

Hillandale Elementary School



Continuous School Improvement Plan 2014-2016

Nov. 21, 2014

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**School Improvement Plan
School Improvement Team Members
Statement of Assurances**

2014-2016

The School Improvement Plan has been developed and aligned to the requirements of the following initiatives:

- Henderson County Public Schools Strategic Plan and Technology Plan
- NC Accountability Model & No Child Left Behind Model of Accountability
- AdvancED School Accreditation Standards

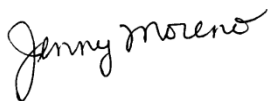
The following are members of the School Improvement Team as specified by legislation:

Team Member	Position	Date of Election
Jenny Moreno	Principal	9/3/2014
Kyle Barker	Lead Teacher	9/3/2014
Stacey Kingsley	EC Teacher/Chairperson	9/3/2014
Leigh Beddingfield	Parent	9/3/2014
Charity Strahm	Assistant	9/3/2014
Faye Valbert	Technology	9/3/2014
Karel Machen	ESL	9/3/2014
Robin Frisch	Kindergarten Teacher	9/3/2014
Rebekah Pace	First Grade Teacher	9/3/2014
Kelsey Byrd	Second Grade Teacher	9/3/2014
Debra Lanier	Third Grade Teacher	9/3/2014
Holly Brookshire	Fourth Grade Teacher	9/3/2014
Tara Hammond	Fifth Grade Teacher	9/3/2014
Kathy Stoner	Reading Specialist	9/3/2014
Linda Lippit	Central Office	9/3/2014

Members of the School Improvement Team were elected by their representative groups.

The School Improvement Team was approved by secret ballot vote on

September 3, 2014. The plan was approved by secret ballot vote on Dec. 1, 2014.



Nov. 21, 2014

Principal

Date



Nov. 21, 2014

School Improvement Chair

Date

Mission and Beliefs

Henderson County Public Schools' Mission Statement

"Henderson County Public Schools will provide all students the opportunity to learn and the encouragement to succeed in a safe environment. We will honor the individual and nurture the potential of all children."

Guiding Principle: *The success of a child is the result of a collaborative partnership of school, child, parent, and community.*

Henderson County Public Schools Core Values

- We are here for the children we serve.
 - We value each child.
- We value the development of the whole child.
- We value a safe, supportive, and caring learning environment.
 - We value respect, honesty, and integrity.
 - We value the commitment of quality employees.
- We value effective learning through high quality instruction.
 - We value the pursuit of excellence.

School Mission Statement

***Hillandale provides a nurturing environment
where everyone experiences success.***

School Beliefs

- We celebrate the diversity of each child within our school community.
- We consistently utilize a variety of instructional strategies to implement the curriculum.
- We foster character development through Positive Behavior Intervention Support.
- We provide parents with resources, strategies and information to help children succeed academically, socially, emotionally, and physically.
- We solicit knowledge, skills, and resources of our community to enhance the work of the school.

School Vision:

We envision our students achieving excellence through building collaborative relationships with peers, faculty, parents, and community. We will utilize creative and caring teaching methods to help our students become critical thinkers and productive citizens in the 21st century.

The following are agreed upon goals that will support our vision for student achievement.

Goal 1: All students at Hillandale will meet their AMO, exceed expected growth, and the school will achieve the highest school designation as determined by the ABC model.

Goal 2: Hillandale will provide a safe, orderly and nurturing learning environment as evidenced by 100% of staff members who agree that “Faculty work in a school environment that is safe” and “My school is a good place to work and learn” on the 2016 Teacher Working Conditions Survey.

School Profile Narrative Summary

Our School Improvement Team utilized various sources of data to complete our comprehensive needs assessment. Data sources include the following: the Annual Measurable Objective (AMO) Report for 2013-14; the ABC Summary for 2013-14, The 2014 Teacher Working Conditions Survey; the NC School Report Card; the AdvancED Standards for Quality Schools; the DPI Comprehensive Needs Assessment, conducted in May 2014; EVAAS school growth data and individual teacher data; K-2 Summative Math Assessment Data from 2013-14; Reading3D Data from the 2013-14 school year; and other school based data. The Hillandale Elementary School Improvement Team relied on a collaborative consensus approach in establishing our goals.

Hillandale’s original building was constructed in 1963 with additions built in 1965 and 1975. The oldest building has been removed. In August of 2009, the new Hillandale opened its doors to almost 600 students. Hillandale’s state of the art facility is a Leed certified US Green Building. Currently, Hillandale serves 556 students; our student body is very diverse:

Total Population	556
White	58%
Hispanic/Latino	35%
Other Minorities	7%
Economically Disadvantaged	66%
Limited English Proficient	22%
Students with Disabilities	12%

While our poverty rate is stable, the percent of minority students continues to increase. We are proud of our diverse student population; economically, academically, and demographically. Indeed, it is our student diversity that makes our school climate so rich and unique. Hillandale is a Title I school, and we have committed most of our Title I dollars to providing Reading Recovery © to at risk first graders.

Performance on End-of-Grade tests was significantly improved from the previous year. Overall reading performance increased from 45.6% in 2012-13 to 59.4% in 2013-14. Likewise, math performance showed gains, improving from 44.8% in 2012-13 to 59.4% in 2013-14. While we are proud of these significant gains, Hillandale continues to underperform in comparison to HCPS elementary schools on most indicators, even performing below the state average in some areas. Because of our diverse student population, we now have 27 AMO targets (an increase of two compared to the previous year.) In 2012-13, Hillandale met 100% of AMO targets, but in 2013-14, Hillandale failed to meet one target. While these results are mixed in terms of overall performance, Hillandale was one of two HCPS elementary schools to exceed expected growth. We are very proud of this! With an at-risk student population, high growth indicates that our students are making progress.

Another area that Hillandale is targeting for improvement is teacher working conditions. The 2014 Teacher Working Conditions Survey revealed that teachers perceive a lack of trust and mutual respect between the administration and teachers. Teacher morale has suffered at Hillandale, and so the School Improvement Team has been sensitive to these issues while setting goals. One strategy already in place is the revitalization of the PLC process. Teachers are reframing what it means to participate in biweekly PLCs that focus entirely on student progress and standards based instruction and assessment.

Administrators and the instructional coach are actively working with grade levels to support teacher efforts.

Our attention this year is on improving subgroup performance, especially with targets increasing, and increasing student proficiency across the board. Teachers are receiving ongoing training and support in the use of highly effective strategies; additionally, teachers are using the Depth of Knowledge © continuum and Learning Focused © strategies to develop learning tasks and assessments that are increasingly rigorous and supportive of critical thinking. In addition to the biweekly PLCs noted above, teachers also collaborate twice weekly to plan common instructional strategies and common assessments, and to monitor student progress. For students who aren't making progress, teachers are developing targeted interventions based on ongoing assessments. We are also looking at specific data sources, primarily Reading 3D and benchmarks, as ongoing indicators of progress and areas for concern.

Finally, the Hillandale staff continues to prioritize school safety and a nurturing learning environment. In addition to following all safety plans and recommendations, we are also committed to reducing our office referral rate by 50%. In 2013-14, there were 176 office referrals, but we believe that by continuing our commitment to the PBIS process, we can make significant reductions. As a matter of fact, we have already reduced our office referral rate substantially; last year there were 60 office referrals by mid November. Currently, we have only 13 office referrals for the 2014-15 school year. We credit this improvement to an active PBIS program, and the commitment of the administration to provide support and timely intervention when behavior problems arise. We are proud that Hillandale was recently recognized as a PBIS Exemplar School!

In conclusion, the School Improvement Team at Hillandale has narrowed the instructional focus to support student achievement in every area.

School Improvement Plan for 2014-2016

Goal 1: All students will meet their Annual Measurable Objectives (AMOs) and the school will receive the highest school designation as determined by the NC ABC Readiness model.

Alignment to District Strategic Plan: 1A, 1B, 3B SACS/CASI Indicator Alignment: 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.11, 5.1, 5.2, 5.3 HCPS
Technology Plan 3.1, 4.1

Measurable Objective	Strategy	Progress Monitoring	Professional Learning Needed to Support Strategy	Resources Required/ Budgeted
<p>Overall Reading proficiency in grades K-2 will increase from 71% to 90% and grades 3-5 will increase from 59.4% to 90% proficient.</p>	<p>All staff will participate in a professional learning community to unwrap the NC Standards, with particular attention to DOK or Revised Blooms Levels of Thinking ,and design lessons and student tasks that align to those higher order thinking skills</p> <p>Teachers will analyze data from their formative assessments and HCPS benchmarks to align additional instructional support for students which will include guided reading and literacy centers, I/E groups, Reading Recovery®, LLI, and reciprocal teaching.</p> <p>Teachers will use Reading 3D to monitor at-risk-students to drive guided reading and literacy center plans.</p>	<p>PLC agendas and meeting notes</p> <p>Evidence of implementation of vocabulary, summarizing, and conceptual problem solving instruction/strategies via walkthroughs and 5x5s</p> <p>Collaboratively planned Learning Focused® lessons/student learning maps/units with particular attention to higher order thinking tasks</p> <p>Ongoing benchmark data analysis</p>	<p>Continued grade level support of Learning-Focused® Strategies with an emphasis on higher order thinking tasks</p> <p>Video reciprocal teaching</p> <p>DOK staff development</p>	<p>Instructional Coach</p> <p>Learning-Focused® materials</p> <p>K-5 Assessment documents</p> <p>EVAAS data</p> <p>Benchmarks</p> <p>Reciprocal Teaching Book</p> <p>Study Island</p> <p>LIFT (Literacy Instruction Framework)</p> <p>Schoolnet, MobyMax, ScootPad</p>
<p>Overall Math proficiency will increase to 100% in grades K-2. And from 59.4% to 90% in grades 3-5.</p>	<p>All staff will participate in a professional learning community to unwrap the NC Standards for Math and align those Math Standards to lesson plans, create common assessments, and develop student tasks that align to higher order thinking skills.</p> <p>Teachers will analyze data from their formative assessments and HCPS benchmarks to align additional instructional support for students which will include guided math and math centers, I/E groups, and reciprocal teaching.</p>	<p>PLC agendas and meeting notes</p> <p>Evidence of implementation of vocabulary, summarizing and conceptual problem solving instruction/strategies via walkthroughs and 5x5s</p> <p>Collaboratively planned Learning Focused® lessons/student learning maps/units with particular attention to higher order thinking tasks</p> <p>Ongoing benchmark data analysis</p>	<p>PLC training</p> <p>Guided Math training</p> <p>Video guided math lessons</p> <p>Participation in district wide PLC and DMI</p>	<p>Instructional Coach</p> <p>Learning-Focused® materials</p> <p>K-2 Assessment documents</p> <p>EVAAS data</p> <p>Benchmarks</p> <p>Reciprocal Teaching Book</p> <p>Study Island, First in Math, TenMarks, Schoolnet, MobyMax, ScootPad</p>

School Improvement Plan

2014-2016

<p>100% of teachers from this school will report that they are relied upon to make decisions about student instruction and that they have autonomy to make decisions about instructional delivery as evidenced by the 2016 TWC survey.</p>	<p>Teachers will participate in ongoing TIER training so that they can best manage the TIER process for at-risk students with fidelity while fulfilling their assigned roles and responsibilities.</p> <p>Teachers will participate in ongoing PLC training, so they may effectively meet to plan common assessments and to implement interventions as needed.</p> <p>Teachers will participate in quarterly vertical team planning to ensure ongoing vertical alignment.</p>	<p>Training agendas and materials</p> <p>Meeting agendas and minutes</p> <p>Evidence of data analysis</p> <p>Development of flexible intervention groups to address deficits.</p>	<p>Ongoing TIER training</p> <p>Ongoing PLC training</p> <p>Regional Consultant</p> <p>Professional Training on Schoolnet</p> <p>PLC self-assessment</p>	<p>DPI wikispaces</p> <p>Schoolnet</p> <p>Support from across the school in flexible intervention groups</p> <p>Instructional Coach</p> <p>Data Sources (benchmarks, K-2 math summative, Study Island, Reading 3D, STAR, and TenMarks)</p>

School Improvement Plan for 2014-2016

Goal 2: Hillandale will provide a safe, orderly and nurturing learning environment as evidenced by 100% of staff members who agree that “The faculty work in a school environment that is safe” and “My school is a good place to work and learn” on the 2016 Teacher Working Conditions survey.

Alignment to District Strategic Plan: 1C, 3A, 4B

SACS/CASI Indicator Alignment: 2.1, 4.6, 4.3 HCPS Technology Plan 1.5

Measurable Objective	Strategy	Progress Monitoring	Professional Learning Needed to Support Strategy	Resources Required/ Budgeted
<p>100% of staff will follow the Henderson County Emergency Procedures Guide for Safe Schools.</p> <p>There will be at least a 50% reduction in office referrals.</p>	<p>All requirements of the Safe, Orderly & Caring School Assessment Inventory will be met.</p> <p>All required staff trainings will be conducted at the beginning of each school year (Sexual Abuse Awareness, Blood borne Pathogen, Diabetes, Critical Incident, etc.).</p> <p>All staff will attend training on critical response procedures as outlined in the emergency handbook.</p> <p>Ongoing implementation and training for new staff in PBIS</p>	<p>Document practice of emergency procedures</p> <p>Checklist for safe and orderly assessments</p> <p>Monthly fire drills and monthly facility report</p> <p>Yearly tornado and coded drills</p> <p>Safe Schools documentation report</p> <p>Student survey</p> <p>Ongoing monitoring of office referrals</p>	<p>Nurse training at the beginning of the school year</p> <p>Video</p> <p>Mock drills</p> <p>School Safety Inventory</p> <p>New electronic door access system</p>	<p>Videos</p> <p>Critical Incident box</p> <p>Emergency Procedures flip chart</p> <p>Walkie-Talkies</p> <p>Door Buzz-In System</p> <p>PBIS training materials</p>

School Improvement Plan for 2014-2016

Duty Free Planning

K-5 teachers are given 40 minutes daily for duty free planning. During this time, the children are at media, music, computer lab, or P.E. .

Grade level teachers receive common planning every day. Each grade level team has chosen one of their common planning times to devote to a grade level meeting.

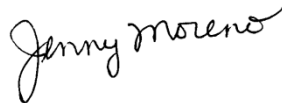
In addition to daily common planning time, each grade level has an additional hour and a half for bi-weekly PLC meetings. Students are supervised by specialist and assistants.

Duty Free Lunch

Certified staff and assistants voted by secret ballot on October 13, 2014 to not have duty free lunch. The majority felt that the teacher assistants were better utilized for instructional purposes.

Building-Level Waiver Request
Nov. 21, 2014

School:	LEA Number: 450	School Number:
<p>Please insert the waiver you are requesting. (State Request)</p> <p>We are requesting the flexibility to transfer state textbook funds to purchase textbooks off the state adoption list for textbooks that are currently in use, but are no longer available in the state textbook warehouse, or for courses for which there is no textbook on the state- approved textbook list.</p>		
<p>Identify the law, regulation or policy from which you are seeking an exemption.</p> <p>General Statute 115c-105.25 Budget Flexibility – allow the transfer of state funds allotted for textbooks to classroom instructional materials and supplies.</p>		
<p>Please state how the waiver will be used.</p> <p>Currently, many textbooks are in use, but are no longer available through the state textbook warehouse; therefore, the need to purchase these texts from other vendors. We also request the flexibility to purchase textbooks off the state-approved list for courses in which no state-approved textbook exists.</p>		
<p>Please state how the waiver will promote achievement of performance goals.</p> <p>All students will have equal access to instructional texts.</p>		



Principal's Signature _____



School Improvement Chair's Signature _____

Hillandale Elementary School
Title I School Wide Plan

A comprehensive school improvement plan must address all of the components defined in the Elementary and Secondary Education Act (*Section 1114(b) of Title I*). Each required component is described below, with an explanation of how each contributes to the creation of a successful school wide program.

School Reform Strategies - After thorough analysis of the data and the completion of the needs assessment, Hillandale Elementary School implements school wide reform strategies that address the identified needs. The strategies provide opportunities for all children to meet North Carolina’s proficient and beyond levels of student achievement. While addressing the needs of all children in the school, the strategies particularly address the needs of low-achieving children and those at risk of not meeting the student academic achievement levels. The strategies also increase the quality and quantity of instruction based upon scientific research. The following research based reform strategies are being implemented in our school:

X	Learning-Focused® Schools Model	X	Systematic, sequential phonics program
X	HCPS Reading Curriculum Calendars	X	Fountas and Pinnell Leveled Literacy
X	HCPS Math Curriculum Calendars	X	Positive Behavior and Interventions Support
X	Thinking Maps®	X	Junior Great Books®/Shared Inquiry
X	Writer’s Workshop	X	SIOP model
X	ESL Co-teaching	X	EC Co-teaching
X	Class size reduction efforts in Kindergarten and 1 st grades		Responsiveness to Instruction
X	Scheduled Intervention/Enrichment block		<i>Other</i>

Instruction by Highly Qualified Teachers – All teachers at Hillandale Elementary School hold a minimum of a bachelor’s degree. They have obtained full North Carolina certification as a teacher or passed the North Carolina teacher licensing examination and hold a license to teach in North Carolina. Many teachers hold advanced degrees/Master’s and National Board Certification. All newly hired teachers will meet the requirements of the ESEA Waiver. Each principal attests annually, in writing, as to whether the school is in compliance with the requirements relating to the qualifications for teachers. Highly qualified teachers directly supervise tutors and paraprofessionals.

High Quality and Ongoing Professional Development – High quality and ongoing professional learning opportunities are provided for teachers, principals, and paraprofessionals and, if appropriate, pupil service personnel and other staff to enable all children to meet North Carolina’s student academic achievement standards. The professional learning opportunities are tailored to meet the needs of all students and teachers as identified in the needs assessment. The professional learning opportunities improve and increase the teachers’ knowledge of the academic subjects they teach. They are also high quality, sustained, intensive, and classroom-focused in order to have a positive and lasting impact on classroom instruction and the teacher’s performance in the classroom. Some professional learning opportunities are being continued to include new teachers and some in are new initiatives for all teachers. Hillandale Elementary School has an instructional coach who facilitates identified professional learning opportunities and provides follow-up in the form of support, modeling, coaching, and mentoring. The following research based professional development strategies are being implemented in our school:

X	Learning-Focused® Strategies	X	PLC / Data Teams
	Math Partners	X	Reading Foundations training
X	Math Foundations	X	DMI
X	Junior Great Books® Shared Inquiry training		Reader’s Workshop
	RtI training	X	Reading 3D and Progress Monitoring
X	SIOP training	X	Co-teaching Strategies
X	Other Formative Assessment	X	Reciprocal Teaching
X	Guided Reading	X	Guided Math

Strategies to Attract Highly Qualified Teachers to High Need Schools- We realize the importance of employing high quality, highly qualified teachers. The following research based teacher recruitment strategies are being implemented in our school:

X	Providing support from an Instructional Coach or School Improvement Specialist	X	Attending recruiting fairs
X	Providing a 8.5% supplement for all HCPS teachers	X	Scheduling common grade level planning time
X	Assigning a buddy teacher to all beginning teachers	X	Welcoming atmosphere
X	Providing School Improvement Specialist support for all BT1s and BT2s	X	An attractive and inviting facility
X	Professional Learning Communities	X	School and district professional development

Including Teachers in Decisions Regarding the Use of Assessments- Hillandale Elementary School includes teachers in the decisions regarding the use of academic assessments in order to monitor ongoing student progress and to provide interventions for students not meeting grade level standards. Teachers have specific ongoing training regarding the administration and use of assessment. Teachers, administrators, and the instructional coach meet regularly to review assessment data and to make decisions about instruction. Additionally, Hillandale Elementary teachers are fully engaged in the Tier Process, and implement tiers with fidelity. The following assessment activities are being implemented in our school:

X	Representatives on the district-level Reading and Math Assessment committees	X	Representatives on the K-5 district-level Report Card committees
X	Input into the K-2 Literacy and Math Profiles	X	Input into the K-2 Literacy and Math Assessments
X	Input into the use of and revision of the HCPS Benchmark Assessments	X	Representatives on the district-level committee that reviews Curriculum Calendars
X	Benchmark analysis about the use of student assessments for the adjustment of pedagogy and professional development	X	Opportunities for our teachers to disaggregate student performance data to make appropriate educational decisions and track student progress
X	Problem-solving Model/Tier Process	X	Flexible small group/individual instruction based on assessment data

X	Sharing of assessment data between specialist and grade level teachers (i.e. STAR reading data, Study Island, and TenMarks)		Other
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Strategies to Increase Parental Involvement- Hillandale Elementary School recognizes the value of parental involvement in each child’s success. We strongly encourage parents to be involved in all school activities. The Parent Involvement Committee is very active at Hillandale, plans and provides a variety of programs including a Curriculum Night, a Student Wellness Fair, Multi-cultural Arts Night, Science Fair, Poetry Celebration, and a Reading Picnic with a Cinco de Mayo theme. These events are aligned with the goals stated in the Hillandale School Improvement Plan regarding student progress and meeting the needs of all students. Additionally, Hillandale strives to communicate with parents via multiple platforms including the school website, Facebook, Twitter, School Messenger, and written notices and invitations. All are distributed in both English and Spanish. Finally, we utilize a written parent involvement policy and a Home/School Compact that are revised annually with input from our stakeholders and distributed to all families. Some additional parent engagement strategies are being implemented in our school:

X	School Parent Engagement Policy*	X	Annual Title I Meeting*
X	Explaining the state standards and assessments*	X	Inviting parent participation at each level of the Tier Problem-Solving Process
X	Providing invitations, notices and content for parent engagement activities in another language*	X	Conducting parent-teacher conferences with each family*
X	Conducting events that target particular at-risk student groups or less accessible skills or content	X	Surveying parents to determine preferences for workshop times and topics
X	Conducting at least 6 parent engagement sessions, aligned to our school improvement plan and including parent training*	X	Utilizing School Messenger or Alert Now, or other technologies
X	Offering childcare for parent training sessions	X	Distributing topic-relevant newsletters
X	Including interpreters at parent activities when needed	X	Providing refreshments or academic support resources
	Including parents of all backgrounds/cultures on our School Improvement Team		Summer parenting and academic supports
X	Utilizing a Title I funded Parent Involvement Coordinator	X	Promoting a climate and philosophy that values parental involvement

X	Providing a dedicated interpreter/translator for parent conferences and meetings		* <i>Required Activities</i>
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Preschool Transition Activities- We know that early intervention is critical to academic success. We emphasize and focus on building and implementing effective transitional strategies to promote a positive transition from pre-K to kindergarten classrooms. Our kindergarten teachers have worked with local childcare providers, parents, and community leaders to develop a Kindergarten Transition Plan. The following research based transition activities are being implemented in our school:

X	Increasing the percentage of students who register during the three day kindergarten registration process	X	Inviting incoming parents to Kindergarten open house
X	Providing parents with literature about kindergarten	X	Sharing behavior intervention information between schools
X	Arranging two-way visits between preschools/ daycares and kindergarten classrooms	X	Providing kindergarten orientation with preschool children and teachers visiting kindergarten classes
X	Participating in the annual Kindergarten Readiness Rally held at the local mall	X	Providing learning packets to promote kindergarten readiness during kindergarten registration
X	Informing the school nurse ASAP regarding student health problems	X	Scheduling a "Meet the Teacher" event prior to the beginning of school
X	"Reaching for Reading"		Parent or student mentoring or partnering programs.
X	Teddy Bear Picnic for upcoming Kindergarten families		Other

Activities for Children Experiencing Difficulty- Procedures are in place to ensure that students who experience difficulty mastering grade level standards and/or skills are provided effective, timely, additional assistance. Hillandale Elementary School has a Tier Committee with representatives from each grade level; these representatives are responsible for providing ongoing training and information to their grade level. A Tier Team convenes every Friday to plan and implement research based interventions, to monitor ongoing progress, and to determine how ongoing needs will be addressed. Additionally, teachers frequently collaborate informally to support each other with at-risk learners. Our counselor continuously provides support to students who struggle; we have multiple agencies who take referrals and who provide services to Hillandale students and parents. Finally, students are administered frequent assessments and benchmarks to determine academic needs; teachers use assessment data to drive instructional decisions and to schedule flexible intervention groups. The following activities are being implemented in our school:

X	Benchmarks and formative assessments	X	Psychological assessments
X	Differentiated instruction and assignments	X	Speech and language therapy
X	Community Volunteers	X	Assessment by/consultation with the school nurse
X	Tier Team referrals/interventions	X	Section 504 accommodations
X	Vision, hearing, and dental screenings	X	Summer program for rising kindergarten students
X	Homebound instruction provided by a certified teacher, when needed	X	Incentives for attendance, academic achievement, and good behavior
X	Classroom modifications	X	Positive Behavioral Interventions and Supports (PBIS)
X	Second or dual language instruction		The Leader in Me and other leadership curricula
X	Small group literacy and math instruction	X	One-on-one literacy and math tutoring
	Big Brother/Sisters	X	Peer tutoring and mentoring
X	After school and or before school tutoring, study or homework assistance	X	Counseling services
X	Exceptional Children’s program consideration and placement	X	Extended year and summer programs
X	Parent trainings	X	Personalized education / Tier plans
X	Migrant tutors to provide instructional support	X	School Media Center remaining open during summer months

Coordination and Integration of Federal, State, and Local Services – At Hillandale Elementary School, all available resources are utilized to implement our School Improvement Plan. All federal, state, and local services are coordinated. Funding sources are blended to ensure that all children have significant opportunities for quality learning and academic success. We assess the needs of students and design appropriate personal educational plans for those who need additional support. All personnel funded from various sources are utilized to promote student learning and success. Funds from all sources are used to purchase needed supplies and materials to meet the learning needs of our students. Personnel from all funding sources serve on school level Tier teams, the School Improvement Team, and other site based administrative committees. We also blend funds to maximize professional learning opportunities for all school staff and parent involvement activities for all families.

Resources Used in Programs – Resources under Title I, Part A and other federal, state, and local government funds and local organizations are used to implement our school wide programs. All funds are combined to address the ten components of the school wide plans to ensure that all students reach, at a minimum, proficiency on the challenging North Carolina academic standards and the Henderson County academic assessments. Title I funds do not supplant activities that are funded from state and local sources. Resources include, but may not be limited to:

	Federal-Title III	X	Federal and state Exceptional Children’s funds
X	Federal Migrant-Title I, Part C	X	Federal Professional Development funds-Title II, Part A
X	State remediation funds	X	Eblen Foundation funds
X	State LEP funds	X	Henderson County Community Foundation grants
X	Local civic clubs’ grants : Elks, Kiwanis, Lions, Rotary	X	Local business partnerships
X	Local law enforcement funds	X	Henderson County Recycling program
X	Henderson County Public Schools Education Foundation grants	X	American Heart Association, Jump Rope for Heart program
X	United Way of Henderson County	X	Congregations 4 Children and other local faith-based funds
X	Henderson County Health Department	X	Private donors
X	Local PTA/PTO funds	X	Boys and Girls Club of Henderson County
X	Boy and Girl scouting programs	X	Hospice-Heartsongs program
X	DARE, drug resistance education program	X	Young Leaders Camp

School Improvement Plan

2014-2016

X	Henderson County Parks and Recreation funds	X	Johnson Farm Educational site and programs
X	Tobacco Free for Life program	X	4-H programs
X	Bullington Horticulture site and programs	X	Soil and Water Conservation program
X	Family-Centered Literacy Program in collaboration with Blue Ridge Community College	X	Healing Place
X	Henderson County Dispute Settlement	X	Salvation Army