Parent Surveys/Needs Assessment
-Parents Right to Know
-Evaluation of Plan

2. Describe: 1) How there will be a flexible number and format of parent meetings offered; 2) How parents will be involved in the planning, review and improvement of the Title I Program (Note: State the school's process for how all Title I parents have the opportunity for involvement in decision-making.); and 3) How funds allocated for parent involvement are being used in the school.

1) Hillcrest welcomes parents' input and support of school activities, functions and everyday operations. Parents are given opportunities to communicate with their child's teacher, principal, or other school staff members by scheduling formal conferences, discussing concerns via telephone conversations, writing notes in the comment section of weekly folders, and by electronic mail. In an attempt to involve all parents,meetings are scheduled at various times during the day.

* Parent Visitation-parents are invited to eat lunch with their child at any time they would like to
* Annual Title I Annual Meeting (morning and evening)
* Open Door Parent-Teacher Conferences (afternoon-evening)
*Parent Teacher Conference Day- February17, 2016
* Family Picnic (lunch)
* American Education Week (lunch)
* December and February PTO Meetings (evening)
* Grandparents Day (lunch)
* Christmas Concert (evening)
* National Jr. BETA Club Induction (evening)
* Awards Day (mornings)
* Volunteer Program (all day)
* ABC Parent Visitation (throughout the day)

* System-wide Family Fun Day (afternoon-evening)

2) Parents are active participants in the planning, reviewing and updating of the Title I Continuous Improvement Plan. They serve as members of the Parent Teacher Organization, volunteer program, and/or CIP committees, all of which provide them the opportunity to express concerns or make suggestions concerning the CIP.

The following list consists of some methods of communicating with parents that are utilized at Hillcrest:

* Two parent conferences are scheduled during the year so that student academic/behavior progress can be monitored
*A parent conference day has been built into the ECS schedule for February 17, 2016.
* School Cast phone message system is used to notify parents of upcoming events
* Weekly progress folders allow the parents to see their child's work and offer feedback to the teacher
* Monthly newsletters outline activities and provide pertinent school information
* Remind 101, Notify Me
* Twitter
* Hillcrest's website: http://www.hillcrest.al.ece.schoolinsites.com/ provides a comprehensive view of our school (website can translate to other languages)
* Hillcrest's Facebook page provides a pictorial overview of activities occurring at school throughout the year
* From HIllcrest's website parents can link to the Enterprise City Schools homepage where they can access parental involvement information for the system
* Accelerated Reader Home Connect allows parents to access their child's AR scores online
* Hillcrest's EL teacher and aide assist in communicating with Spanish speaking parents
*Language Line is used to assit in communicating with Spanish speaking parents
* Parents are asked to sign the signature page of the Enterprise City Schools Elementary Handbook to indicate their agreement with the content

3) Funds for parent involvement are being used to purchase a system wide calendar that notes some events.

3. Describe how the school provides parents of participating children timely information in a uniform format and, to the extent practicable in a language they can understand, about programs under Title I, a description and explanation of the curriculum in use, forms of academic assessments, and achievement expectations used, and, if requested by parents, opportunities for regular meetings to formulate suggestions and participate as appropriate in decisions related to the education of their children.

The following list consists of some methods of communicating with parents that are utilized at Hillcrest:

* Two parent conferences are scheduled during the year so that student academic/behavior progress can be monitored
*Parent Conference Day built into the ECS calendar- February 17, 2016
* School Cast phone message system is used to notify parents of upcoming events
* Weekly progress folders allow the parents to see their child's work and offer feedback to the teacher
* Monthly newsletters outline activities and provide pertinent school information
* Remind 101, Notify Me

* Hillcrest's website: http://www.hillcrest.al.ece.schoolinsites.com/ provides a comprehensive view of our school (website can translate to other languages)
* Hillcrest's Facebook page provides a pictorial overview of activities occurring at school throughout the year
*Hillcrest's Twitter page provides a pictorial view of activities and messages occurring at school throughout the year

The EL teacher and aide also translate any documents for parents, Google translate is used for translating documents if needed, and Language Line may be used to reach parents that may not speak English. The EL teachers may assist with parent conferences as needed to translate for parents that do not speak English.

4. Describe how parents, the school staff, and students share responsibility for improved student academic achievement for participating students (How the School-Parent Compact is jointly developed with Title I parents; how it is used, reviewed, and updated).

The School-Home Compact was jointly developed by a team of school and parent stakeholders to ensure everyone is working toward the common goal of helping students achieve proficiency on Alabama's academic content standards. The compact is updated annually by the stakeholders of Component 6 of the ACIP. It is discussed and explained during the Annual Meetings held during the first semester of school; it is distributed at the beginning of each school year for signatures to bind the agreements; one copy is retained by the Title I chairperson. One copy is for the teachers to use in working with parents and students and the final copy is given to the parent.

5. Describe procedures to allow parents to submit comments of dissatisfaction with the Continuous Improvement Plan.

Parents who wish to make and submit (to the LEA) their comments of dissatisfaction with Hillcrest's Parent Involvement Policy and Plan have the right to speak to the principal or the Enterprise City Schools Federal Program Director. Parents may also follow the Enterprise City Board of Education approved Grievance Procedure steps listed in the Enterprise City Schools Elementary Handbook. Hillcrest's Title I Continuous Improvement Plan Instructional Leadership Team will meet at the end of the year to evaluate and revise, if necessary, the Schoolwide Program, the Parent Involvement Policy, the School-Home Compact, and the method of allocating Title I funds.

6a. Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See NCLB Section 1118, requirements for building capacity in parental involvement.)
To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school:
Shall provide training for parents of participating children in understanding such topics as the State's academic content standards and State student academic achievement standards, State and local academic assessments, the requirements of Title I, and how to monitor their child's progress and work with teachers to improve the achievement of their children. (Describe)

Hillcrest's Annual Meetings are held during the first semester of school each year. At this time, parents are given an overview of the Schoolwide Program to include but not be limited to: School-Home Compacts, Parental Involvement Needs Assessment Survey, Hillcrest's Parental Involvement Policy, Parents' Right-to-Know Policy, Facts about ESSA, and the use of Title I Parental Involvement monies to print

the Enterprise City Schools Parental Involvement Calendars.

Open house is held each year in their child's classroom. The teacher discusses the grade level's curriculum and tests that their child will be taking during the year. Below is a listing of tests that are discussed:

* DIBELS--Administered in grades 1 & 2
* ACT Aspire--Administered in Grades 3-6 in math, reading, and science
* Accelerated Reader Book Quizzes--Administered in Grades 1-6
* STAR Reading & Math--Administered in Grades 1-6

Two conferences are scheduled with parents each year, allowing further discussion about Alabama's content and achievement standards as well as academic assessments. The goal of this communication is for the parents to know how to monitor their child's progress and assist them with their academic achievement.

6b. Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See NCLB Section 1118, requirements for building capacity in parental involvement.)
To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school:
Shall provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parental involvement. (Describe)

Parent workshops are provided for parents in accordance with the needs they indicated on the Parental Survey. The following is a list of workshops provided during the 2015-2016 school year.
* Celebration of Learning
*PTO Meetings-throughout the school year

6c. Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See NCLB Section 1118, requirements for building capacity in parental involvement.)
To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school:
Shall educate teachers, office personnel, and other school staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school. (Describe)

Hillcrest stakeholders will continue to communicate their belief that parents are partners in the educational process. Our parent and community volunteer program provides parents an opportunity to give the gift of time and talent to our school. Hillcrest's PTO is continually providing opportunities for parents to become involved in activities throughout the year. Parental surveys are sent home each year and

parent input is used to help guide the selection of topics for parent workshops held during the school year. Two parent conferences are requested by teachers each year at which time the contents of the School-Home Compacts are revisited. The Compact reminds all stakeholders that as partners we are committed to providing quality academic instruction in a positive learning environment which results in an increase in student achievement.

6d. Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See NCLB Section 1118, requirements for building capacity in parental involvement.)
To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school:
Shall to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other federal programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.(Describe)

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school shall to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other federal programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.

6e. Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See NCLB Section 1118, requirements for building capacity in parental involvement.)
To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school:
Shall ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand. (Describe)

The Enterprise City School System conducts meetings throughout the year for the parents of English Learners to provide general information about the EL program and the system's policies and procedures. The presentations, as well as other materials and forms, have been translated into Spanish. The EL staff has translated the student handbook as well as most other school-related documents which are available for the parents to read and/or sign. Google translate and Language Line may also be used so that information is in a language that parents can understand.

The EL staff assists Spanish speaking families during the registration process; translates during meetings and conferences; and facilitates communication between the parents and the school when parents have questions or concerns about school-related issues. The Transact program is available online to obtain school document translated into more than twenty different languages.

6f. Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See NCLB Section 1118, requirements for building capacity in parental involvement.)
To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school:

Shall provide such other reasonable support for parental involvement activities as parents may request. (Describe)

Hillcrest makes every effort to meet the needs of our parents. Conferences are scheduled at the parent's convenience and the option of a phone conference is offered to parents who may have difficulty meeting with teachers during the school day. The School Cast Automatic Phone Message system, Remind 101, and Notify Me are used to remind parents of upcoming activities and deadlines.

7. Describe how the school will ensure the provision for participation of parents with limited English proficiency, parents with disabilities, and parents of migratory students; including providing information and school reports in a format and, to the extent practicable, in a language that parents can understand.

The Enterprise City School System will provide all parents with the same opportunities for involvement in their child's school. When students are enrolled, parents and guardians are asked about the primary language spoken in the home. If a student is found to be eligible to receive services, the English Language Learners Plan will be followed. The LEA plan for Migrant, Immigrant, Neglected and Delinquent, and Children and Youth Experiencing Homelessness will be followed.