ACIP

Hillcrest Elementary School

Enterprise City Board of Education

Mrs. Melissa Layton
400 East Watts Street
Enterprise, AL 36330

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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 849 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 after the 2016-2017 school year, which slightly increased the student population at HES. Presently, HES has 57.5 certified teachers, 24 support staff, and 2 administrators. HES has two self-contained Special Education classrooms that serve students with special needs. HES also has a self-contained Kindergarten inclusion classroom that was added in 2016.

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 47% 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

"Preparing student graduates to be successful in realizing their personal, educational, and professional ambitions."

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 were 1:1 with Chromebooks. Presently, all of our 4-6 classrooms are 1:1 with Chromebooks as well as our third grade ELA teachers. By the end of December all of our grade 3-6 classrooms will be 1:1. 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. One laptop cart is available for checkout with 27 laptops to be used in the classrooms. 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 Mrs. Melissa Layton, Hillcrest Elementary School Principal, and Mrs. Oveta Carey, 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 school wide 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		Student Performance Data

Evaluative Criteria and Rubrics

Overall Rating: 2.75

	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 entire set of curricular aims regarded as high-priority, "must accomplish," instructional targets. The documentation provided in support of this alignment is persuasive. All of the assessments used are accompanied by evidence demonstrating that they satisfy accepted technical requirements such as validity, reliability, absence of bias, and instructional sensitivity.	Level 4

	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?

6th grade reading - 56% met or exceeded proficiency standards as measured by the ACT Aspire in reading.
3rd grade math - 61% met or exceeded proficiency standards as measured by the ACT Aspire in math.
4th grade math - 64% met or exceeded proficiency standards as measured by the ACT Aspire in math.
6th grade math - 66% met or exceeded proficiency standards as measured by the ACT Aspire in math.

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

ACT Aspire scores in the following subjects and grade levels indicate a positive trend in the percentage of students scoring proficient and above over the last 4 years: 3rd grade reading, 4th grade reading, 6th grade reading, 4th grade math, and 6th grade math.

Which area(s) indicate the overall highest performance?

The highest performance area for Hillcrest is in the area of math - 60% of our students are ready or exceeding.

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

Our population of African American students showed a trend of increased performance in both reading and math as measured by the ACT Aspire, but this year's scores showed a decline in percentages.

Between which subgroups is the achievement gap closing?

The achievement gap is closing between our Hispanic population 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 are below the expected levels of performance. 39% of our students are ready or exceeding.

3rd grade reading ACT Aspire scores are below the expected levels of performance. 48% of our students are ready or exceeding.

4th grade reading ACT Aspire scores are below the expected levels of performance. 45% of our students are ready or exceeding.

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

5th grade reading shows a negative trend. The percentage of students scoring ready or exceeding has declined from 47% to 39%.

Which area(s) indicate the overall lowest performance?

Overall reading scores are lower than our Aspire 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 population of African American students showed a trend of increased performance in both reading and math as measured by the ACT Aspire, but this year's scores showed a decline in percentages for both our African American and Hispanic populations in reading and math.

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 general population 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 provided a subgroup break down.

Report Summary

Scores By Section

Section Score

| 1 | 2 | 3 | 4 |

Evaluative Criteria and Rubrics   2.75
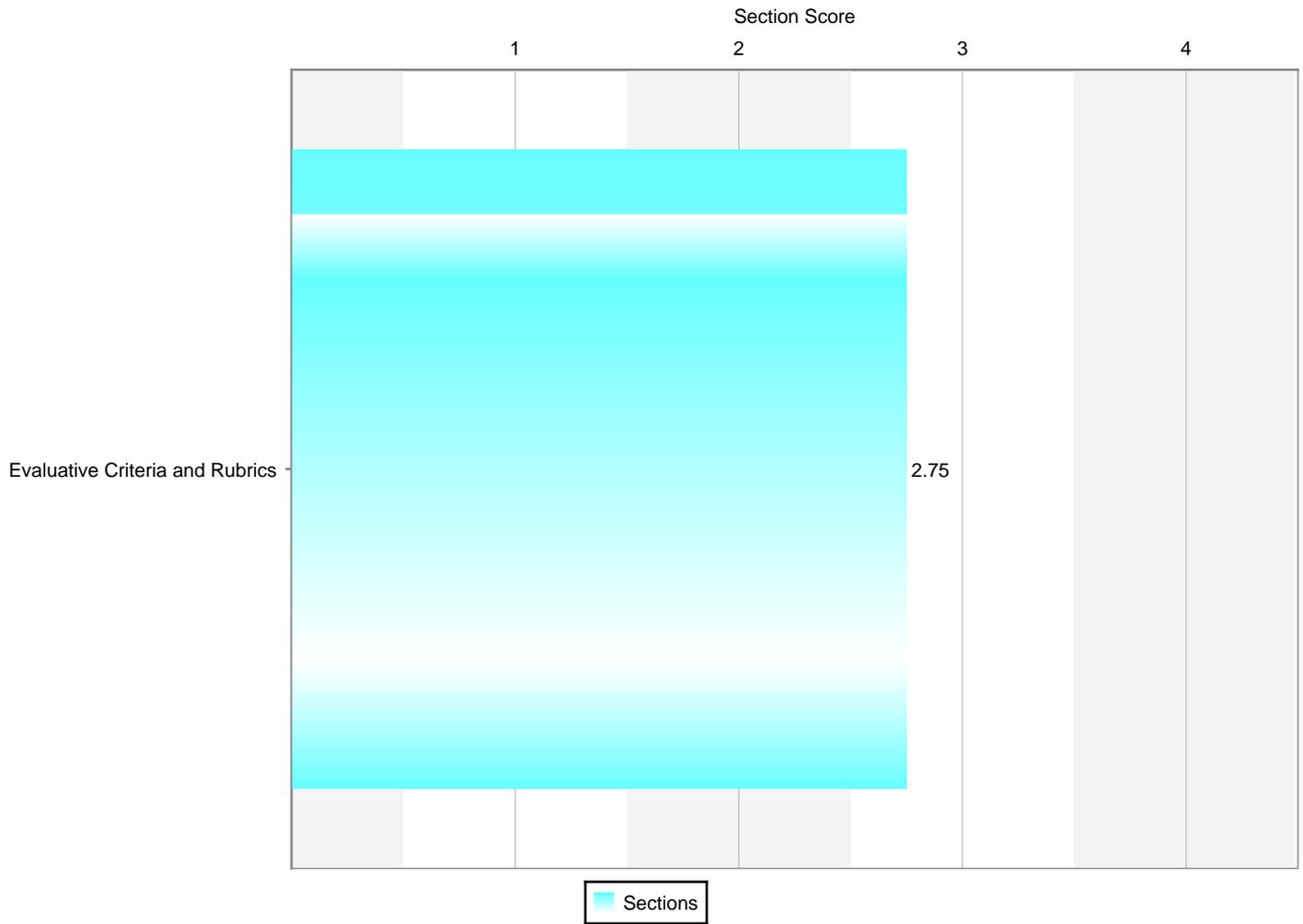
Sections

2017-2018 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, EL, 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 ACIP 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

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	HR Director, Dr. Patrick Cain, 220 Hutchinson Street, Enterprise, Alabama 36330 phone (334) 347-9531.	Non-discrimination Statement

Label	Assurance	Response	Comment	Attachment
4.	The institution has a Parent and Family Engagement policy and plan as required in ESSA Section 1116, and ensures that all requirements in Section 1116 and 1112(e)(1)(A)(i)-(ii), Parents' Right-to-Know, are implemented systematically.	Yes		HES Parent Involvement Plan Parents Right to Know-Involvement Policy ECS Parental Involvement Plan

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 (ESSA Section 1116 (d) and was jointly developed with parents of participating students.	Yes		Compact 17-18

Plan for ACIP

Overview

Plan Name

Plan for ACIP

Plan Description

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	English Learners	Objectives: 1 Strategies: 1 Activities: 2	Academic	$0
2	Empower learners to take ownership of their learning as they develop a deep understanding and mastery of standards.	Objectives: 2 Strategies: 2 Activities: 7	Academic	$0
3	Hillcrest Elementary School will increase parent engagement for the 2017-18 school year.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	$0
4	Empowering Leaders	Objectives: 1 Strategies: 2 Activities: 5	Organizational	$0

Goal 1: English Learners

Measurable Objective 1:

5% of English Learners students will demonstrate student proficiency (pass rate) by scoring 4.8 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	08/04/2017	05/24/2018	$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	08/04/2017	05/24/2018	$0	No Funding Required	EL teacher and EL Specialist

Goal 2: Empower learners to take ownership of their learning as they develop a deep understanding and mastery of standards.

Measurable Objective 1:

A 3% increase of All Students will increase student growth according to the National Percentile Rank in Reading by 05/24/2018 as measured by Global Scholar/Scantron.

Strategy 1:

Professional Growth in Reading - 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 - Learning Walks	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in the learning walks to deepen their understanding of effective teaching and learning.	Professional Learning	11/01/2017	05/24/2018	$0	No Funding Required	Melissa Layton, Matt Barton, Tiffany Dowling

Activity - Data Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet to discuss reading Scantron data in grade level meetings. This planning will allow teachers to analyze student data and group students based on standards that have not been mastered.	Academic Support Program	09/28/2017	05/24/2018	$0	No Funding Required	Melissa Layton, Matt Barton, Tiffany Dowling

Activity - ARI implementation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The reading specialist will train reading teachers in the Alabama Reading Initiative and work with teachers on providing explicit phonics, fluency, comprehension, and vocabulary lessons with small groups of students.	Academic Support Program	10/16/2017	05/24/2018	$0	No Funding Required	Tiffany Dowling

Measurable Objective 2:

A 3% increase of All Students will increase student growth according to the National Percentile Rank in Mathematics by 05/24/2018 as measured by Global Scholar/Scantron.

Strategy 1:

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

Category: Develop/Implement Professional Learning and Support

Research Cited: http://www.k12.wa.us/Compensation/pubdocs/Vescio200SPLC-paper.pdf

Activity - Learning Walks	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in the learning walks to deepen their understanding of effective teaching and learning.	Professional Learning	11/01/2017	05/24/2018	$0	No Funding Required	Melissa Layton, Matt Barton, Tiffany Dowling

Activity - Data Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet to discuss reading Scantron data in grade level meetings. This planning will allow teachers to analyze student data and group students based on standards that have not been mastered.	Academic Support Program	09/28/2017	05/24/2018	$0	No Funding Required	Melissa Layton, Matt Barton, Tiffany Dowling

Activity - New York Engage training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math teachers will be trained throughout the year in the New York Engage math curriculum.	Professional Learning	09/26/2017	05/24/2018	$0	No Funding Required	Jessica Jeffers

Activity - OGAP	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers in grades K-6 and special education teachers will attend OGAP training provided by the Troy Inservice Center.	Professional Learning	08/07/2017	05/24/2018	$0	No Funding Required	Troy Regional Inservice Center, Jessica Jeffers-ECS Math Specialist, HES math teachers

Goal 3: Hillcrest Elementary School will increase parent engagement for the 2017-18 school year.

Measurable Objective 1:

collaborate to engage parents by hosting parent meetings in a neighborhood each semester. by 05/24/2018 as measured by parent surveys.

Strategy 1:

Neighborhood Parent Meeting - Teachers and administrators will meet with hold at least one parent meeting in a neighborhood each semester. Flyers will be sent home

with students and SchoolMessenger will be used to notify parents about the neighborhood meeting as well.

Category: Other - Parent Engagement

Research Cited: https://www.cdc.gov/healthyyouth/protective/pdf/parent_engagement_strategies.pdf

Activity - School Messenger	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School administrators will call to remind parents about any school events, meetings, or announcements using SchoolMessenger. They will also use SchoolMessenger to notify parents about the neighborhood parent meetings.	Parent Involvement	08/01/2017	05/24/2018	$0	Other	Melissa Layton- Principal, Hillcrest Elementary

Goal 4: Empowering Leaders

Measurable Objective 1:

demonstrate a behavior that leads to a 5% decrease of discipline referrals by 05/04/2018 as measured by the number of discipline referrals from a baseline of 309 throughout the 2016-2017 school year to 294 or less throughout the 2017-2018 school year.

Strategy 1:

Leader in Me - The Leader in Me is Franklin Covey's whole school transformation process. It teaches 21st century leadership and life skills to students and creates a culture of student empowerment based on the idea that every child can be a leader.

The Leader in Me is aligned with best-in-class content and concepts practiced by global education thought leaders. It provides a logical, sequential and balanced process to help schools proactively design the culture that reflects their vision of the ideal school.

Content from The 7 Habits of Highly Effective People is a key component of the overall The Leader in Me process. The 7 Habits is a synthesis of universal, timeless principles of personal and interpersonal effectiveness, such as responsibility, vision, integrity, teamwork, collaboration and renewal, which are secular in nature and common to all people and cultures.

Category: Develop/Implement Student and School Culture Program

Research Cited: http://www.theleaderinme.org/what-is-the-leader-in-me/

Activity - Leader in Me Professional Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Franklin Covey delivers transformational professional development to schools through its network of consultants. Staff members learn how to make leadership development a part of the everyday student experience, including teaching leadership principles in meaningful ways, creating a culture of shared leadership within the school, and helping students take more ownership for their academic learning and goal achievement.	Professional Learning	08/03/2017	05/04/2018	$0	Other	All faculty and staff

Activity - Leader in Me Family Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
So that parents are supported, Leader in Me provides parents and guardians with information about the universal, timeless principles found in The Leader in Me process, as well as activities you can put into practice at home to teach your student to become a leader.	Parent Involvement	08/03/2017	05/04/2018	$0	Other	Family Learning Action Team

Activity - Leader in Me Student Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students and teachers will have access to online activities, videos, and countless lessons so that students can learn to be leaders through direct lessons and integrated approaches.	Direct Instruction	01/08/2018	05/04/2018	$0	Other	All faculty and staff

Strategy 2:

Students as Leaders of Their Own Learning - Leaders of Their Own Learning offers a new way of thinking about assessment. Student-engaged assessment involves students in understanding and investing in their own growth, changing the primary role of assessment from evaluating and ranking students to motivating them to learn. Student-engaged assessment ignites the capacity of students to take responsibility for their own learning, building the independence, critical thinking skills, perseverance, and self-reflective understanding they need to succeed in college, careers, and life.

The eight key practices described in Leaders of Their Own Learning engage students in making academic progress, improve achievement, and involve families and communities in the life of the school. The book, which includes 27 videos, is full of powerful strategies to help students own their learning.

Category: Develop/Implement Student and School Culture Program

Research Cited: https://eleducation.org/resources/leaders-of-their-own-learning

Activity - Leaders of Their Own Learning book study	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Over the past 2 years, our teachers have been integrating the ideas and studies referenced in the Leaders of their Own Learning book written by Ron Berger.	Professional Learning	08/08/2016	05/04/2018	$0	No Funding Required	All faculty and staff

Activity - Student Leadership Roles	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will have opportunities to serve as leaders inside and outside the classroom.	Behavioral Support Program	08/02/2017	05/18/2018	$0	No Funding Required	All faculty and staff

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
School Messenger	School administrators will call to remind parents about any school events, meetings, or announcements using SchoolMessenger. They will also use SchoolMessenger to notify parents about the neighborhood parent meetings.	Parent Involvement	08/01/2017	05/24/2018	$0	Melissa Layton-Principal, Hillcrest Elementary
Leader in Me Family Learning	So that parents are supported, Leader in Me provides parents and guardians with information about the universal, timeless principles found in The Leader in Me process, as well as activities you can put into practice at home to teach your student to become a leader.	Parent Involvement	08/03/2017	05/04/2018	$0	Family Learning Action Team
Leader in Me Student Learning	Students and teachers will have access to online activities, videos, and countless lessons so that students can learn to be leaders through direct lessons and integrated approaches.	Direct Instruction	01/08/2018	05/04/2018	$0	All faculty and staff
Leader in Me Professional Learning	Franklin Covey delivers transformational professional development to schools through its network of consultants. Staff members learn how to make leadership development a part of the everyday student experience, including teaching leadership principles in meaningful ways, creating a culture of shared leadership within the school, and helping students take more ownership for their academic learning and goal achievement.	Professional Learning	08/03/2017	05/04/2018	$0	All faculty and staff
				Total	$0	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
New York Engage training	Math teachers will be trained throughout the year in the New York Engage math curriculum.	Professional Learning	09/26/2017	05/24/2018	$0	Jessica Jeffers
Data Meetings	Teachers will meet to discuss reading Scantron data in grade level meetings. This planning will allow teachers to analyze student data and group students based on standards that have not been mastered.	Academic Support Program	09/28/2017	05/24/2018	$0	Melissa Layton, Matt Barton, Tiffany Dowling

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	08/04/2017	05/24/2018	$0	All HES teachers
Data Meetings	Teachers will meet to discuss reading Scantron data in grade level meetings. This planning will allow teachers to analyze student data and group students based on standards that have not been mastered.	Academic Support Program	09/28/2017	05/24/2018	$0	Melissa Layton, Matt Barton, Tiffany Dowling
OGAP	Teachers in grades K-6 and special education teachers will attend OGAP training provided by the Troy Inservice Center.	Professional Learning	08/07/2017	05/24/2018	$0	Troy Regional Inservice Center, Jessica Jeffers-ECS Math Specialist, HES math teachers
Student Leadership Roles	Students will have opportunities to serve as leaders inside and outside the classroom.	Behavioral Support Program	08/02/2017	05/18/2018	$0	All faculty and staff
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	08/04/2017	05/24/2018	$0	EL teacher and EL Specialist
Learning Walks	Teachers will participate in the learning walks to deepen their understanding of effective teaching and learning.	Professional Learning	11/01/2017	05/24/2018	$0	Melissa Layton, Matt Barton, Tiffany Dowling
ARI implementation	The reading specialist will train reading teachers in the Alabama Reading Initiative and work with teachers on providing explicit phonics, fluency, comprehension, and vocabulary lessons with small groups of students.	Academic Support Program	10/16/2017	05/24/2018	$0	Tiffany Dowling
Leaders of Their Own Learning book study	Over the past 2 years, our teachers have been integrating the ideas and studies referenced in the Leaders of their Own Learning book written by Ron Berger.	Professional Learning	08/08/2016	05/04/2018	$0	All faculty and staff
Learning Walks	Teachers will participate in the learning walks to deepen their understanding of effective teaching and learning.	Professional Learning	11/01/2017	05/24/2018	$0	Melissa Layton, Matt Barton, Tiffany Dowling
				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.	Surveys Summary 16-17 Professional Development Feedback Summary

Evaluative Criteria and Rubrics

Overall Rating: 3.5

	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	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 acceptably analyzed and presented with reasonable clarity.	Level 3

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 2017:

96% of the parents said they feel welcome in their child's school, they have internet access in their home, and they can reach their child's classroom teacher to discuss their child.

In the student survey conducted in the spring of 2017:
94% of students in grades 3-5 said their teachers want them to do their best work, the school has computers to help them learn, the principal and the teachers want every student to learn, and the principal and teachers help them get ready for the next grade level.
97% of students in grades 1-2 said their teacher wants them to do their best and the teacher wants them to learn.

In the staff survey conducted in the spring of 2017:
4.18/5 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 staff survey indicated that 4.18/5 of the staff understand the purpose and direction of Hillcrest Elementary School. This number has increased from 4.03/5 in 2015-2016 to 4.18/5 for the 2016-2017 school year.

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 2017:

57% indicated that they would want their child to attend Title I services after school, before school, during the weekends, or summer school.

In the Grade 6 Student Survey conducted in the Spring of 2017:

9% felt that students respect the property of others.

16% felt that students treat adults with respect.

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

None

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 we need to provide more information to parents about Title I programs offered after/before school hours.

Based on the feedback received from the Grade 6 Student Survey, an area in need of improvement is communication and discussion about respecting adults and others' property.

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 meetings or in conversations with stakeholders.

Report Summary

Scores By Section

Section Score

| | 1 | 2 | 3 | 4 |

Evaluative Criteria and Rubrics — 3.5
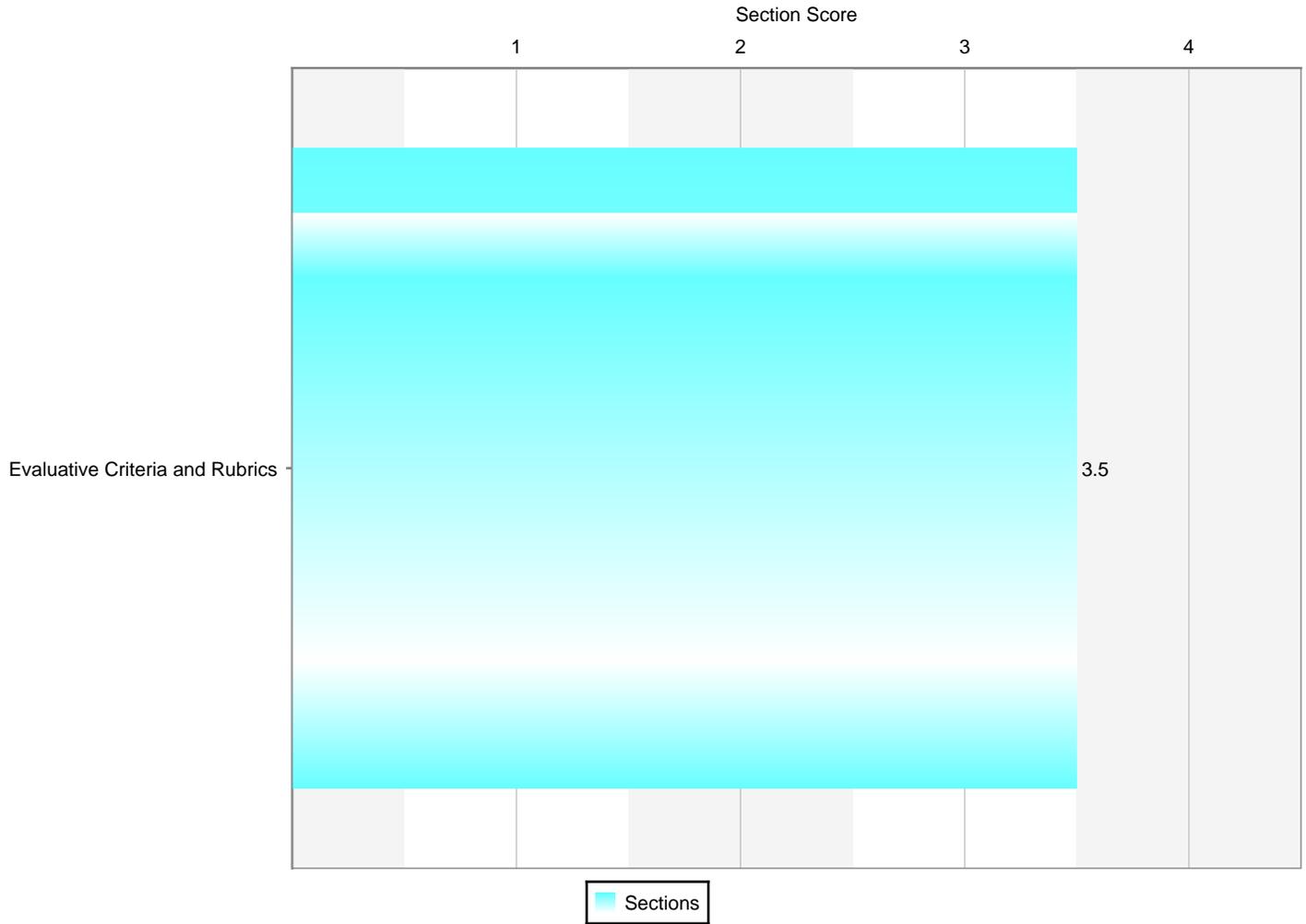
Sections

2017-2018 Title I Schoolwide Diagnostic

Introduction

This diagnostic tool is aligned to the requirements for Title I Schoolwide School as described in section 1114, Every Student Succeeds Act (ESSA). 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 (Sec.1114(b)(6))

How was the comprehensive needs assessment conducted?

The needs assessment committee met and examined the results of the 2016-2017 data beginning with the ACT Aspire results. Other data from 2016-17 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 2016-2017 were also analyzed.

The Hillcrest Elementary School ACIP planning is conducted by the Instructional Leadership team assigned to develop the school wide 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 school wide 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 2017. 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 school wide plan a success for our students.

What were the results of the comprehensive needs assessment?

STAR Reading
Growth Report by Grade Level
SGP Growth Target-60
1st grade - 49
2nd grade - 53
3rd grade - 48
4th grade - 48
5th grade - 52
6th grade- 55

STAR Math
Growth Report by Grade Level
SGP Growth Target-60
1st grade - 52
2nd grade -40

3rd grade - 28

4th grade - 39

5th grade - 41

6th grade - 50

ACT Aspire Reading School Wide 2017

46% ready or exceeding

ACT Aspire Math School Wide 2017

60% ready or exceeding

ACT Aspire Third Grade

Math: E=23, R=38, C=24, N=14

Reading: E=27, R=19, C=20, N=32

Science: E=19, R=26, C=14, N=41

ACT Aspire Fourth Grade

Math: E=26, R=38, C=30, N=7

Reading: E=14, R=31, C=29, N=26

Science: E=18, R=28, C=26, N=28

ACT Aspire Fifth Grade

Math: E=21, R=30, C=38, N=11

Reading: E=23, R=16, C=35, N=26

Science: E=20, R=33, C=29, N=18

ACT Aspire Sixth Grade

Math: E=40, R=26, C=20, N=14

Reading: E=30, R=26, C=24, N=20

Science: E=27, R=32, C=17, N=24

DIBELS Kindergarten

Low Risk Students (Green) decreased by 7%

Some Risk Students (Yellow) increased by 7%

At Risk Students (Red) no change

DIBELS First Grade

Low Risk Students (Green) decreased by 1%

Some Risk Students (Yellow) increased by 4%

At Risk Students (Red) increased by 5%

DIBELS Second Grade

Low Risk Students (Green) decreased by 6%

Some Risk Students (Yellow) increased by 6%

At Risk Students (Red) increased by 1%

ACCESS

0% of students exited the program (0 out of 55)

29% of students increased in scores by .5 (16 out of 55)

29% of students decreased in scores (16 out of 55)

78% of students scored -4.0 (43 out of 55)

18% of students scored +4.0 (10 out of 55)

What conclusions were drawn from the results?

In our fourth year of taking the ACT Aspire, Math scores are again above our expected level of performance. School-wide 60% of students met or exceeded proficiency in math.

The school wide percentage of students reaching proficiency in reading is down from 53% during the 2015-16 school year to 46% for the 2016-17 school year. Fifth grade reading is still not at the expected level of performance with only 39% of students reaching proficiency. Due to the increasing rigor on the ACCESS test in the 2017 test, the data declined from the previous year.

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 2016-17 school year.

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

The goals for the 2017-2018 school year are data driven from the previous school year based on weaknesses in various areas.

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.

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 2017-18 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 intervention program, after school program, and Summer SMARTS.

Component 2: Schoolwide Reform Strategies (Sec. 1114(7)(A)(i)(ii)(iii)(I)(II)(III))

Identify the strategies in the schoolwide plan that provide opportunities for all children, including each of the subgroups of students (economically disadvantaged; students from major racial and ethnic groups; children with disabilities; and English Learners) as defined in section 1111(c)(2) to meet the challenging State academic standards.

Goal 1:

English Learners

Measurable Objective 1:

5% of English Learners students will demonstrate student proficiency (pass rate) by scoring 4.8 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	08/04/2017	05/24/2018	$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	08/04/2017	05/24/2018	$0 - No Funding Required	EL teacher and EL Specialist

Goal 2:

Empower learners to take ownership of their learning as they develop a deep understanding and mastery of standards.

Measurable Objective 1:

A 3% increase of All Students will increase student growth according to the National Percentile Rank in Mathematics by 05/24/2018 as measured by Global Scholar/Scantron.

Strategy1:

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

Category: Develop/Implement Professional Learning and Support

Research Cited: http://www.k12.wa.us/Compensation/pubdocs/Vescio200SPLC-paper.pdf

Activity - OGAP	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers in grades K-6 and special education teachers will attend OGAP training provided by the Troy Inservice Center.	Professional Learning	08/07/2017	05/24/2018	$0 - No Funding Required	Troy Regional Inservice Center, Jessica Jeffers-ECS Math Specialist, HES math teachers

Activity - Learning Walks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in the learning walks to deepen their understanding of effective teaching and learning.	Professional Learning	11/01/2017	05/24/2018	$0 - No Funding Required	Melissa Layton, Matt Barton, Tiffany Dowling

Activity - Data Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet to discuss reading Scantron data in grade level meetings. This planning will allow teachers to analyze student data and group students based on standards that have not been mastered.	Academic Support Program	09/28/2017	05/24/2018	$0 - No Funding Required	Melissa Layton, Matt Barton, Tiffany Dowling

Activity - New York Engage training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math teachers will be trained throughout the year in the New York Engage math curriculum.	Professional Learning	09/26/2017	05/24/2018	$0 - No Funding Required	Jessica Jeffers

Measurable Objective 2:

A 3% increase of All Students will increase student growth according to the National Percentile Rank in Reading by 05/24/2018 as measured by Global Scholar/Scantron.

Strategy1:

Professional Growth in Reading - 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

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Activity - ARI implementation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The reading specialist will train reading teachers in the Alabama Reading Initiative and work with teachers on providing explicit phonics, fluency, comprehension, and vocabulary lessons with small groups of students.	Academic Support Program	10/16/2017	05/24/2018	$0 - No Funding Required	Tiffany Dowling

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Goal 3:

Hillcrest Elementary School will increase parent engagement for the 2017-18 school year.

Measurable Objective 1:

collaborate to engage parents by hosting parent meetings in a neighborhood each semester. by 05/24/2018 as measured by parent surveys.

Strategy1:

Neighborhood Parent Meeting - Teachers and administrators will meet with hold at least one parent meeting in a neighborhood each

semester. Flyers will be sent home with students and SchoolMessenger will be used to notify parents about the neighborhood meeting as

well.

Category: Other - Parent Engagement

Research Cited: https://www.cdc.gov/healthyyouth/protective/pdf/parent_engagement_strategies.pdf

Activity - School Messenger	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School administrators will call to remind parents about any school events, meetings, or announcements using SchoolMessenger. They will also use SchoolMessenger to notify parents about the neighborhood parent meetings.	Parent Involvement	08/01/2017	05/24/2018	$0 - Other	Melissa Layton-Principal, Hillcrest Elementary

Goal 4:

Empowering Leaders

Measurable Objective 1:

demonstrate a behavior that leads to a 5% decrease of discipline referrals by 05/04/2018 as measured by the number of discipline referrals

from a baseline of 309 throughout the 2016-2017 school year to 294 or less throughout the 2017-2018 school year.

Strategy1:

Leader in Me - The Leader in Me is Franklin Covey's whole school transformation process. It teaches 21st century leadership and life skills to students and creates a culture of student empowerment based on the idea that every child can be a leader.

The Leader in Me is aligned with best-in-class content and concepts practiced by global education thought leaders. It provides a logical, sequential and balanced process to help schools proactively design the culture that reflects their vision of the ideal school.

Content from The 7 Habits of Highly Effective People is a key component of the overall The Leader in Me process. The 7 Habits is a synthesis of universal, timeless principles of personal and interpersonal effectiveness, such as responsibility, vision, integrity, teamwork, collaboration and renewal, which are secular in nature and common to all people and cultures.

Category: Develop/Implement Student and School Culture Program

Research Cited: http://www.theleaderinme.org/what-is-the-leader-in-me/

Activity - Leader in Me Family Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
So that parents are supported, Leader in Me provides parents and guardians with information about the universal, timeless principles found in The Leader in Me process, as well as activities you can put into practice at home to teach your student to become a leader.	Parent Involvement	08/03/2017	05/04/2018	$0 - Other	Family Learning Action Team

Activity - Leader in Me Professional Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Franklin Covey delivers transformational professional development to schools through its network of consultants. Staff members learn how to make leadership development a part of the everyday student experience, including teaching leadership principles in meaningful ways, creating a culture of shared leadership within the school, and helping students take more ownership for their academic learning and goal achievement.	Professional Learning	08/03/2017	05/04/2018	$0 - Other	All faculty and staff

Activity - Leader in Me Student Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students and teachers will have access to online activities, videos, and countless lessons so that students can learn to be leaders through direct lessons and integrated approaches.	Direct Instruction	01/08/2018	05/04/2018	$0 - Other	All faculty and staff

Strategy2:

Students as Leaders of Their Own Learning - Leaders of Their Own Learning offers a new way of thinking about assessment. Student-engaged assessment involves students in understanding and investing in their own growth, changing the primary role of assessment from evaluating and ranking students to motivating them to learn. Student-engaged assessment ignites the capacity of students to take responsibility for their own learning, building the independence, critical thinking skills, perseverance, and self-reflective understanding they need to succeed in college, careers, and life.

The eight key practices described in Leaders of Their Own Learning engage students in making academic progress, improve achievement, and involve families and communities in the life of the school. The book, which includes 27 videos, is full of powerful strategies to help

students own their learning.

Category: Develop/Implement Student and School Culture Program

Research Cited: https://eleducation.org/resources/leaders-of-their-own-learning

Activity - Student Leadership Roles	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will have opportunities to serve as leaders inside and outside the classroom.	Behavioral Support Program	08/02/2017	05/18/2018	$0 - No Funding Required	All faculty and staff

Activity - Leaders of Their Own Learning book study	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Over the past 2 years, our teachers have been integrating the ideas and studies referenced in the Leaders of their Own Learning book written by Ron Berger.	Professional Learning	08/08/2016	05/04/2018	$0 - No Funding Required	All faculty and staff

Identify the instructional strategies and methods used that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

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Strategy2:

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Students will have opportunities to serve as leaders inside and outside the classroom.	Behavioral Support Program	08/02/2017	05/18/2018	$0 - No Funding Required	All faculty and staff

Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, through activities which may include-

•counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas

•preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit

while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools

•implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.)

Goal 1:

English Learners

Measurable Objective 1:

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Strategy1:

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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	08/04/2017	05/24/2018	$0 - No Funding Required	EL teacher and EL Specialist

Goal 2:

Empower learners to take ownership of their learning as they develop a deep understanding and mastery of standards.

Measurable Objective 1:

A 3% increase of All Students will increase student growth according to the National Percentile Rank in Reading by 05/24/2018 as measured by Global Scholar/Scantron.

Strategy1:

Professional Growth in Reading - 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 - ARI implementation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The reading specialist will train reading teachers in the Alabama Reading Initiative and work with teachers on providing explicit phonics, fluency, comprehension, and vocabulary lessons with small groups of students.	Academic Support Program	10/16/2017	05/24/2018	$0 - No Funding Required	Tiffany Dowling

Activity - Data Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet to discuss reading Scantron data in grade level meetings. This planning will allow teachers to analyze student data and group students based on standards that have not been mastered.	Academic Support Program	09/28/2017	05/24/2018	$0 - No Funding Required	Melissa Layton, Matt Barton, Tiffany Dowling

Activity - Learning Walks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in the learning walks to deepen their understanding of effective teaching and learning.	Professional Learning	11/01/2017	05/24/2018	$0 - No Funding Required	Melissa Layton, Matt Barton, Tiffany Dowling

Measurable Objective 2:

A 3% increase of All Students will increase student growth according to the National Percentile Rank in Mathematics by 05/24/2018 as measured by Global Scholar/Scantron.

Strategy1:

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

Category: Develop/Implement Professional Learning and Support

Research Cited: http://www.k12.wa.us/Compensation/pubdocs/Vescio200SPLC-paper.pdf

Activity - OGAP	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers in grades K-6 and special education teachers will attend OGAP training provided by the Troy Inservice Center.	Professional Learning	08/07/2017	05/24/2018	$0 - No Funding Required	Troy Regional Inservice Center, Jessica Jeffers-ECS Math Specialist, HES math teachers

Activity - Data Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet to discuss reading Scantron data in grade level meetings. This planning will allow teachers to analyze student data and group students based on standards that have not been mastered.	Academic Support Program	09/28/2017	05/24/2018	$0 - No Funding Required	Melissa Layton, Matt Barton, Tiffany Dowling

Activity - New York Engage training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math teachers will be trained throughout the year in the New York Engage math curriculum.	Professional Learning	09/26/2017	05/24/2018	$0 - No Funding Required	Jessica Jeffers

Activity - Learning Walks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in the learning walks to deepen their understanding of effective teaching and learning.	Professional Learning	11/01/2017	05/24/2018	$0 - No Funding Required	Melissa Layton, Matt Barton, Tiffany Dowling

Goal 3:

Hillcrest Elementary School will increase parent engagement for the 2017-18 school year.

Measurable Objective 1:

collaborate to engage parents by hosting parent meetings in a neighborhood each semester. by 05/24/2018 as measured by parent surveys.

Strategy1:

Neighborhood Parent Meeting - Teachers and administrators will meet with hold at least one parent meeting in a neighborhood each

semester. Flyers will be sent home with students and SchoolMessenger will be used to notify parents about the neighborhood meeting as

well.

Category: Other - Parent Engagement

Research Cited: https://www.cdc.gov/healthyyouth/protective/pdf/parent_engagement_strategies.pdf

Activity - School Messenger	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School administrators will call to remind parents about any school events, meetings, or announcements using SchoolMessenger. They will also use SchoolMessenger to notify parents about the neighborhood parent meetings.	Parent Involvement	08/01/2017	05/24/2018	$0 - Other	Melissa Layton-Principal, Hillcrest Elementary

Goal 4:

Empowering Leaders

Measurable Objective 1:

demonstrate a behavior that leads to a 5% decrease of discipline referrals by 05/04/2018 as measured by the number of discipline referrals

from a baseline of 309 throughout the 2016-2017 school year to 294 or less throughout the 2017-2018 school year.

Strategy1:

Leader in Me - The Leader in Me is Franklin Covey's whole school transformation process. It teaches 21st century leadership and life skills to students and creates a culture of student empowerment based on the idea that every child can be a leader.

The Leader in Me is aligned with best-in-class content and concepts practiced by global education thought leaders. It provides a logical, sequential and balanced process to help schools proactively design the culture that reflects their vision of the ideal school.

Content from The 7 Habits of Highly Effective People is a key component of the overall The Leader in Me process. The 7 Habits is a synthesis of universal, timeless principles of personal and interpersonal effectiveness, such as responsibility, vision, integrity, teamwork, collaboration and renewal, which are secular in nature and common to all people and cultures.

Category: Develop/Implement Student and School Culture Program

Research Cited: http://www.theleaderinme.org/what-is-the-leader-in-me/

Activity - Leader in Me Professional Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Franklin Covey delivers transformational professional development to schools through its network of consultants. Staff members learn how to make leadership development a part of the everyday student experience, including teaching leadership principles in meaningful ways, creating a culture of shared leadership within the school, and helping students take more ownership for their academic learning and goal achievement.	Professional Learning	08/03/2017	05/04/2018	$0 - Other	All faculty and staff

Activity - Leader in Me Student Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students and teachers will have access to online activities, videos, and countless lessons so that students can learn to be leaders through direct lessons and integrated approaches.	Direct Instruction	01/08/2018	05/04/2018	$0 - Other	All faculty and staff

Activity - Leader in Me Family Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
So that parents are supported, Leader in Me provides parents and guardians with information about the universal, timeless principles found in The Leader in Me process, as well as activities you can put into practice at home to teach your student to become a leader.	Parent Involvement	08/03/2017	05/04/2018	$0 - Other	Family Learning Action Team

Strategy2:

Students as Leaders of Their Own Learning - Leaders of Their Own Learning offers a new way of thinking about assessment. Student-engaged assessment involves students in understanding and investing in their own growth, changing the primary role of assessment from evaluating and ranking students to motivating them to learn. Student-engaged assessment ignites the capacity of students to take responsibility for their own learning, building the independence, critical thinking skills, perseverance, and self-reflective understanding they need to succeed in college, careers, and life.

The eight key practices described in Leaders of Their Own Learning engage students in making academic progress, improve achievement,

and involve families and communities in the life of the school. The book, which includes 27 videos, is full of powerful strategies to help students own their learning.

Category: Develop/Implement Student and School Culture Program

Research Cited: https://eleducation.org/resources/leaders-of-their-own-learning

Activity - Student Leadership Roles	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will have opportunities to serve as leaders inside and outside the classroom.	Behavioral Support Program	08/02/2017	05/18/2018	$0 - No Funding Required	All faculty and staff

Activity - Leaders of Their Own Learning book study	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Over the past 2 years, our teachers have been integrating the ideas and studies referenced in the Leaders of their Own Learning book written by Ron Berger.	Professional Learning	08/08/2016	05/04/2018	$0 - No Funding Required	All faculty and staff

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

Goal 1:

English Learners

Measurable Objective 1:

5% of English Learners students will demonstrate student proficiency (pass rate) by scoring 4.8 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	08/04/2017	05/24/2018	$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	08/04/2017	05/24/2018	$0 - No Funding Required	All HES teachers

Goal 2:

Empower learners to take ownership of their learning as they develop a deep understanding and mastery of standards.

Measurable Objective 1:

A 3% increase of All Students will increase student growth according to the National Percentile Rank in Reading by 05/24/2018 as measured by Global Scholar/Scantron.

Strategy1:

Professional Growth in Reading - 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 - Learning Walks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in the learning walks to deepen their understanding of effective teaching and learning.	Professional Learning	11/01/2017	05/24/2018	$0 - No Funding Required	Melissa Layton, Matt Barton, Tiffany Dowling

Activity - ARI implementation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The reading specialist will train reading teachers in the Alabama Reading Initiative and work with teachers on providing explicit phonics, fluency, comprehension, and vocabulary lessons with small groups of students.	Academic Support Program	10/16/2017	05/24/2018	$0 - No Funding Required	Tiffany Dowling

Activity - Data Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet to discuss reading Scantron data in grade level meetings. This planning will allow teachers to analyze student data and group students based on standards that have not been mastered.	Academic Support Program	09/28/2017	05/24/2018	$0 - No Funding Required	Melissa Layton, Matt Barton, Tiffany Dowling

Measurable Objective 2:

A 3% increase of All Students will increase student growth according to the National Percentile Rank in Mathematics by 05/24/2018 as measured by Global Scholar/Scantron.

Strategy1:

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

Category: Develop/Implement Professional Learning and Support

Research Cited: http://www.k12.wa.us/Compensation/pubdocs/Vescio200SPLC-paper.pdf

Activity - OGAP	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
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Teachers will participate in the learning walks to deepen their understanding of effective teaching and learning.	Professional Learning	11/01/2017	05/24/2018	$0 - No Funding Required	Melissa Layton, Matt Barton, Tiffany Dowling

Describe how the school provides individual student academic achievement results and interpretation of the results to parents of English Learners in a language they can understand.

The EL teacher is asked to attend conferences where data is explained. The ACCESS test provides results in the child's native language.

Component 3: Instruction by Qualified Staff (Sec.1112(c)(6))

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 and licensing criteria for the grade levels and subject areas in which the teachers provide instruction? If no, what is the number that has not met state requirements and licensing criteria, and what is being done to address this?	Yes		

Describe how staffing decision ensure that highly 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 (Sec. 1114(7)(A)(iii)(IV))

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

57 1/2 total certified employees

2 moved, 1 terminated, 2 transferred, 4 not renewed

15% teacher turnover rate

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

1 - 9 years 42%

10 years or more 57%

If there is a high turnover rate, list initiatives the school or school district has implemented to attempt to lower the turnover rate (recruitment and retention strategies).

There is not a high turnover rate at Hillcrest.

Component 5: High Quality and Ongoing Professional Development (Sec. 1114(7)(A)(iii)(IV))

Describe how data is used from academic assessments to determine professional development.

Faculty and staff conduct grade level data meetings throughout the year to analyze the assessments that are given throughout the year (ACT Aspire, DIBELS, STAR testing, etc.). We analyze the previous year's data in order to provide the most necessary professional development for current year. Professional development on NY Engage math curriculum and OGAP training will be provided based on our math data. ARI instruction and training will be provided based on our reading data. SAMUEL training will be provided based on how our EL students performed on the ACCESS test.

Identify the professional development opportunities for teachers, principals, paraprofessionals, and other school personnel to improve instruction.

Faculty and staff have numerous opportunities for professional development. Listed below are a few examples of what is offered.
Math Training with ECS Math Specialist, English Learner training with the ECS EL Specialist, Learning Walks, SAMUEL, OGAP, AMSTI Science, Leader in Me training, and professional learning led by the instructional partner that is connected to the system's vision and mission.

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. Mr. Barton, the assistant principal, will also work to mentor new teachers.

Describe how all 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, technology, etc.

Component 6: Transition Strategies (Sec.1114(7)(A)(iii)(V))

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 and/or high school to college/work force.

Goal 1:

Empowering Leaders

Measurable Objective 1:

demonstrate a behavior that leads to a 5% decrease of discipline referrals by 05/04/2018 as measured by the number of discipline referrals from a baseline of 309 throughout the 2016-2017 school year to 294 or less throughout the 2017-2018 school year.

Strategy1:

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So that parents are supported, Leader in Me provides parents and guardians with information about the universal, timeless principles found in The Leader in Me process, as well as activities you can put into practice at home to teach your student to become a leader.	Parent Involvement	08/03/2017	05/04/2018	$0 - Other	Family Learning Action Team

Strategy2:

Students as Leaders of Their Own Learning - Leaders of Their Own Learning offers a new way of thinking about assessment. Student-engaged assessment involves students in understanding and investing in their own growth, changing the primary role of assessment from evaluating and ranking students to motivating them to learn. Student-engaged assessment ignites the capacity of students to take responsibility for their own learning, building the independence, critical thinking skills, perseverance, and self-reflective understanding they need to succeed in college, careers, and life.

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Category: Develop/Implement Student and School Culture Program

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Activity - Leaders of Their Own Learning book study	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Over the past 2 years, our teachers have been integrating the ideas and studies referenced in the Leaders of their Own Learning book written by Ron Berger.	Professional Learning	08/08/2016	05/04/2018	$0 - No Funding Required	All faculty and staff

Narrative:

Hillcrest Elementary works with the counselor at Dauphin Junior High to conduct an orientation/visit during the fourth nine weeks for the current sixth graders.

Component 7: Teacher Participation in Making Assessment Decisions (Sec.1114(b)(2))

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 (Sec.1114 (7)(A))

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, which will be replaced with Scantron/Global Scholar in 2017-2018.

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.

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.

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 that 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.

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.

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 (Sec.1114(b)(V))

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.

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, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111(d)?

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

Component 10: Evaluation (Sec.1114(b)(3)):

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 are utilized as another tool to determine if the goals set forth in the ACIP are being met.

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.

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.

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.

2017-2018 Coordination of Resources - Comprehensive Budget

Introduction

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

FTE Teacher Units

Label	Question	Value
1.	Provide the number of Teachers assigned units.	44.41

Provide the number of classroom teachers.

54.0

Label	Question	Value
3.	Provide the total of all salaries for the FTE Teacher Units.	2409260.0

Total   2,409,260.00

Administrator Units

Label	Question	Value
1.	Provide the number of Administrator assigned units.	1.0

Provide the number of administrators.

1.0

Label	Question	Value
3.	Provide the total of all salaries for the FTE administrator units.	95514.0

Total   95,514.00

Assistant Principal

Label	Question	Value
1.	Provide the number of Assistant Principal assigned units.	1.0

Provide the number of Assistant Principals.

1.0

Label	Question	Value
3.	Provide the total of all salaries for the Assistant Principal.	71973.0

Total   71,973.00

Counselor

Label	Question	Value
1.	Provide the number of Counselor assigned units.	1.5

Provide the number of Counselors.

1.5

Label	Question	Value
3.	Provide the total of all salaries for the Counselor.	0.0

Total   0.00

Librarian

Label	Question	Value
1.	Provide the number of Librarian assigned units.	1.0

Provide the number of Librarians.

1.0

Label	Question	Value
3.	Provide the total of all salaries for the Librarian.	56934.79

Total   56,934.79

Career and Technical Education Administrator

Label	Question	Value
1.	Provide the number of Career and Technical Education Administrator assigned units.	0.0

Provide the number of Career and Technical Education Adminstrators.

0

Label	Question	Value
3.	Provide the total of all salaries for the Career and Technical Education Administrator.	0.0

Total   0.00

Career and Technical Education Counselor

Label	Question	Value
1.	Provide the number of Career and Technical Education Counselor assigned units.	0.0

Provide the number of Career and Technical Education Counselors.

0

Label	Question	Value
3.	Provide the total of all salaries for the Career and Technical Education Counselor.	0.0

Total   0.00

Technology

Label	Question	Value
1.	Not applicable, please place a value of 0 in the box.	0.0

Not applicable, please place a value of 0 in the box.

0

Label	Question	Value
3.	Provide the total of all funding for Technology.	10345.0

Total   10,345.00

Professional Development

Label	Question	Value
1.	Not applicable, please place a value of 0 in the box.	0.0

Not applicable, please place a value of 0 in the box.

0

Label	Question	Value
3.	Provide the total of all funding for Professional Development.	3793.0

Total   3,793.00

EL Teachers

Label	Question	Value
1.	Provide the number of EL Teachers in FTEs.	0.0

Provide the number of EL Teachers.

0

Label	Question	Value
3.	Provide the total of all funding for EL Teachers.	0.0

Total   0.00

Instructional Supplies

Label	Question	Value
1.	Not applicable, please place a value of 0 in the box.	0.0

Not applicable, please place a value of 0 in the box.

0

Label	Question	Value
3.	Provide the total of all funding for Instructional Supplies.	20616.0

Total   20,616.00

Library Enhancement

Label	Question	Value
1.	Not applicable, please place a value of 0 in the box.	0.0

Not applicable, please place a value of 0 in the box.

0

Label	Question	Value
3.	Provide the total of all funding for Library Enhancement.	1489.0

Total   1,489.00

Title I

Label	Question	Value
1.	Improving the Academic Achievement of the Disadvantaged Provide the total.	172078.41

Provide a brief explanation and breakdown of expenses.

Teacher salary (2) $110,231.56

Aide salary (.2) $6,888.39

EL aide (.60) $20,443.00

Materials/Supplies $1,544.96

Parental Involvement $2,061.36

Extended Day Teachers (7) $26,866.56

Staff Development $1,913.83

Substitutes $2,128.75

Title II

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

Provide a brief explanation and a breakdown of expenses.

NA

Title III

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

Provide a brief explanation and a breakdown of expenses.

NA

Title IV

Label	Question	Value
1.	21st Century Schools. Provide the total.	0.0

Provide a brief explanation and a breakdown of expenses.

NA

Title V

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

Provide a brief explanation and a breakdown of expenses.

NA

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.

NA

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.

NA

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

Provide a brief explanation and breakdown of expenses.

NA

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.

NA

Local Funds

Label	Question	Value
1.	Provide the total	0.0

Provide a brief explanation and breakdown of expenses.

NA

2017-2018 Parent and Family Engagement

Introduction

All Title I Schoolwide and Targeted Assistance Schools must complete the following diagnostics: the Stakeholder Feedback Diagnostic, the Parent and Family Engagement 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.

Parent and Family Engagement

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. (Sec. 1116(c)(1))

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

Describe: 1) How there will be a flexible number and format of parent meetings offered, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, child care, or home visits, as such services relate to parental involvement; 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. (Sec. 1116(c)(2)(3))

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- February 2017

* Family Picnic (lunch)

* American Education Week (lunch)

* 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 2017.

* 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.

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. (Sec. 1116(c)(4)(A)(B)(C))

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 2017

* 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

ACIP

Hillcrest Elementary School

* 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.

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). (Sec.1116(d))

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.

Describe procedures to allow parents to submit comments of dissatisfaction with the Continuous Improvement Plan. (Sec. 1116(c)(5))

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 School wide Program, the Parent Involvement Policy, the School-Home Compact, and the method of allocating Title I funds.

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 ESSA Sec. 1116, requirements for building capacity and parental and family engagement).

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)

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 K-3

* ACT Aspire--Administered in Grades 3-6 in math, reading, and science. This year we will use Scantron/Global Scholar.

* Accelerated Reader Book Quizzes--Administered in Grades 1-6

* STAR Reading & Math--Administered in Grades 1-2

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.

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 ESSA Sec. 1116, 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)

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

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 ESSA Sec 1116, 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)

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.

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 ESSA Sec. 1116, 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)

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 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 ESSA Sec. 1116, 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)

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.

Describe how the school will ensure the provision for participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports required under section 1111 in a format and, to the extent practicable, in a language such parents understand. (See ESSA Sec. 1117(f))

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.