

Hillpoint Elementary School

Title I Schoolwide Plan

Division Name: SUFFOLK PUBLIC SCHOOLS

School Name: HILLPOINT ELEMENTARY SCHOOL

Date: November 8, 2016

Select One: **Initial Plan** **Revision**

Title I schools implementing schoolwide programs are required to develop schoolwide plans in accordance with Section 1114(b) of the *Elementary and Secondary Education Act of 1965* (ESEA). Guidelines for plan development include the following:

- The comprehensive plan should be developed during a one-year period;
- The plan should be developed with the involvement of parents and other members of the community to be served;
- Individuals who will carry out the plan, including teachers, principals, administrators, and if appropriate, pupil services personnel, technical assistance providers, school staff, and, if the plan relates to a secondary school, students from such school, should be involved in the development of the plan;
- The plan should be available to the Local Educational Agency (LEA), parents, and the public;
- Information in the plan should be in an understandable and uniform format and, to the extent practicable, provided in a language that parents can understand; and
- If appropriate, the plan should be developed in coordination with programs under Reading First, Early Reading First, Even Start, the *Carl D. Perkins Vocational and Technical Education Act of 1998*, and the *Head Start Act*.

The ESEA requires ten components to be included in the schoolwide plan. The template below provides a framework that may be used to develop and/or update a schoolwide plan. For each component, the narrative section in the template should be completed in sufficient detail to document how the component has been thoroughly and thoughtfully addressed. Schoolwide plans should be reviewed annually and revised as necessary to promote continuous improvement and to reflect the school's initiatives to upgrade the entire educational program of the school.

To maintain focus, eliminate duplication of effort, and promote comprehensiveness, schools should operate under a single plan if at all possible. A school that already has a plan for school improvement might consider amending it, rather than starting over, provided that the existing plan was based on a comprehensive needs assessment and can be revised to include the ten required schoolwide components. This template can be used by schools with existing Indistar® plans to reference indicators and tasks in the Indistar® plan that related to the schoolwide components.

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Directions: Complete each of the ten components by following these steps:

Using Indistar®:

- Access the Title I Schoolwide Plan template from the “Complete Form” tab of the Indistar® dashboard.
- Provide a narrative response that describes how the school has addressed the requirements for each component;
- Where applicable, identify the indicator(s) and task number(s) from the school’s Indistar® plan that align with each required component;
- Click “Save” at the bottom of the form to save your responses; and
- Submit the plan to your LEA Division Contact by returning to the dashboard. Under the “Submit Forms/Reports” tab, go to the Title I Plans section, and select the Title I Schoolwide Plan “Submit” button.

Not Using Indistar®:

- Access the Title I Schoolwide Plan template on the Title I web site
http://www.doe.virginia.gov/federal_programs/esea/title1/part_a/index.shtml,
- Provide a narrative response that describes how the school has addressed the requirements for each component; and
- Submit the plan as directed by your LEA Title I Coordinator.

Resources:

Schoolwide program resources, including a *Schoolwide Plan Peer Review Rating Rubric*, United States Department of Education (USED) guidance on *Designing Schoolwide Programs*, USED guidance on *Supporting School Reform by Leveraging Federal Funds in a Schoolwide Program*, and USED guidance on *Title I Fiscal Issues*, can be accessed at the following Web site: http://www.doe.virginia.gov/federal_programs/esea/title1/part_a/index.shtml.

A Virginia Department of Education presentation on *Requirements and Implementation of a Title I Schoolwide Program* can be accessed at: http://www.doe.virginia.gov/federal_programs/esea/index.shtml.

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Component 1 - §1114(b)(1)(A): A comprehensive needs assessment of the entire school (including taking into account the needs of migratory children as defined in §1309(2)) that is based on the information which includes the achievement of children in relation to the state academic content standards and the state student academic achievement standards described in §1111(b)(1).

Evidence: A systematic effort involving multiple stakeholders to acquire an accurate and thorough picture of strengths and weaknesses of the school community, thus identifying student needs through a variety of information-gathering techniques. A summary of data analyses must be included. The results of your data analysis must guide the reform strategies that you will implement to improve instruction for all students.

Narrative:

The School-wide Planning Committee consists of Catherine Pichon (Principal), Dana Bilby (Assistant Principal), LuAnne LaPoint (Academic Coach), Amy Espinosa (Title I Teacher), Patricia Phelps (Title I Teacher), Vickie Wilson (Fourth Grade Teacher), Carol Johnson (Kindergarten Teacher), Kellye Sollers (Physical Education Teacher), Shannon Ward (Paraprofessional), and Heather Eley (Parent).

Data Analysis from the 2015-2016 Parent Perception Survey Results shows strengths (95% and above agreement) in the areas of the school expecting students to work hard and do their best (96% agreement), the school facilitating support learning (95% agreement), and the school encouraging families to be involved with their child's learning (95% agreement). The area for improvement (76% and below agreement) is in the school cafeteria doing a good job providing appealing and nourishing meals. Another area for improvement is in the response rate for the survey which was 13%.

The school-wide planning committee reviewed achievement data from the 2015-2016 school year to make revisions to the Title I School-wide Plan. State and district data was analyzed to identify specific needs of Hillpoint Elementary. In addition, data from the Phonological Awareness Literacy Screening (PALS) and Measures of Academic Progress (MAP) were reviewed. The administration, faculty, and staff of Hillpoint elementary consistently provided the students with quality instruction and appropriate opportunities to demonstrate academic successes. With strong academic performance throughout the year and intensive remediation, Hillpoint Elementary retained its status of Full State Accreditation for the second year in a row.

Data Analysis for the 2015-2016 school year:

- State SOL Data (English-79%, Math-79%, History-92%, Science-82%)
- Areas Not Meeting AMO (English-Gap Group 1, Economically Disadvantaged, Students with Disabilities)

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- PALS Data (K-9% Identified, 1st grade-24% Identified, 2nd grade-26% Identified, 3rd grade-17% Identified)
- Reading MAP Data (3rd grade-194.2/195.6 mean RIT, 4th grade-207.7/203.6 mean RIT, 5th grade-213.7/209.8 mean RIT)
- Math MAP Data (3rd grade-195.6/198.2 mean RIT, 4th grade-207.9/208.7 mean RIT, 5th grade-217.5/217.2 mean RIT)

At the conclusion of this analysis, the committee specified areas of focus for the 2016-2017 school year (in addition to committing to continue proven strategies that support underserved students like the in-school tutoring program and individualizing remediation using student learning continuums):

- Increase School-wide Literacy (additional sustained silent reading time-DEAR, Secret Stories, Guided Reading Look-fors)
- Increase School-wide Collaboration (teacher-led professional development- Topics will align with school improvement goals and data analysis. Teachers that attend outside conferences and workshops and/or show specific strengths based on observations and data analysis will be selected to lead professional development sessions. Teachers will also be able to volunteer to lead based on areas of interest and/or innovative practices.)
- Increase fidelity of School-wide Discipline/Civility (consistent and common practices)
- Increase Equity (students and teachers receiving the resources they need for success)

Budget Implications:

Part-time pay for Leadership and Data Team teacher members in attendance at school improvement planning meetings. (11 Leadership Team teacher members, 7 leadership team meetings (1 hour each) = 7 hours times \$26.40 per hour = \$184.80 times 11 people = \$2032.80; 12 Data Team teacher members, 8 data team meetings (1 hour each) = 8 hours times \$26.40 per hour = \$211.20 times 12 people = \$2534.40; \$2032.80 plus \$2534.40= \$4567.20)

Part-time pay for a summer committee of teachers to plan for professional development and next steps for the upcoming school year. (6 hours (2 three hour half days) times \$26.40 per hour = \$158.40 times 15 teacher members (K, 1, 2, 3 (two), 4 (two), 5 (two), Title I (two), SPED, Academic Coach, Gifted, Resource) = \$2376.00)

Related Indistar® indicators (if applicable):

TA01 The school will use an identification process (including ongoing conversations with instructional leadership teams and data points

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to be used) for all students at risk of failing or in need of targeted interventions.

TA03 The school will use a monitoring process (including a multidisciplinary team that meets regularly to review student intervention outcome data and identifies “triggers” and next steps for unsuccessful interventions) for targeted intervention students to ensure fidelity and effectiveness.

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Component 2 - §1114(b)(1)(B): Schoolwide reform strategies that—

1. Provide opportunities for all children to meet the state’s proficient and advanced levels of student academic achievement described in §1111(b)(1)(D);
2. Use effective methods and instructional strategies that are based on scientifically-based research that—
 - a. Strengthen the core academic program in the school;
 - b. Increase the amount and quality of learning time, such as providing an extended school year and before- and after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum;
 - c. Include strategies for meeting the educational needs of historically underserved populations;
 - d. Include strategies to address the needs of all children in the school, but particularly the needs of low-achieving children and those at risk of not meeting the state student academic achievement standards who are members of the target population of any program that is included in the schoolwide program, which may include—
 - i. Counseling, pupil services, and mentoring services;
 - ii. College and career awareness and preparation such as college and career guidance, personal finance education, and innovative teaching methods, which may include applied learning and team-teaching strategies; and
 - iii. The integration of vocational and technical education programs; and
 - e. Address how the school will determine if such needs have been met; and
 - f. Are consistent with, and are designed to implement, the state and local improvement plans, if any.

Evidence: Scientifically-based research strategies based on identified needs and designed to raise the achievement level of all students on content standards. Include a description of how the reform strategies will be evaluated for effectiveness.

Narrative:

Based on the areas of need identified by the data and the areas of focus identified for the 2016-2017 school year, the team has developed the following strategies to improve students’ academic performance and strengthen the core academic program:

- Teachers will monitor and assess student learning and behavior and adjust instruction on the basis of the data. After assessments, grade levels will complete data analysis during PLC to develop new strategies for lowest reporting categories.
- Based upon SOL & benchmark assessment data, students in grades 2-5 who demonstrate deficiencies in reading and mathematics (Tier 2 and 3 students) will receive additional targeted & specific instruction in reading and math with participation

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in pull-out tutoring sessions during the resource block.

- A reading action plan will be implemented to include resource teachers teaching “Secret Stories” to all K-5 students and expectations to follow for DEAR time, integration of science and history into the reading block, and guiding reading binders.
- Guidance on the alignment of the written, taught, and tested curriculum will be provided through an established system of monitoring instructional practices and providing feedback to teachers during observations and grade level meetings.
- The social & behavioral needs of at-risk students will be addressed through positive interventions such as the Ladies of Distinction/Enlightened Minds Youth Mentoring groups, lunch clubs with administration, and school-wide discipline/anti-bullying presentations. The academic needs of at-risk students will be addressed through response to intervention and outreach programs.
- A growth mindset will be developed with the implementation of the OnTrack Campaign. The OnTrack Campaign and Hillpoint’s school-wide discipline focus will also help to close the achievement gap for struggling students by keeping them focused and on track during instruction. By keeping them engaged, they will be able to learn what is being addressed in class. This will increase student engagement and motivation, and promote self-confidence and self-discipline.
- Title I teachers will provide special education teachers with support and materials to utilize Fountas and Pinnell’s Leveled Literacy Intervention Kits.
- Title I teachers will provide professional development for building vocabulary for each literacy stage (specific strategy planned for improving the special education subgroup).
- Book Buddies program will be implemented in grade 1 for Tier 2 and 3 students.
- Title I teacher assistants will utilize Fountas and Pinnell Leveled Literacy Intervention Kits (Grades 1-5) for Tier 2 and 3 students.
- Title I teachers will provide push-in services to Kindergarten for Tier 2 and 3 students.

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School administration will measure these strategies through formal and informal observations, and analysis of lesson plans and assessments. The progress of these strategies will be monitored through grade level, leadership, and data team meetings. The focus of these meetings will be to identify which improvement strategies are positively affecting student achievement. In addition, Title I teachers, admin, and the academic coach will meet regularly to keep improvement efforts moving forward, provide leadership to the professional development effort (visit classrooms, provide peer coaching, examine data on reading instruction-what/how it's taught/time spent on the different components, etc.), and evaluate the schoolwide reading program every several months under the direction of the leadership team.

Budget Implications:

Part-time pay for Leadership and Data Team teacher members in attendance at school improvement planning meetings. (11 Leadership Team teacher members, 7 leadership team meetings (1 hour each) = 7 hours times \$26.40 per hour = \$184.80 times 11 people = \$2032.80; 12 Data Team teacher members, 8 data team meetings (1 hour each) = 8 hours times \$26.40 per hour = \$211.20 times 12 people = \$2534.40; \$2032.80 plus \$2534.40= \$4567.20)

In-School Tutoring Program: 8 Tutors to work with Tier II and Tier III students in grades 2-5 in the areas of reading and math 3 hours per day, 3 days per week. (53 days times 3 hours per day = 159 hours times \$26.40 per hour (teachers) = \$4197.60 times 4 tutors = \$16790.40 / 159 hours times \$13.43 per hour (teacher assistants) = \$2135.37 times 4 tutors = \$8541.48; 16790.40 + 8541.48 = 25331.88)

Part-time pay for a summer committee of teachers to plan for professional development and next steps for the upcoming school year. (6 hours (2 three hour half days) times \$26.40 per hour = \$158.40 times 15 teacher members (K, 1, 2, 3 (two), 4 (two), 5 (two), Title I (two), SPED, Academic Coach, Gifted, Resource) = \$2376.00)

Related Indistar® indicators (if applicable):

TA01 The school will use an identification process (including ongoing conversations with instructional leadership teams and data points to be used) for all students at risk of failing or in need of targeted interventions.

TA02 The school will use a tiered, differentiated intervention process to assign research-based interventions aligned with the individual needs of identified students (the process includes a description of how interventions are selected and assigned to

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students as well as the frequency and duration of interventions for Tier 2 and Tier 3 students).

TA03 The school will use a monitoring process (including a multidisciplinary team that meets regularly to review student intervention outcome data and identifies “triggers” and next steps for unsuccessful interventions) for targeted intervention students to ensure fidelity and effectiveness.

IIIC10 All teachers will reinforce classroom rules and procedures by positively teaching them.

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Component 3 - §1114(b)(1)(C): Instruction by highly qualified teachers.

Evidence: Efforts to retain highly qualified staff to better meet the individual needs of all students.

Narrative:

Title I teachers provide professional development for Title I paraprofessionals in the areas of pacing, effective reading strategies, and materials available for checkout to use with Title I students.

Title I teachers review new reading data with Title I paraprofessionals each quarter.

Budget Implications:

Related Indistar® indicators (if applicable):

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Component 4 – §1114(b)(1)(D): In accordance with §1119 and subsection (a)(4), high quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the state’s student academic achievement standards.

Evidence: Ongoing professional development planning that supports administration, teachers, and paraprofessionals to serve students and their needs.

Narrative:

Suffolk Public Schools requires each school to design an ongoing professional learning plan based on the analysis of data to help close the achievement gap. In addition to this professional development outlined in this plan, teachers are required by the division to maintain a professional learning plan that includes individual goals that relate to the advancement of professional skills designed to enhance instructional delivery through the utilization of research-based techniques and strategies. The professional learning plan is included in the Professional Portfolio reviewed by administration for teacher evaluation. Each teacher is encouraged to self-evaluate and establish goals for professional growth each school year. Once the goals are determined, teachers must earn fifteen professional learning points related to the state goals. Points are earned through attendance at workshops, seminars, professional learning training activities, or by completing college level coursework.

The principal analyzed results of the school’s professional learning profile from the 2015-2016 school year. The results indicated improvements in all areas, with the highest area of satisfaction being in leadership, and the lowest areas being in resources and learning designs. The planning committee felt strongly that professional learning offered to instructional staff during the 2016-2017 school year should take teachers’ input about the design, resources, and monitoring into consideration. In addition to encouraging teachers to enhance their own professional growth, the administration of Hillpoint Elementary will provide professional learning that involves teachers as educational leaders and supports learning in order to improve their success as teachers of the content they teach. Topics will align with school improvement goals (identified strategies based on the needs of students) and data analysis.

Hillpoint’s professional development plan is at full implementation based on the VDOE School Professional Development Evaluation Tool because it connects to student learning outcomes, provides support and opportunities for teachers to effectively implement learning (follow up PD and Title I teacher coaching), monitors how the professional learning is used in the classrooms (observations, post-conferences, lesson plans), provides feedback to teachers on use of professional learning (post-data conferences and Edivation

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collaboration), uses data to determine appropriateness of professional development (surveys, assessment data analysis, and referring back to needs/areas of focus), and differentiates professional learning based on teacher and student needs (student sub-groups, special education teachers/resource teachers).

<p><u>Hillpoint Professional Development already held:</u> -NAESP Conference (Admin & Academic Coach) -Power School Summit (Principal & Academic Coach) -Pre-Service: School-Wide Discipline (ES-5) Back to School Computer Basics (ES-5) Breakout Teambuilding (ES-5) Language Arts Look-Fors (K-5) Secret Stories (Resource) -William & Mary Math Day (Academic Coach) -School Improvement Conference (Principal) -Sixteen Hillpoint teachers & the principal attended the (SEEC) Suffolk Excellence in Education Conference -Running Records (5th grade)</p>	<p><u>Plan for future PD:</u> Utilize The Unconference Model at all staff meetings beginning with the December meeting. 1. At least two weeks prior to meeting, teachers (or SAO staff) will sign up to lead a 30 minute unconference (discussion, collaboration sharing, or demonstration). 2. At least one week prior to meeting, teachers will sign up for one of the unconference sessions. 3. The week of the meeting, I will announce the sessions that will be offered and their locations. I will also ask everyone to post what they plan to bring for the ignite round (all teachers bring one resource, template, organizer, web link, strategy, app, book, anchor chart, idea, anything to share and place on the table at the start of the staff meeting). 4. Day of Unconference: After the 15 minute staff meeting, teachers will be released to their 30 minute unconference session. The last 15 minutes will be reserved for coming back to the whole group to close and have an "Ignite Round" where everyone walks around the table filled with great ideas & resources from their colleagues-they can stick post-it notes with their name on anything they would like more information about so they can connect with that teacher at another time.</p>	<p><u>Presenters:</u> Teachers that have gone to conferences (Math day-LaPoint, 16 teachers that went to SEEC conference) SAO staff for data focus (Bales-Reading, Floyd-Inclusion teaching models, Lafferty-technology)</p> <p><u>Dates:</u> Staff meetings- December 14, 2016 January 25, 2017 February, 22, 2017 March 22, 2017 April 26, 2017 May 24, 2017</p>
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Budget Implications:

National Principals Conference (Philadelphia, Pennsylvania) attendance for principal, assistant principal, and academic coach. The purpose of attending is to bring new ideas to the summer committee in regards to professional development and next steps for the upcoming school year. (Registration \$745 times 3 people = \$2235 plus lodging \$478 times 3 people = \$1434 plus travel \$409 times 3 people = \$1227 plus meals \$120 times 3 people = \$360 (\$2235 + \$1434 + \$1227 + \$360 = \$5256)

Related Indistar® indicators (if applicable):

IF10The principal will plan opportunities for teachers to share their strengths with other teachers.

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Component 5 - §1114(b)(1)(E): Strategies to attract high-quality highly qualified teachers to high-needs schools.

Evidence: Efforts to recruit highly-qualified staff to better meet the individual needs of all students.

Narrative:

To attract and retain highly qualified staff, Suffolk Public Schools has established a Mentoring Program. As mandated by the school district, beginning teachers and teachers new to the school district are assigned mentors for support and guidance throughout the year. Before the school year commences, administrators select experienced staff to serve as mentors. Mentors attend district training meetings designed to produce effective advisers and outline pertinent topics that should be reviewed with new teachers. Each mentor maintains documentation of meeting dates and topics addressed on a universal log that is signed by both the mentor and mentee. Logs must be completed appropriately in order for mentors to receive compensation. Administration at Hillpoint Elementary will continue to assign mentors to new teachers.

As a result of an independent compensation study conducted during the 2014-2015 school year, SPS requested that the City of Suffolk fully fund the school division's budget and this request was granted, making salaries more competitive with neighboring school districts. Additional incentives offered by the school division include a \$100 voucher for teaching materials and a proactive health care program offering opportunities to win fitness-centered technology and guaranteed cash awards for those staff members who complete required healthful living tasks.

All new teachers receive a mentor, and are provided with opportunities to conduct peer observations. In addition, Title I teachers provide peer coaching for new teachers. New teachers also receive key in-house professional development in the areas of running records, PALS administration, and guided reading.

Budget Implications:

Related Indistar® indicators (if applicable):

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Component 6 - §1114(b)(1)(F): Strategies to increase parental involvement in accordance with §1118, such as family literacy services.

Evidence: Parent/community involvement; compact development and implementation; parent policy and other required activities to involve parents.

Narrative:

The School-wide Planning Committee consists of Catherine Pichon (Principal), Dana Bilby (Assistant Principal), LuAnne LaPoint (Academic Coach), Amy Espinosa (Title I Teacher), Patricia Phelps (Title I Teacher), Vickie Wilson (Fourth Grade Teacher), Carol Johnson (Kindergarten Teacher), Kellye Sollers (Physical Education Teacher), Shannon Ward (Paraprofessional), and Heather Eley (Parent).

In addition, the Parent Advisory Committee consists of Catherine Pichon (Principal), Dana Bilby (Assistant Principal), Amy Espinosa (Title I Teacher), Patricia Phelps (Title I Teacher), Melissa Billmeyer (Parent), and Lakithia Watkins (Parent).

The School-wide Planning Committee and Parent Advisory Committee are involved in the development of the Title I School-wide Plan, Compact Policy, Parent Policy, and Family Engagement Policy.

Hillpoint Elementary believes that parents are vital stakeholders in the educational development of their children. Parent engagement should focus on practices and programs that effectively involve parents as partners with the school. The parent Advisory Council at Hillpoint will cultivate and set goals for parent engagement.

The parent-school relationship begins each year when Hillpoint holds its first PTA meeting. Parents and students are invited to the school to learn about the Title I parent engagement policies, procedures, and expectations. This meeting provides parents an opportunity to learn about the Title I services offered to their children and various components of the Title I program. Parents are also informed about the School Report Card and available parent resources.

Hillpoint understands the importance of open communication between the school and home in fostering parent engagement. Core content teachers are required to contact parents to discuss strategies and interventions for students identified as needing Tier II/III instructional support. Teachers also send home weekly communication folders containing information set forth by the school division, mandated by Hillpoint, and pertinent to their individual classrooms.

Parents are continually informed about parental engagement opportunities through information shared on the Hillpoint Elementary

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school website, Peachjar flyers, and School Messenger broadcasts. Each month, parents of Title I students receive a monthly activity calendar citing the dates of upcoming parent workshops that will be offered, as well as ideas and activities to promote literacy.

Parental engagement takes many forms and shapes. Hillpoint will provide a variety of opportunities for working and non-working parents to be active participants in their child's education with student achievement as the primary focus. We will strive to establish positive relationships with parents to promote student success. Administration and teachers have an open-door policy for parents. Activities for the purpose of engaging parents and/or sharing data include but are not limited to:

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| <ul style="list-style-type: none">• National Night Out & Health Fair• Title I Parent Orientation• Scholastic Book Fair• Harvest Fest/Community Walk• Family Engineering/K-5 STEM Night | <ul style="list-style-type: none">• Title I Students' Reading Success Promotion• Family Reading Night• Family Wellness & Computer Literacy Night• Food Lion Math Night• Interactive Safety Night |
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National Night Out and Health Fair 6:00-9:00 p.m.	A community-police awareness event where families were also able to learn about healthy living. In addition, educational supplies and reading activity packets were given to families by HES teachers and staff. Indistar Indicator: VD03	No	Reading Activity Packets, School Supplies	08/02/2016	\$0.00
Title I Parent Orientation 7:00 p.m.	Overview of School-wide Title I program. Indistar Indicator: VD03	No	None	9/13/2016	\$0.00
Scholastic Book Fair	Families shop for fiction and nonfiction books for home libraries. Indistar Indicator: VD03	No	None	10/17-21/2016 Spring: TBA	\$0.00
Harvest Fest/ Community Walk 5:30-7:30 p.m.	The Hillpoint staff will promote family engagement by joining families for a community walk/harvest celebration. Educational activities will be provided for parents and students by each grade level. Indistar Indicator: VD03	Yes	Grade Level Activities/ Parent Resources	10/27/2016	Family Meal: \$664.00 Printing Costs: \$40.00
Family Engineering/ K-5 STEM Night 6:30 p.m.-8:30 p.m.	Science, Technology, Engineering, and Math Parents and children will work as a team to complete a variety of relevant activities and to solve real world problems in which they will apply science and mathematics through engineering. Indistar Indicator VD03	Yes	Cups, cards, copy paper, marshmallows, toothpicks, paper clips, spoons, construction paper, copy paper, pipe cleaners, rubber bands, cardstock, balloons	11/15/2016	Family Meal:\$400.00 Consumable Materials: \$70.00
Title 1 Students' Reading Success Promotion	Title 1 families will be invited to DEAR sessions November-May to join their child reading. Students will read with parents to demonstrate reading proficiency. Each student will take home a new book for their home library. Indistar Indicator: VD03	No	Books	November-May	Books: \$700.00
Family Reading Night: "Wrap Up a Good Book" 7:00 pm-8:00 pm	Students and families will share in reading opportunities: read alouds, wrapping books for donation to a charitable organization, and AR quizzing. All students will take home a new book for their home library. Indistar Indicator: VD03	No	Books, Wrapping Paper	12/13/2016	Books: \$700.00 Wrapping Paper: \$50.00
Family Wellness and Computer Literacy Night 7:00 p.m.-8:00 p.m.	Students and families will take part in personal fitness opportunities and become computer savvy with content related websites available for home use during interactive sessions. Indistar Indicator: VD03	No	Bookmarks with Educational Websites	01/10/2017	Printing: \$200.00 Cardstock paper: \$50.00
Food Lion Math Night	Hillpoint students in grades ES-5 will practice using math skills in a real-life setting. Students and parents will have the opportunity to	No	Provided by	02/06/2017	\$0.00

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Budget Implications:

See Parent Engagement Planning document above for estimated budget items.

Related Indistar® indicators (if applicable):

VD03 Family-focused supports, wraparound services, and outreach that engage family members in programs and services will be provided

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Component 7 - §1114(b)(1)(G): Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a state-run preschool program, to local elementary school programs.

Evidence: The school assists and supports children in their transition from early childhood programs to elementary school through activities that are planned, implemented, and assessed. If the school is a middle school, address how the school will assist students in their transition to high school.

Narrative:

Hillpoint Elementary assists and supports children in their transition from early childhood programs to elementary school. The principal and Title I teachers visited nearby daycares to participate in story time and extend invitations to students' parents to attend Hillpoint's Early Start and Kindergarten transition programs. Invitations were also delivered by the SPS Parent Resource Facilitator to local daycare centers in the Hillpoint zone for parents of four year olds to attend Hillpoint's Kindergarten transition program. Students and parents from the Children's Center attended a field trip to Hillpoint to receive an orientation to Kindergarten and observe a typical Kindergarten day. As part of a transition plan, a kindergarten orientation is held in August before the start of school. The parents are introduced to the daily routine of the students, the academic and behavioral expectations of their individual teachers, and techniques and suggestions for assisting in their child's transition to kindergarten.

Hillpoint Elementary is committed to helping students make the transition from elementary school to middle school as smooth as possible. At the end of every academic year the 5th grade teachers send placement cards for every student within the school to the middle schools; the placement cards list the necessary information for 6th grade teachers to get the year off to a swift and efficient start. Each fifth grade student is also invited to attend Middle School Visit Day. During the visit, students meet key personnel that will be involved in the learning process and receive an overview of the academic and extra-curricular activities available.

Transition activities planned for 2016-2017 include School Orientation, Kindergarten Jumpstart for Reading Success, Kindergarten Kick-off, and Middle School Field Trip. In addition, the cultural needs of new students is addressed by inviting community partners to orientation (mentor organizations, before and after school programs, girl scouts, boy scouts, and counseling programs). The guidance department also conducts a needs assessment/career plan in preparation for the middle school transition.

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Budget Implications:

Related Indistar® indicators (if applicable):

Component 8 - §1114(b)(1)(H): Measures to include teachers in the decisions regarding the use of academic assessments described in §1111(b)(3) in order to provide information on, and to improve, the overall instructional program.

Evidence: The role and activities of teachers in decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

Narrative:

The Administration of Suffolk Public Schools and Hillpoint Elementary acknowledge the importance of teacher participation in decisions regarding assessment data. Teachers play a major role in decisions concerning high quality instruction in response to data. At the division level, Hillpoint's Academic Coach serves on the Steering Committee for Math and Reading; this provides an opportunity for instructional staff in all grades to collaborate and share best practices. Representatives share this information with their home school. At the school level, Hillpoint Elementary has a Data Team which disaggregates and analyzes state and local assessment data. The data team specifically looks for any gaps or weaknesses in SOL strands among the proficiency gap groups. The team forwards their findings to the Leadership Team.

Suffolk Public Schools provides benchmark and nine-week assessments for each grade level and teachers then analyze data for further teaching, grouping, interventions, and retesting. Parents receive communication from teachers concerning their child's individual academic growth through report cards, MAP testing, Power School assessments, Home Access Center (HAC), and parent conferences. Additionally, the Principal reviews the school's Report Card from the previous school year at the first Parent Teacher Association (PTA)

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meeting held at the beginning of the school year.

The communication and collaboration between teachers and the Leadership Team and Data Team will be ongoing to ensure assessment decisions are shared with all instructional staff. For the 2016-2017 school year, Hillpoint will continue to utilize the Data Team and Leadership Team to analyze local and state data and formulate strategic instructional activities to improve academic achievement for all students. To further develop participation by all instructional staff, Administration and the Academic Coach will meet with their respective grade levels to develop a plan from these strategies shared from the Data Team. These meetings will give teachers an opportunity to participate in the decision-making process.

The administrators and teachers meet weekly to discuss school performance and achievement. The leadership and data teams meet on a regular basis to monitor the school improvement plan. School test data is posted in the Academic Coach's office for the purpose of discussing growth and implementation of new strategies for academic improvement. In addition, weekly collaborative planning is provided for teachers to plan lessons and present ideas to focus on for areas of weakness.

Multiple sources of data evidence are kept and updated by data, leadership, and grade level teams in Google Drive (5 year analysis, focus areas, benchmark analysis, retention/rationale tracking, SPED tracking, Nine Week Data/Strategy Reviews, MAP Tiers).

Budget Implications:

Part-time pay for Leadership and Data Team teacher members in attendance at school improvement planning meetings. (11 Leadership Team teacher members, 7 leadership team meetings (1 hour each) = 7 hours times \$26.40 per hour = \$184.80 times 11 people = \$2032.80; 12 Data Team teacher members, 8 data team meetings (1 hour each) = 8 hours times \$26.40 per hour = \$211.20 times 12 people = \$2534.40; \$2032.80 plus \$2534.40= \$4567.20)

Related Indistar® indicators (if applicable):

TA01 The school will use an identification process (including ongoing conversations with instructional leadership teams and data points to be used) for all students at risk of failing or in need of targeted interventions.

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Component 9 - §1114(b)(1)(I): Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards required by §1111(b)(1) shall be provided with effective, timely additional assistance which shall include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

Evidence: A process for identifying students needing additional support to meet academic achievement standards which includes timely identification, implementation, and monitoring of interventions.

Narrative:

Hillpoint Elementary works together to meet the teaching and learning needs of students and staff. These needs are assessed through weekly progress monitoring. Data is collected from many resources including SOL testing results, benchmark data reports, NWEA (reading and math), PALS, Accelerated Reader and Study Island reports, and teacher made assessments. Intervention is provided for Tier 2 and 3 students. In addition to emphasizing the remediation of struggling students through the use of Tiered instruction, High Yield Strategies, and re-teaching in small groups to improve comprehension prior to graded assignments and assessments, incorporating cross-curricular and STEM opportunities to our Tier I students challenges them that are performing above grade level and stretches their learning to a deeper understanding beyond what is required through the SOL's.

Weekly collaboration among general education teachers, gifted resource teachers, special education teachers, resource teachers, and Title I teachers occurs during grade level meetings. Collaboration among administration, academic coach, classroom teachers, Title I teachers, guidance counselors, school nurse, Western Tidewater counselors, and parents occurs during Student Support Team meetings. When this collaboration takes place, student engagement in the learning process increases.

In addition to small group differentiated instruction during guided reading and math, Intervention will be provided in the classrooms during breakfast and bus dismissal times. In school tutoring will be provided to Tier 2 and Tier 3 students. Title I Reading Specialists will continue to work with small groups for literacy intervention. Special education teachers will co-teach and collaboratively plan with general education teachers for instructional support. Title I teachers and paraprofessionals will continue to use the Fountas and Pinnell Leveled Literacy Intervention Program based on PALS data analysis. The Book Buddies Program will be utilized in first grade as additional reading support. The TOPA assessment was administered to all Kindergarten students so that differentiated small group literacy

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instruction could begin within the first three weeks of school.

A Strategies Offered for Success Committee (S.O.S.) meets when a teacher or parent requests additional help with students who are experiencing academic and/or behavioral difficulties. This committee reviews the strategies the teacher has already implemented and offers additional strategies to help the child achieve success. The committee is composed of the student's parent(s), classroom teacher, guidance counselor and other SPS staff as appropriate (i.e., administrator, diagnostician, psychologist, social worker, lead teachers, and Title I Reading specialists) who provide recommendations and services.

Hillpoint has two Guidance Counselors who encourage, support, and promote positive academic, social, and personal development for all students. Additionally, the community-based day treatment program Western Tidewater partners with Suffolk Public Schools to provide support to students who have difficulty maintaining self-control in the school environment. This service provides intervention and the support necessary to keep the student in the classroom.

Hillpoint Elementary offers numerous remediation opportunities within and beyond the instructional day:

- Title I Reading
- Instructional staff including paraprofessionals deliver small group instruction
- Summer School
- Flex remediation groups by all licensed professionals
- Individual tutoring (by teachers & U.S. Coast Guard Volunteers)
- Community volunteers
- Resource teachers integrate content matter into their lessons
- Intensive remediation prior to expedited SOL testing
- Book Buddies

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- Ladders to Success
- Storyworks & Storyworks Junior
- TenMarks

In the 2016-2017 school year, Hillpoint Elementary will continue to utilize all staff to implement the schoolwide plan to enhance the academic achievement of all students. The mentoring, tutoring, and remediation programs that are currently in place will be maintained. Classroom teachers shall continue to use the assessment measures identified (i.e., PALS, NWEA MAP, local testing) to monitor instruction and create individualized remediation plans. In addition, Hillpoint staff, with specific emphasis placed on the role of Title I reading specialists, will be utilized based on the needs identified by student performance data.

Budget Implications:

Part-time pay for Leadership and Data Team teacher members in attendance at school improvement planning meetings. (11 Leadership Team teacher members, 7 leadership team meetings (1 hour each) = 7 hours times \$26.40 per hour = \$184.80 times 11 people = \$2032.80; 12 Data Team teacher members, 8 data team meetings (1 hour each) = 8 hours times \$26.40 per hour = \$211.20 times 12 people = \$2534.40; \$2032.80 plus \$2534.40= \$4567.20)

In-School Tutoring Program: 8 Tutors to work with Tier II and Tier III students in grades 2-5 in the areas of reading and math 3 hours per day, 3 days per week. (53 days times 3 hours per day = 159 hours times \$26.40 per hour (teachers) = \$4197.60 times 4 tutors = \$16790.40 / 159 hours times \$13.43 per hour (teacher assistants) = \$2135.37 times 4 tutors = \$8541.48; 16790.40 + 8541.48 = 25331.88)

Related Indistar® indicators (if applicable):

TA01 The school will use an identification process (including ongoing conversations with instructional leadership teams and data points to be used) for all students at risk of failing or in need of targeted interventions.

TA02 The school will use a tiered, differentiated intervention process to assign research-based interventions aligned with the individual needs of identified students (the process includes a description of how interventions are selected and assigned to

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students as well as the frequency and duration of interventions for Tier 2 and Tier 3 students).

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Component 10 - §1114(b)(1)(J): Coordination and integration of federal, state, and local services and programs, including programs supported under ESEA, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Evidence: Federal, state, and local funding sources are used to support and implement the plan. Resources, such as programs and materials, human resources, time, and community are used to meet the needs of staff and students.

Narrative:

Hillpoint Elementary School makes every effort to coordinate and integrate its resources to maximize programs and provide the most effective practices with the goals of continuing to improve overall student achievement. Hillpoint will use a composite of resources to support the school-wide plan in meeting the needs of all diverse learners. Our Early Start program and grant funded Book Buddies program prepare students for Kindergarten and First Grade and support reading instruction. Our many partners in education also support our instructional program. Our partner, King's Fork High School send students weekly to work with our students. Our mentoring partners work to support our civility goal. Our U.S. Coast Guard partners tutor fifth grade students.

The School-wide plan will allow for greater integration of the federal, state, and local services and programs to improve the education of all students served in the school. Revenue from all three levels of support will be used to employ personnel, fund various programs, and facilitate purchases and expenditures for academic achievement. The components of this school-wide program will be used with fiscal responsibility to secure materials, technology, provide instruction, pay salaries, provide professional development, and assist with leadership opportunities. As appropriate, all students, regardless of academic ability and needs will participate in aspects of the school-wide program.

Title I funds support the salaries of Title I Reading Specialists, Academic Coach, and Title I teacher assistants in the school. Title I provides funds for materials and supplies as well as Parent Involvement allocation to support the school-based Parent Resource Center. Although the SPS Technology Department is responsible for equipment that is purchased in the school, Title I funds supplement the reading and math program with the purchase of Accelerated Reading and Accelerated Math subscriptions. Both local funds and Title I funds are used to support in-school remediation. Furthermore, Title I facilitates reading across the curriculum with the purchase of research-based materials and supplies. Title I parent engagement funds will be aligned with the school's parent engagement plan for the 2016-2017

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school year. Professional development funds will support professional learning initiatives outlined in the school performance plan.

The school provides a continuum of placement options to meet the needs of students with disabilities. Special education funding is provided for teachers and paraprofessionals to provide co-teaching, inclusion, resource, and self-contained services to students who have exceptional learning needs. Special education staff is committed to collaborative practices in the general education classrooms. The speech pathologist works with classroom teachers to provide speech and language services. The school psychologists and education diagnosticians (shared by schools) work closely with the Special Education Supervisor and school administration to discuss next steps and progress monitoring procedures for those students who do not make progress.

The school-based Homeless Liaison will work with parents, teachers, and students to make a smooth transition for homeless families. The Liaison will collaborate with the Title I teachers for services. In School-wide programs, all students, including the homeless, are served. The school-based Homeless Education Liaison will also work closely with the Parent Resource Facilitator to ensure that these students are appropriated supplemental services, including books and materials that can be funded through Title I for use in the school and at home/or shelter. Additionally, The Department of Family and Children Services works closely with the schools when families need assistance and when the school Homeless Liaison has exhausted all efforts to help families.

Hillpoint's Title I School-wide plan aligns with Hillpoint's School Performance Plan and district goals, which center on improving student achievement and increasing community engagement. Hillpoint Elementary School is confident that district guidance and support will be ongoing as the plan is implemented during 2016-2017 school year.

The School-wide Plan will be an evolving, changing, growing map that uses the specific contextual data to make the most of resources we have to serve students. Student progress will be evaluated extensively after each benchmark. At Midyear and Year-end Academic Review meetings, the principal will present and discuss changes to the School-wide plan, reasons for these changes, and the school's progress in supporting students' academic success.

Budget Implications:

Related Indistar® indicators (if applicable):

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