

Swan Hillman Elementary School
Title I Plan
For FY19
for
Board Approval - June 26, 2018

Title I Comprehensive Needs Assessment and Building-Wide Plan

Data Sources Reviewed:

- Academic: SMART Goals, PARCC, MAP, F and P, DIBELS, ACCESS, Logramos, RTI Progress Monitoring Data, IEP Goals, 504 Plans, QPR (Focus on Learning and Assessment Results), Reading Horizons, and Edgenuity
- Social/Emotional/Behavioral: OSS/ISS reports, 5 Essentials, IEP Goals, 504 Plans, CICO Data, PBIS Programs, RTI data
- Professional Development: Staff Survey, QPR (Focus on Learning, Assessment, and Collaboration Results), PLC Meeting Notes, Short Cycle Goals, Leadership Team
- Parental/Community Involvement: 5 Essentials, QPR (Collaboration Results), Attendance, Parents as Partners data, Parent Feedback, School Compact

Area Reviewed	Summary of Strengths <i>What were the identified strengths?</i>	Summary of Needs <i>What were the identified needs?</i>	Priorities <i>What are the priorities for Hillman including how Title I funds will be used?</i>																														
Demographics	<p>White (20.2%) Black (16.5%) Hispanic (53.4%) Asian (5.6%) American Indian (0.2%) Two or More Races (4.0%) Pacific Islander (0.2%)</p> <p>Enrollment 2015-2016 527 2016-2017 628 2017-2018 594</p> <p>Low Income (9.0%)??? IEPs (9.0%) Homeless (4.0%) English Language Learners (51.0%) Attendance (94.0%) Mobility (14.0%) Truancy (6.0%)</p>	<p>Hillman needs to continue implementation of identifying at risk students and finding interventions that help student achievement. Hillman also needs to improve by offering more enrichment opportunities for students. Hillman needs to continue professional development in the area of differentiation. Hillman needs to continue implementation of SIOP training for all staff working with ELLs. Hillman needs to continue implementation of interventions to improve and maintain attendance.</p> <p>Hillman needs to implement strategies to meet the needs of our Homeless and low income Students (Families in Transition).</p> <p>Hillman needs to continue to support Bilingual students (TBE-Spanish) who are assessed in English.</p>	<table border="1"> <thead> <tr> <th>Sustain</th> <th>Support</th> <th>Start</th> </tr> </thead> <tbody> <tr> <td>PBIS/Connected School</td> <td>Reading Horizons</td> <td>Integrated Literacy</td> </tr> <tr> <td>Daily 5/CAFÉ</td> <td>Math Curriculum Map</td> <td>Electronic Communication for ALL (Google support, SEE SAW, etc.)</td> </tr> <tr> <td>RTI</td> <td>Writing Workshop (Units of Study materials)</td> <td>Flexible Seating</td> </tr> <tr> <td>MAP</td> <td>Edgenuity (compass learning)</td> <td></td> </tr> <tr> <td>SMART Goals</td> <td>Student Goal Setting</td> <td>Reading Horizons for Bilingual 1st-3rd</td> </tr> <tr> <td>Clip Chart</td> <td>Instructional Coaching Cycles</td> <td>New Report Card?</td> </tr> <tr> <td>PLC planning, goal setting, working collaboratively</td> <td>CAFÉ strategies and small group instruction</td> <td>MTSS</td> </tr> <tr> <td>Common Planning Time</td> <td>Growth Mindset</td> <td></td> </tr> <tr> <td>Literacy Blocks and Math Blocks (may work on scheduling this more effectively)</td> <td>Using MAP reports for instruction</td> <td></td> </tr> </tbody> </table>	Sustain	Support	Start	PBIS/Connected School	Reading Horizons	Integrated Literacy	Daily 5/CAFÉ	Math Curriculum Map	Electronic Communication for ALL (Google support, SEE SAW, etc.)	RTI	Writing Workshop (Units of Study materials)	Flexible Seating	MAP	Edgenuity (compass learning)		SMART Goals	Student Goal Setting	Reading Horizons for Bilingual 1 st -3 rd	Clip Chart	Instructional Coaching Cycles	New Report Card?	PLC planning, goal setting, working collaboratively	CAFÉ strategies and small group instruction	MTSS	Common Planning Time	Growth Mindset		Literacy Blocks and Math Blocks (may work on scheduling this more effectively)	Using MAP reports for instruction	
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(MAP-Mean RIT Score Fall to Spring
2017-2018)

Grade	Reading	Math
K	137.9- 167.0	132.1- 167.9
1	156.6- 175.4	156.0- 179.5
2	161.8- 174.2	165.0- 184.6
3	174.3- 183.8	177.1- 190.4
4	186.0- 195.7	189.8- 202.5
5	196.2- 202.1	201.1- 211.4

Hillman MAP Growth Goals-Math
Winter 2017-Winter 2018

Hillman students who take the MAP assessment will increase the percentage of students who meet their projected MAP goal by 3% between Winter 2018-Winter 2019 in the area of math.

Grade Level	W2017-W2018 (% met projected growth) >60%	W2018-W2019 (GOAL-% met projected growth) >60%	Conditional Growth Median Percentile (school level) >55% W2017-W2018	Conditional Growth Median Percentile (school level) >55% W2018-W2019	Conditional Growth Index (school level) .5 W2017-W2018	Conditional Growth Index (school level) .5 W2018-W2019
K						
1	63%		71%		0.56	
2	64%	66%	92%		1.39	
3	33%	67%	22%		-0.78	
4	72%	36%	99%		2.25	
5	62%	75%	61%		0.28	

Hillman MAP Growth Goals-Reading
Winter 2017-Winter 2018

Hillman students who take the MAP assessment will increase the percentage of students who meet their projected MAP goal by 3% between Winter 2018-Winter 2019 in the area of reading.

Grade Level	W2017-W2018 (% met projected growth)	W2018-W2019 (% met projected growth) >60%	Conditional Growth Percentile (school level) W2017-W2018 >55%	Conditional Growth Median Percentile (school level) W2018-W2019	Conditional Growth Index (school level) W2017-W2018	Conditional Growth Index (school level) W2018-W2019 .5
K						
1	57%		59%		0.24	
2	54%	60%	71%		0.54	
3	46%	57%	60%		0.25	
4	65%	49%	99%		2.88	
5	60%	68%	92%		1.42	

Summary of Strengths-

Among all of the strengths within each category and for all core values, the assessment team finds these strengths to be highest in priority. It is hoped that recognizing and celebrating these strengths will showcase past investment of resources in improving performance results.

Focus on Teaching & Learning Strengths:

- Strength 1- CAFE/Daily 5 are utilized across grade levels
- Strength 2- Goal setting with students
- Strength 3- RTI process

Focus on Climate, Culture & Collaboration Strengths:

- Strength 1-Staff morale is high and there is a sense of family; all seem happy to be here and enjoy what they do
- Strength 2-Team level collaboration, common plan time, working lunches
- Strength 3-The RTI process is very systematic and is functioning successfully

	<p>Focus on Continuous Improvement & Results Strengths:</p> <ul style="list-style-type: none"> • Strength 1- RTI Process • Strength 2- Collaboration and openness to using MAP data and continuing professional development • Strength 3- Administrative Support 		
<p>Comprehensive Needs Assessment</p> <ul style="list-style-type: none"> • Quality Peer Review (Baldrige Performance Excellence Education Criteria, Correlates of Effective Schools, Standard Bearer, and the Characteristics of Professional Learning Communities) • System Assessment Review Team 	<p>Hillman Elementary has a diverse student population that includes not only TBE Students (Bilingual Spanish) but a TPI Program as well. Our TBE classrooms make up 50% of our building while we have 55 TPI students with various languages represented. 52.2% of our building is Hispanic and Spanish is the primary language spoken in the home for many Hillman families.</p> <p>Hillman Elementary School has an after school program through the 21st Century Grant. Students are selected for the program based on academic needs in Literacy and Numeracy. Hillman also has tutoring programs funded through Title I and Bilingual during the school day to support students who are struggling academically in reading or math. Title I supports two Title I Teachers who work with students who are struggling in the area of Reading and math.</p> <p>Hillman partners with the United Way to mentor students in K-3 grades. Students are identified in Kindergarten and a volunteer mentor stays with them through 3rd grade. The program provides a mentor “buddy” who reads with the students as well.</p> <p>Hillman has both Boy and Girl Scout Programs at the school. The programs are run by scouting volunteers and meet once per week.</p> <p>Hillman partnered with Cross Roads Kids Club to offer a mentor and tutoring program for 25 students during the spring of 2017. The program continued weekly throughout the 2017-2018 school year and will continue during 2018-2019.</p> <p>Hillman has a Lego Robotics club as well as a Chess Club. Hillman has both boys and girls basketball teams for 4th and 5th grade students. Hillman has a student council with 3rd-5th grade students as well as student ambassadors representing both 3rd and 4th grade levels.</p>	<p><u>Summary of Needs-</u> Among all of the opportunities for improvement within each category and for all core values, the assessment team finds these opportunities to be highest in priority. It is hoped that addressing these opportunities will yield a high future return on investment of resources in improving performance results.</p> <p>Focus on Teaching & Learning Opportunities for Improvement:</p> <ul style="list-style-type: none"> • Opportunity 1- Utilize MAP reports to drive instruction • Opportunity 2- Increase communication with parents regarding specific academic skills and goals • Opportunity 3- Provide differentiation opportunities for students performing at or above grade level <p>Focus on Climate, Culture &</p>	<p><u>Priorities-</u></p> <p>Priority: Focus on Teaching & Learning Next Step- Edgenuity and other online resources that link with MAP to provide differentiated learning paths for students</p> <p>Recognize and celebrate academic growth along with behavioral growth.</p> <p>A student planner may be a quick and easy tool to communicate with parents on skills and goals more frequently</p> <p>Priority: Climate, Culture & Collaborative Culture Next Step-Provide PD for teachers and parents on MAP, Integrated Literacy and Reading Horizons Personal invites to parents for various events/get parents to be members of various committees</p> <p>Provide trainings for lunchroom staff on management systems</p> <p>Priority: Continuous Improvement & Results Orientation Next Step- Consistent delivery across the school using electronic communication and Google Tools.</p>

		<p>Collaboration Opportunities for Improvement:</p> <ul style="list-style-type: none"> • Opportunity 1- Increased communication with parents • Opportunity 2-Involve parents in MAP training • Opportunity 3- Differentiate behavioral consequences <p>Focus on Continuous Improvement & Results Opportunities for Improvement:</p> <ul style="list-style-type: none"> • Opportunity 1- Parent involvement and communication of student goals and specifics on what is being worked on in class • Opportunity 2- Student goal setting regarding Daily 5/CAFE 	
<p>Special or Support Programs</p>	<p>Opportunities for all students—</p> <p>Students are all part of Tier 1 instruction provided by highly qualified teachers in the areas of Reading, Math, Writing, and Integrated Literacy to include Science and Social Studies. Hillman adopted Daily 5/CAFÉ as a building-wide strategy for classroom organization and instruction. Math included the adoption of the Math Investigations Program. Hillman supports writing with the Units of Study Program. Hillman uses PBIS (positive behavior supports) to promote positive behavior</p>	<p>Hillman has a need for curriculum support materials for our English Language Learners. Hillman also needs all materials translated into Spanish and other languages if possible. Hillman needs to connect with families in both Spanish and English.</p>	<p>1. Extend quantity and quality of school day instruction by implementing before and after school extended day tutoring opportunities for students. (Title I teachers, 21st Century After School Program)</p>

	<p>school-wide as well as A Connected School Model. Hillman has also adopted a Clip Chart (Rick Morris) approach to monitor student behavior in a positive manner. Students have the opportunity to participate in the 21st Century After School Program (coordinated by the YMCA). Students may join clubs such as student council, robotics, or chess.</p> <p>Methods and strategies to strengthen and enrich programs—</p> <p>The I Read Program, sponsored by the United Way, pairs community volunteers with at risk students. Volunteers mentor and read with identified students and maintain a four year commitment of 20 minutes per week with their students. Students are identified by Kindergarten teachers based on academic data, classroom observation, and social emotional needs. Community volunteers participate in tutoring students at Hillman. Volunteers were partnered with our TPI students to provide support in the English Language as well served as mentors. The Bilingual Department provides a Spanish speaking tutor as well as an Arabic speaking tutor. (2017-2018)</p> <p>Addressing student needs (at risk students)—</p> <p>Students in need of support are identified at Progress Monitoring meetings held four times per year. Targeted interventions based on MAP scores are provided to students as needed.</p> <p>Teachers use data (MAP, F and P, DIBELS, ELA) to identify students for RTI services. RTI may include: Guided reading (LLI kits), Incremental sight word rehearsal, Esperanza (bilingual, phonics), Math navigator.</p> <p>Students' progress is monitored and conversations are held to discuss instructional support with administrator, teacher, Title I teacher, and Instructional Coach. Progress monitoring meetings are held four times per year. Scores on F and P, MAP and teacher created assessments, DIBELS, ELA are considered. Students who continue to not make adequate growth are brought to the Problem Solving Team for Tier 3 (special education) consideration. The PST consists of:</p> <ul style="list-style-type: none"> • Classroom teacher • AAS and tutors 		<ol style="list-style-type: none"> 2. Increase opportunities for parents to become involved in their child's academic experiences. (Parents as Partners, 21st Century After School Program) 3. Implement a "Power Hour" for grade level enrichment and interventions during small group strategy instructional time using Title I teachers and related staff.
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	<ul style="list-style-type: none"> • Administrator • Psychologist • Speech (as needed) • Social Work (as needed) • Special Education administrator (as needed) 		
<p>School wide Improvement/Reform Strategies</p>	<p>Students and staff at Hillman feel physically safe (5 Essentials Survey as well as District Climate and Culture Survey). Students and staff begin each day by reciting the pledge and stating the behavior expectations for the school. Individual students give examples and model appropriate expectations. Students have opportunities to join clubs such as Boy Scouts, Girl Scouts, Chess, Safety Patrol, Lego Robotics, After School Program, Crossroads Kids Club, or basketball.</p> <p>Hillman partners with United Way to offer mentoring buddies to targeted K-3 students in the I Read program. Rosecrance Berry, Mental Health Center, provides School based support for targeted students enrolled in their program.</p> <p>Clear expectations for behavior have been established following the PBIS program. The building-wide program is supported through consistent language and modeling of behavior by all staff and students. Students participate in Blue Tickets as well as monthly Pink Ticket activities for demonstrating expected behavior.</p> <p>Targeted students participate in Check in Check out and some have one:one mentors available to them during the school day.</p> <p>Youth Services Network (YSN) monitors daily attendance and reaches out to families to offer support in the area of truancy. The school honors students with perfect attendance each tri mester.</p> <p>A Parents as Partners committee offers monthly parent workshops to create a strong home/school connection with families.</p>	<p>Hillman staff needs to target specific students based on academic progress for the After School Program. Hillman needs to continue to use intervention to support at-risk students in not only academic but social/emotional and behavioral areas. Hillman needs to continue to support daily Tier 1 instruction through the use of Daily 5 and CAFÉ as well as Daily 3 math and Integrated Literacy. Hillman needs to increase support for academic learning based on MAP data. Hillman needs to increase support and materials for integrated literacy. Technology supports are necessary to fully implement the use of MAP data. Title I teachers as well as tutors for math and reading are needed to support Tier 2 instruction. Hillman will need ongoing Professional Development to support and strengthen new initiatives such as Edgenuity, Reading and Writing Strategies to support Integrated Literacy, Reading Horizons, NWEA MAP skills, and utilizing curriculum maps.</p>	<ol style="list-style-type: none"> 1. Purchase/lease computers such as I Pads and Chromebooks as well as accessories such as headphones and cases to support instruction in Literacy and Numeracy. 2. Increase school library, classroom library resources and individual student literacy center supplies (book bins, high lighters, post it notes, pencils, notebooks, dry erase markers, white boards). 3. Provide Static Wipe off paper for Individual student instruction. 4. Provide resources to support Integrated Literacy for the classroom and whole school level. 5. Increase book room resources in both Spanish and English. 6. Purchase supplies for writing workshop such as to paper, notebooks, writing journals, high lighters, post it notes. 7. Increase opportunities for Non Fiction reading in both Spanish and English with resources such as but not limited to Scholastic News and National Geographic for kids. 8. Provide online services for students: Edgenuity, NWEA Skills, Reading A-Z, RAZ Kids Plus, See Saw, Newsela, Two Sister’s Daily 5 (Pensieve).

			<ol style="list-style-type: none"> 9. Enable classes to participate in field trips that support classroom instruction and learning targets. 10. Provide books for all students on their birthdays. 11. Purchase materials to support monthly reading calendar initiative.
<p>Mental Health/Social Emotional</p>	<p>School wide Improvement/Reform Strategies Addressing student needs (at risk students) as well as Social Emotional.</p> <p>Hillman has an MTSS process for identification of at-risk students both academic and behavioral. The MTSS process begins with analysis of classroom and school data followed by a progress monitoring review by the Title I Teacher.</p> <p>Students are recommended for MTSS services by classroom teachers supported by data. Students who receive MTSS supports (both in and out of the classroom) are progress monitored on a 6-8 week cycle. Progress monitoring uses multiple data points (including MAP and other classroom assessments) to track a student’s success. Data is collected in Google Docs and shared with all staff involved with the student. Progress is monitored closely and a team discussion is utilized to determine next steps.</p> <p>The PST consists of:</p> <ul style="list-style-type: none"> • Classroom teacher • Title I teachers and tutors • Administrator • Psychologist • Speech (as needed) • Social Work (as needed) • Special Education administrator (as needed) <p>Title I Teachers as well as Tutors (both Spanish and English) are provided for interventions services. Classroom teachers also provide students based on need, a “double dose” of instruction within the classroom.</p> <p>MTSS for social/emotional or behavioral concerns is supported</p>	<p>Hillman would benefit from increase offerings for parents regarding social/emotional and behavioral concerns at home and school. Hillman needs to continue the PBIS program and consistency throughout all classrooms. Hillman needs to continue to support Cool Tools as part of the daily morning meeting for all classrooms. Hillman could benefit from Second Step instruction in all classrooms.</p>	<ol style="list-style-type: none"> 1. Continue to provide Parents as Partners workshops to increase opportunities to address social emotional concerns with families and enhance parent engagement. 2. Provide supplies for parent workshops. 3. Provide Second Step Instructional materials for grade level teachers. 4. Provide supports for PBIS programs such as awards, certificates, incentives, signage, and professional development. 5. Provide increased social work services available for students as needed. 6. Utilize Title I teachers, Behavior Interventionist, Tutors, and/or social worker to provide small group interventions for students. 7. Extend quantity and quality of school day instruction by implementing before and after school extended day tutoring opportunities for students. (Title I teachers, 21st Century After School Program) 8. Purchase materials to support Student of the Week program.

	<p>by school-wide PBIS programs that include positive behavior reinforcements as well as Connected School lessons. Students may enter Tier 2 which might include check in check out, daily behavior monitoring, classroom observations, parent communication, mentoring, or behavior plans.</p>		
College and Career Readiness	<p>Hillman shares a mindset that all students should prepare for college or career. This is supported by staff college displays by classrooms, college color days, Reading Week supported by career themes, speakers from Rock Valley College, as well as MAP data for 5th graders that show ACT requirements for college.</p>	<p>Hillman staff wants to increase the philosophy surrounding Growth Mindset in our school. The 5th grade team would like to increase the opportunities for college visits or speakers on site. The supplemental book room as well as classroom libraries needs to increase the number of non-fiction titles to support college and career opportunities in multiple languages.</p>	<ol style="list-style-type: none"> 1. Provide on sight speakers or field trips to support college readiness experiences. 2. Increase the number of nonfiction books for School library, Book Room and Classroom libraries to provide more students exposure to college and career opportunities. 3. Promote Growth Mindset philosophy building-wide. 4. Increase opportunities for school/community outreach and building relationships with the Rockford community.
RTI (Academic and Behavioral) MTSS (Multi-Tiered System of Support)	<p>Hillman's Response to Intervention (RTI) Program including our Multi-Tier System of Support (MTSS) is supported by a Title I teacher as well as Title I tutors. Hillman has tutors for Literacy and Numeracy. Hillman has tutors for Spanish and Arabic speaking students in addition to English.</p> <p>Hillman students are identified for MTSS services by MAP data (administered three times per year) and other building and classroom assessments. Groups are fluid and progress monitoring occurs four times per year (Sept, Dec, March, May).</p> <p>Students are identified for push in or pull out tutoring as well as Extended Day (21st Century After School Program) Services.</p> <p>Students will social/emotional/behavioral needs are identified not only by academic data (MAP) but also school discipline referrals, Check in Check out data, and teacher/administrator observation.</p>	<p>Hillman needs to increase parent awareness of RTI services and increase the methods used for parent communication adding more technology based options. Hillman needs to increase awareness of intervention options and programs available especially in the areas of math and behavior. Hillman needs continued professional development for PBIS. Hillman staff needs ongoing instructional coaching for differentiation and Tier 2 instructional resources. Hillman would benefit from a computer based program to support instruction. Hillman needs to consider extended day learning opportunities as well as tutoring supports during the school day.</p>	<ol style="list-style-type: none"> 1. Enhance the quantity and quality of the intervention programs by offering before school, during school, and after school programs for targeted students by providing Title I teachers, tutors and After School Programming (21st Century After School Program)> 2. Invest in programs such as Edgenuity, Reading Horizons, NWEA Skills to support student instruction based on MAP data. 3. Provide targeted interventions based on MAP data in the areas of Reading and Math supported by Title I Teachers and/or tutors. Interventions may include LLI kits, Guided Reading, Esperanza, Edgenuity, Reading Horizons, and Numeracy Interventions.

			<ol style="list-style-type: none"> 4. Purchase technology and online supports for intervention and enrichment programs such as Edgenuity, NWEA Skills, RAZ Kids, and CC Pensieve (Daily 5/CAFÉ). 5. Implement a “Power Hour” for grade level enrichment and interventions during small group strategy instructional time using Title I teachers and related staff. 6. Provide bilingual tutors and/or family support personal for our bilingual students. 7. Implement the use of Google Tools to support communication between interventionists and other staff.
Professional Development	<p>Hillman staff identifies areas for growth when setting professional learning goals. Through the observation and evaluation process teachers set personal goals as well as student growth goals. Professional development is determined based on needs assessments as well as teacher surveys and classroom observation/learning walks. Professional development delivery models are determined based on need and other factors such as time or cost for delivery. When a new initiative is presented professional development is offered during institute and SIP days, PLC time, staff meetings, book studies, workshops, on site presenters, and online opportunities. Teachers complete surveys that serve as needs assessments for their personal professional development. A variety of teacher leaders offer classroom observations and job shadowing. Google Docs and Sharing allows staff to collaborate and share their personal learning. Bi-Monthly PLC time is offered to all teaching staff. Teachers also have common grade level planning time each day. Voluntary professional development meetings are held if there is a need. Staff professional development also includes: coaching visits, classroom observations, learning walks, staff surveys, and weekly Hillman newsletters. A summer opportunity for data review and planning is optional for teaching staff. The Leadership Team has developed a go to list for all things</p>	<p>Hillman needs to continue professional development for the implementation and use of MAP data and resources. Hillman is also interested in using online supports for instruction such as Edgenuity. Hillman needs continued professional development to sustain ongoing initiatives such as Daily 5 and CAFÉ. Hillman needs resources to support student goal setting, growth mindset, and differentiation strategies. Hillman would benefit from teacher shadowing, release time for collaboration and planning, classroom observations, and peer coaching. Hillman needs professional learning materials to support book studies both ongoing and upcoming. Hillman staff will need professional development to support</p>	<ol style="list-style-type: none"> 1. Provide ongoing professional development for staff in the areas of differentiation, English Language Learners, at risk students, RTI/MTSS, Integrated Literacy, Edgenuity, Daily 5/CAFÉ, Reading Horizons, NWEA Skills, Daily 3 Math, as well as Social Emotional Learning Standards and MTSS implementation. 2. Purchase Onsite professional development for MAP, NWEA resources such as Edgenuity, and Reading Horizons. 3. Purchase Online supports for Instructional Strategies: CCPensieve (Two Sisters Daily 5),NWEA Skills, Edgenuity, and Reading A-Z. 4. Provide Book studies materials and resources.

	<p>Hillman. This provides staff with specific contact people who are “experts” in any given area. A guide was also developed for new staff with the purpose of connecting staff with building support people for specific areas of need.</p> <p>2018-2019 Flashlight Focus: Integrated Literacy</p> <table border="1" data-bbox="443 354 1140 834"> <thead> <tr> <th>Sustain</th> <th>Support</th> <th>Start</th> </tr> </thead> <tbody> <tr> <td>PBIS/Connected School</td> <td>Reading Horizons</td> <td>Integrated Literacy</td> </tr> <tr> <td>Daily 5/CAFÉ</td> <td>Math Curriculum Map</td> <td>Electronic Communication for ALL (Google support, SEE SAW, etc.)</td> </tr> <tr> <td>RTI</td> <td>Writing Workshop (Units of Study materials)</td> <td>Flexible Seating</td> </tr> <tr> <td>MAP</td> <td>Edgenuity (compass learning)</td> <td></td> </tr> <tr> <td>SMART Goals</td> <td>Student Goal Setting</td> <td>Reading Horizons for Bilingual 1st-3rd</td> </tr> <tr> <td>Clip Chart</td> <td>Instructional Coaching Cycles</td> <td>New Report Card?</td> </tr> <tr> <td>PLC planning, goal setting, working collaboratively</td> <td>CAFÉ strategies and small group instruction</td> <td></td> </tr> <tr> <td>Common Planning Time</td> <td>Growth Mindset</td> <td></td> </tr> <tr> <td>Literacy Blocks and Math Blocks (may work on scheduling this more effectively)</td> <td>Using MAP reports for instruction</td> <td></td> </tr> </tbody> </table> <p>Grade levels will develop PLC goals to support Integrated Literacy and the school-wide growth goals. Teacher will develop goals to support the school-wide growth goals. Individual students will develop goals to support their learning as well as the school-wide growth goals.</p>	Sustain	Support	Start	PBIS/Connected School	Reading Horizons	Integrated Literacy	Daily 5/CAFÉ	Math Curriculum Map	Electronic Communication for ALL (Google support, SEE SAW, etc.)	RTI	Writing Workshop (Units of Study materials)	Flexible Seating	MAP	Edgenuity (compass learning)		SMART Goals	Student Goal Setting	Reading Horizons for Bilingual 1 st -3 rd	Clip Chart	Instructional Coaching Cycles	New Report Card?	PLC planning, goal setting, working collaboratively	CAFÉ strategies and small group instruction		Common Planning Time	Growth Mindset		Literacy Blocks and Math Blocks (may work on scheduling this more effectively)	Using MAP reports for instruction		<p>Integrated Literacy.</p>	<ol style="list-style-type: none"> 5. Provide resources such as but not limited to substitutes, to support release time for observations, coaching, collaboration, planning, and job shadowing. 6. Provide summer learning opportunities for staff for collaborative learning, data review, and planning. 7. Provide materials for summer learning such as but not limited to professional books, binders, chart paper, post its, pens, etc. 8. Provide opportunities for conference and workshop attendance for staff such as but not limited to Daily 5/CAFÉ, NWEA MAP, Growth Mindset, Writing Workshop, Reading Horizons, Integrated Literacy, Flexible Seating, Google Tools, and Reading Conferences. 9. Registrations and related travel costs for workshop attendance that supports building goals.
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<p>EC-Kindergarten</p>	<p>Hillman hosts a Back to school night for all incoming students including kindergarten. Parents and students are able to meet teacher, tour the building, drop off supplies, learn about curriculum, and ask questions. Hillman offers monthly Parents as Partners workshops to help students be successful and to build partnerships between home and school. All kindergarten teachers utilize Class DoJo to communicate with parents on a daily basis. All kindergarten students have take home folders to increase communication between home and school. Hillman sends home a bi-monthly newsletter in both Spanish and English highlighting important school information. All registration and school information is provided in Spanish and English. In Kindergarten they use ESGI -Educational Software for Guiding Instruction – teachers create assessments and use data to drive</p>	<p>Kindergarten teacher would like to continue the use of ESGI - Educational Software for Guiding Instruction. Teachers are able to create own assessments and use data to drive individualized instruction for students.</p>	<ol style="list-style-type: none"> 1. Purchase paper to create flyers for parent events as well as the bi-monthly newsletter. 2. Purchase a subscription to ESGI -Educational Software for Guiding Instruction to support Kindergarten data collection, goal setting, and parent information regarding students’ academic progress. 3. Provide books and learning resources for students to take home. 																														

	instruction.		<ol style="list-style-type: none"> 4. Host a Back to School Night for families prior to the start of the school year for meeting teachers, dropping off supplies, and touring the building.
Highly Qualified Staff	<p>All Hillman teachers are expected to be highly qualified for the area they teach. Teachers must meet licensing standards set forth by the State. Teachers are supported through evaluation and informational observations. Administration conducts Learning Walks as well as ongoing evaluation of teachers. Training programs are offered through the school district such as ESL. Teachers are encouraged to observe peers and participate in lesson study opportunities.</p>	<p>Ongoing professional development is needed for new staff to familiarize themselves with Hillman programs, resources, and initiatives. Hillman has development a resource on Google Docs regarding “go to” professionals in different areas of school culture. The resource will provide support to both new and existing teachers at Hillman.</p>	<ol style="list-style-type: none"> 1. Provide substitute teachers to support classroom observations, job shadowing, data review, collaboration, planning, and peer coaching. 2. Provide professional development opportunities such Book studies, workshops, trainings and materials to support Hillman initiatives such as but not limited to Daily 5, CAFÉ, Growth Mindset, Edgenuity, Reading Horizons, and Integra rated Literacy. 3. Provide supports for new teachers on Hillman Initiatives. 4. Create Hillman Google sharing site and provide Professional Development on using Google tools and supports.
Families in Transition (Homeless)	<p>Homeless Students (School District #205-Families in Transition) are supported through a district-wide program. Schools are then notified of the student’s status. Hillman supports students with supplies, materials, no cost field trips and other extended learning programs such as After School Program and other clubs. The Youth Services Network liaison assigned to Hillman works closely with families to offer support for school attendance and other needs. Frequent contacts are made to the students’ families to offer support.</p>	<p>Provide ongoing support for families to foster a supportive home/school relationship. Increase communication with Families in Transition. Offer parent support through Parents as Partners workshop and resources. Provide educational support for academics at home: take home books, math supplies, homework folders, assignment notebooks, etc.</p>	<ol style="list-style-type: none"> 1. Provide resources to increase home/school communication such as but not limited to electronic communication (See Saw), homework folders, assignment notebooks, backpacks, notebooks and paper. 2. Provide academic resources for home such as books, math manipulatives, practice materials, notebooks, pencils, paper, etc. 3. Provide take home books for all students in a variety of languages including but not limited to Spanish and English.

<p>Parent Engagement</p>	<p>Hillman offers numerous opportunities to engage parents in the child’s education. Hillman starts the year by hosting a back to school night before the school year begins. Students along with their families can visit the school, meet the teachers and staff, and drop off school supplies. During the school year, parents are invited to attend both fall and spring conferences. Spring conferences are student led and offer students a chance to share all of their progress first hand. Hillman’s goal for participation is 100%.</p> <p>Hillman’s Parents as Partners Committee offers a minimum of five workshops throughout the school year to engage parents in the school setting.</p> <p>Take home folders as well as student agendas assist with parent engagement and home/school communication. Hillman teachers use a variety of communication tools including newsletters, Computer based DOJO and See Saw, Remind and Bloomz, automated call out systems, email communication. The school hosts academic learning nights for students and their families during the year including reading night, math night, science night, music programs, and an art fair.</p> <p>A school calendar is provided to all families during school registration. All communication is provided in both English and Spanish. School, classroom, and specialist newsletters are sent home regularly. Students all have a monthly reading log that must be signed by parents. Report cards, progress reports, and homework require parent signatures. Assessment results are communicated with parents.</p> <p>Hillman offers numerous fun and social opportunities to engage parents. Events such as Skateland Night, Chuck E. Cheese night, and McTeacher Night offer non-academic ways to be involved with school.</p> <p>Hillman encourages parents to volunteer at school and creates opportunities for them to do so.</p> <p>The five essential survey is taken by teachers and families. 93% of teachers participate in this survey and 37% of parents participate in this survey. Students do not participate in this survey.</p>	<p>Hillman needs to continue Parents as Partners events but increase the focus on academic workshops and understanding the academics of the school day. Hillman wants to differentiate parent communication adding more electronic methods of communication. Hillman staff would like to increase parent understanding of MAP data and reports as well as the impact on instruction. Parents would like to see more opportunities for enrichment for their students.</p>	<ol style="list-style-type: none"> 1. Purchase materials to support Parents as Partners workshops such as books, educational games, office supplies such as paper, pens, post its, highlighters or chart paper. 2. Purchase online services to support parent communication. 3. Provide Professional development for teaching staff to improve parent communication regarding MAP assessment. 4. Provide take home books for all students in a variety of languages including but not limited to Spanish and English. 5. Provide resources to increase home/school communication such as but not limited to electronic communication (See Saw), homework folders, assignment notebooks, backpacks, notebooks and paper for school newsletters. 6. Provide academic resources for home such as books, math manipulatives, practice materials, notebooks, pencils, paper, etc. 7. Provide take home books for all students in a variety of languages including but not limited to Spanish and English.
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	<p>Seventeen parents were invited to participate in the Quality Peer Review during April 2017. Parents indicated the school-wide PBIS program is a strength as well as student led conferences. Parents also felt students understand their academic goals. Parents continue to favor paper communication. Parents felt that Hillman offered a wide variety of opportunities to be involved with the school.</p>		
<p>Stakeholder Involvement in the development of Hillman's Title I Plan</p>	<p>Hillman participated in a Quality Peer Review Process in April 2017. 100% of Hillman staff was able to provide input for the QPR which served as a basis for the Title I plan. 18 stakeholders from across the school district as well as 17 families and 24 students were invited to collaborate. The Quality Peer Review along with School-wide data served as the basis of our Comprehensive Needs Assessment. Hillman staff as well as the stakeholder input provided meaningful feedback to improve Hillman school. (Strength and Opportunities are highlighted above in Comprehensive Needs Assessment)</p> <p>The five essentials survey is taken by teachers and families. 93% of teachers participate in this survey and 37% of parents participated in this survey. Students do not participate in this survey.</p> <p>Spring 2018, the school district surveyed a selection of Hillman parents for the Family Engagement Survey process. (results pending at this time.)</p>	<p>Hillman needs to increase parent opportunities for feedback during school events such as exit slips, surveys, parent feedback forms. Hillman could also invite parents and stakeholders to serve on school committees.</p>	<ol style="list-style-type: none"> 1. Provide opportunities for parents to offer feedback regarding school and district programs.