

**Hillandale Elementary School
Title I Schoolwide Plan
2020-2021**

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 (Component 2) - 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. This past year was our first year implementing Leader in Me. Moving into 2020-2021 we would like to focus on increasing fidelity in our Letterland instruction in grades K-3. The following research based reform strategies are being implemented in our school:

Being Implemented	Strategies
Yes	Learning-Focused® Schools Model
Yes	HCPS Reading Curriculum Calendars based on NC Standard Course of Study
Yes	HCPS Math Curriculum Calendars based on NC Standard Course of Study
Yes	Graphic organizers
No	Writer’s Workshop
Yes	ESL (English as a Second Language) Co-teaching / Inclusion
Yes	HCPS Literacy Framework
Yes	Scheduled Intervention/Enrichment block
Yes	Letterland- Systematic, sequential phonics program
Yes	Fountas and Pinnell Leveled Literacy
Yes	Leader in Me, 7 Habits, Positive Behavior Intervention & Supports, Medal of Honor, or other type program that provides support for academics
No	Junior Great Books®/Shared Inquiry/Paideia

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Being Implemented	Strategies
Yes	Project GLAD (Guided Language Acquisition Design) or SIOP (Sheltered Instruction Observation Protocol) model
Yes	EC (Exceptional Children) Co-teaching / Inclusion
Yes	Responsiveness to Instruction
Yes	MTSS (Multi-Tiered System of Supports)
No	Other:

Instruction by Highly Qualified Teachers (Component 3) – 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 (Component 4)– High quality and ongoing professional learning opportunities are provided for teachers, principals, and paraprofessionals and, if appropriate, student 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 are new initiatives for all teachers. Hillandale Elementary School utilizes an instructional coach who facilitates identified professional learning opportunities and provides follow-up in the form of support, modeling, coaching, and mentoring. Our instructional coach facilitates high quality instruction, with a focus on supporting beginning teachers in our building. The following research based professional development strategies are being implemented in our school:

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Being Implemented	Strategies
Yes	Learning-Focused® Strategies
Yes	Letterland Phonics
Yes	Early Learning Inventory (formerly Kindergarten Entry Assessment)
No	Junior Great Books® /Shared Inquiry training / Paideia
Yes	MTSS (Multi-Tiered System of Supports) / Responsiveness to Instruction
Yes	Project GLAD (Guided Language Acquisition Design) or SIOP (Sheltered Instruction Observation Protocol) model
Yes	Other Formative Assessment
Yes	HCPS Literacy Framework and Guided Reading
Yes	Number Talks or Mathematical Discourse
Yes	Professional Learning Communities
No	Reading Foundations training
Yes	iReady Math
Yes	Leader in Me, 7 Habits, Positive Behavior Intervention & Supports, Medal of Honor, or other similar program
Yes	State supported Reading Diagnostic Program
Yes	Co-teaching / Inclusion Strategies
Yes	Reciprocal Teaching
Yes	Guided Math
Yes	Social Emotional Learning
No	Other:

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Strategies to Attract Highly Qualified Teachers (Component 5)- We realize the importance of employing high quality, highly qualified teachers. At Hillandale Elementary School, we focus on providing collaborative planning time to allow teachers to share their instructional strengths to better serve all students in our building. The following research based teacher recruitment strategies are being implemented in our school:

Being Implemented	Strategies
Yes	Providing support from an Instructional Coach
Yes	Providing a 8.5% supplement for all HCPS teachers
Yes	Assigning a buddy teacher to all beginning teachers
Yes	Providing mentor support for all BT1s and BT2s
Yes	Professional Learning Communities
Yes	Attending recruiting fairs
Yes	Scheduling common grade level planning time
Yes	Welcoming atmosphere
Yes	An attractive and inviting facility
Yes	School and district professional development
Yes	Other: Weekly extended planning periods

Strategies to Increase Family Engagement (Component 6)- Hillandale Elementary School recognizes the value of family engagement in each child’s success. We strongly encourage parents to be involved in all school activities. 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. At Hillandale Elementary School, Some additional parent engagement strategies are being implemented in our school:

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Being Implemented	Strategies
Yes	School Parent Engagement Policy*
Yes	Explaining the state standards and assessments*
Yes	Providing invitations, notices and content for parent engagement activities in another language*
No	Conducting events that target particular at-risk student groups or less accessible skills or content
Yes	Conducting at least 2 parent engagement activities (one ELA/one math), aligned to our school improvement plan and including parent training*
No	Offering childcare for parent training sessions
Yes	Including interpreters at parent activities when needed
Yes	Including parents of all backgrounds/cultures on our School Improvement Team
Yes	Utilizing a Title I funded Parent Involvement Coordinator
Yes	Providing a dedicated interpreter/translator for parent conferences and meetings
Yes	Annual Title I Meeting*
Yes	Inviting parent participation at each level of the MTSS framework
Yes	Conducting parent-teacher conferences with each family*
Yes	Surveying parents to determine preferences for workshop times and topics
Yes	Utilizing School Messenger or other technologies
No	Distributing topic relevant newsletters

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Being Implemented	Strategies
Yes	Providing academic support resources
Yes	Summer supports for parents and academics
Yes	Promoting a climate and philosophy that values parental involvement
Yes	Use of social media to communicate with parents
Yes	Other: Weekly digital newsletters/monthly paper newsletters

** Required Activities*

Transition Activities (Component 7) - Hillandale Elementary School recognizes 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 (early childhood) to kindergarten classrooms, as well as between all grade levels. Our kindergarten teachers have worked with local childcare providers, parents, and community leaders to develop a Kindergarten Transition Plan as appropriate for our school. Teachers develop clear plans for transitions between grade levels, as well as the transition to middle school. The following research based transition activities are being implemented in our school:

Being Implemented	Activity
Yes	Increasing the percentage of students who register during the kindergarten registration process
Yes	Providing parents with literature about kindergarten
Yes	Arranging visits between preschools/ daycares and kindergarten classrooms
Yes	Participating in the annual Kindergarten Readiness Rally held at the local mall
Yes	Informing the school nurse ASAP regarding student health problems
Yes	Scheduling a “Meet the Teacher” event prior to the first day of school

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Being Implemented	Activity
Yes	Providing opportunities for fifth graders to visit a middle school.
Yes	Inviting incoming parents to Kindergarten open house or other information events specific to kindergarten transition
Yes	Sharing behavior intervention information between schools
Yes	Providing kindergarten orientation with preschool children and teachers visiting kindergarten classes
Yes	Providing learning packets to promote kindergarten readiness during kindergarten registration
Yes	Scheduling an “Orientation” or “Jump Start” event prior to the beginning of school
No	Parent or student mentoring or partnering programs.
Yes	Establishing transition plans to share student information with the next grade level.
No	Other:

Including Teachers in Decisions Regarding the Use of Assessments (Component 8)- 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. Using assessments to determine how to best support our students is foundational to our school-wide mission to help “leaders learn and grow”. The following assessment activities are being implemented in our school:

Being Implemented	Activity
Yes	Representatives on the district-level Reading and Math Assessment committees when applicable
Yes	Sharing of assessment data between specialist and grade level teachers (i.e. iReady, Reading diagnostic)

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Being Implemented	Activity
Yes	Input into the use of and revision of any required HCPS Benchmark Assessments
Yes	Benchmark analysis by administrator/s and instructional coach regarding the use of student assessments for the adjustment of instruction and professional development needs
Yes	Problem-solving Model/MTSS framework
Yes	Representatives on the K-2 district-level Report Card committees when applicable
Yes	Professional Learning Community work with the instructional coach regarding student data to determine adjustments for instruction
Yes	Representatives on the district-level committee that reviews Curriculum Calendars when applicable
Yes	Opportunities for our teachers to disaggregate student performance data to make appropriate educational decisions and track student progress
Yes	Flexible small group/individual instruction based on assessment data
No	Other:

Activities for Children Experiencing Difficulty (Component 9)- Procedures are in place at Hillandale Elementary School to ensure that students who experience difficulty mastering grade level standards and/or skills are provided effective, timely, additional assistance. Our school has an MTSS team with representatives from each grade level responsible for providing support for children experiencing learning or behavior difficulties. Additionally, at Hillandale Elementary School we have allotted a staff position to facilitate systematic support for our most struggling learners through the MTSS process. The following activities are being implemented in our school:

Being Implemented	Activity
Yes	Benchmarks and formative assessments

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Being Implemented	Activity
Yes	Differentiated instruction and assignments
Yes	Community Volunteers
Yes	MTSS framework/interventions
Yes	Vision, hearing, and dental screenings
Yes	Homebound instruction provided by a certified teacher, when needed
Yes	Classroom modifications
Yes	Second language instruction
Yes	Small group literacy and math instruction
No	Big Brother Big Sisters
No	After school and or before school tutoring, study or homework assistance
Yes	Exceptional Children's program consideration and placement
No	Parent trainings
Yes	Psychological assessments
Yes	Speech and language therapy
Yes	Assessment by/consultation with the school nurse
Yes	Section 504 accommodations
Yes	Summer program for rising kindergarten students
Yes	Incentives for attendance, academic achievement, and good behavior
Yes	Positive Behavioral Interventions and Supports
Yes	The Leader in Me, 7 Habits, Medal of Honor, or other leadership curricula

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Being Implemented	Activity
No	One-on-one literacy and math tutoring
No	Peer tutoring and mentoring
Yes	Counseling services
Yes	Summer programs
Yes	Personalized education / MTSS plans
Yes	Other: Tier Interventionist

Coordination and Integration of Federal, State, and Local Services (Component 10) – 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 MTSS 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. Our School Improvement Plan (SIP) is a working document and all available resources are utilized to implement our SIP. We are continually looking for ways to improve the supports that we have in place for our struggling learners.

Resources Used in Programs (Component 10)– 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:

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Resource Used	Name of Resource
Yes	Federal-Title III
Yes	Federal Migrant-Title I, Part C
Yes	State remediation / At-risk funds
Yes	State LEP funds
Yes	Local civic clubs' grants : Elks, Kiwanis, Lions, Rotary
No	Local law enforcement funds
Yes	Henderson County Public Schools Education Foundation grants
Yes	United Way of Henderson County
Yes	Henderson County Health Department
Yes	School PTO funds
Yes	Boy and Girl scouting programs
Yes	STAR (Sheriffs Teaching Abuse Resistance)
No	Salvation Army
No	Henderson County Dispute Settlement
No	Bullington Horticulture site and programs
Yes	Family-Centered Literacy Program in collaboration with Blue Ridge Community College
Yes	Federal and state Exceptional Children's funds
Yes	Federal Professional Development funds-Title II, Part A
	Eblen Foundation funds
Yes	Henderson County Community Foundation grants
Yes	Local business partnerships

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Resource Used	Name of Resource
No	Henderson County Recycling program
No	American Heart Association, Jump Rope for Heart program
No	Congregations 4 Children and/or other local faith-based funds
Yes	Private donors
Yes	Boys and Girls Club of Henderson County
No	Big Brothers Big Sisters
No	Young Leaders Camp
Yes	Johnson Farm Educational site and programs
No	4-H programs
Yes	Soil and Water Conservation program
Yes	Safelight
No	Other:

Staff Feedback received by: (06/05/2020)

Parent Feedback received by: (06/05/2020)