

General Information	<p>This school improvement plan template is designed to provide a step-by-step approach to planning. The template is aligned with the NCDPI-recommended model for school improvement planning as outlined in <i>The North Carolina School Improvement Planning Implementation Guide</i>. The template is aligned with the recommendations found in the Guide. For instance, space is provided for up to 5 goals for each school and drop-down menus reflect recommended guidelines such as quarterly, or at most semi-annual, review cycles. Each page of this template is designed to print neatly on an 8.5 inch-wide piece of paper, though the length may stretch to several pages. <b>At certain locations, you will see a prompt to "select" an item from a drop-down menu. To use this feature, select the cell, then look to the far right of the cell for the drop-down button. Click the button to select the item for that cell.</b></p> <p>Please note the template has several tabs along the bottom of the Excel workbook. Each tab corresponds to an input and/or step of the planning process. For example, the tab named "Step 1 Cover Sheet" (see below) provides a location to input relevant school demographic data (we anticipate that the future on-line version will pre-populate this data) and school improvement team information as well as space for the principal and the local board of education chair to sign-off. Other tabs provide reference information for the school improvement team (SBE Goals, District Goals), a place for data analysis and summary, and of course, a place to identify and track school-level goals. Additional detail for each tab is provided below.</p>
Reference Tabs – These tabs provide information to aid the planning process.	<p>SBE Goals – This tab lists the five current State Board of Education goals for North Carolina. Use this as a reference as needed.</p> <p>District Goals – This tab provides space to input district level goals as well as the SBE goal supported by each. It is intended to provide an easy-to-access reference point for local district goals. Please note that the SBE goals may be selected by clicking on the cell and using the drop-down button at the end of the cell. Also, entering your district-level goals is a critical step because it builds one of the drop-down menus you will use in Steps 3 through 7, described below in greater detail. <b>Please note this page contains at least one drop-down menu.</b></p> <p>Data Sources – This tab lists a variety of data sources for school improvement teams to consult as they work to establish an understanding of the current state at the school. Other data sources may be available locally as well and teams should not limit themselves to evaluating the sources listed in the template.</p> <p>School Vision and Mission – School improvement teams can input the school's mission and vision on this tab to provide an easy reference as needed during the planning process.</p>
School Improvement Plan Tabs – The School Improvement Plan consists of these tabs.	<p>Step 1 – Cover Sheet – Use this sheet to document school information. Identify all School Improvement Team members and whom they represent, as appropriate. This sheet also provides signature lines for the school principal and the person authorized to accept the plan on behalf of the local school board. <b>Please note this page contains at least one drop-down menu.</b></p> <p>Step 2 – School Data Analysis Summary – This sheet provides guiding questions to help begin data analysis. It provides space to document findings and list priorities. Data sources for use with this tab are listed on the "Data Sources" tab; other available data locally available may also be used.</p> <p>Steps 3 through 7 – School Goals – These tabs provide space to record goals based upon the priorities resulting from data analysis. A separate tab is provided for each goal up to 5 goals (3-5 goals are recommended for each school). For each goal, several items can be recorded: the relevant area for improvement, the goal and the district-level goal it supports, measures, quantitative target, and milestone date. The school improvement team can also record the specific strategies to be implemented to achieve the goal along with action items for each strategy. The lower portion of each sheet provides a place to discuss potential interventions, to identify funding sources (using a drop-down menu) and team members, and to document the reviewcycle frequency for the goal (also using a drop-down menu). <b>Please note that each of these pages contains multiple drop-down menus.</b></p>
Other SIP-related Requirements	<p>Safe Schools Plan – This template for the Safe Schools Plan is aligned to the state legislative requirements specified in § GS 115C-105.47. Using this template to guide Safe School planning will ensure schools address the appropriate requirements. District-level Safe Schools personnel can use the information on this tab from each school in the district to understand the prevailing issues across the district and document appropriate strategies on the district-level Safe Schools Plan.</p> <p>Title I School-wide Review - If your school is a Title I School-wide school, use this tab to develop your Title I Plan. This portion of the template was developed in conjunction with NC DPI Program Monitoring and offers space to address all federal requirements for this program. Please note that the form is designed to allow you to "X" the appropriate box and identify either an existing strategy associated with the federal requirement, or identify and describe a different program or strategy that will be used by you school to meet the requirement.</p> <p>Title I Targeted-assistance Review - If your school is a Title I Targeted-assistance school, use this tab to develop your Title I Plan. This portion of the template was developed in conjunction with NC DPI Program Monitoring and offers space to address all federal requirements for this program. Please note that the form is designed to allow you to "X" the appropriate box and identify either an existing strategy associated with the federal requirement, or identify and describe a different program or strategy that will be used by you school to meet the requirement.</p> <p>For Schools in Title I Improvement - This tab is for use by any school currently in Title I School Improvement. Filling out this tab will ensure that these schools meet the additional federal requirements that go into effect when a school enters into this status.</p> <p>ABCs Waiver Request Form – ABCs waivers may be requested according to the guidelines specified in GS § 115C-105.26. These guidelines are enumerated in the SIP Implementation Guide.</p>

## State Board of Education Goals – Future-ready Students for the 21<sup>st</sup> Century

**Goal 1** – North Carolina public schools will produce globally competitive students.

**Goal 2** – North Carolina public schools will be led by 21<sup>st</sup> Century professionals.

**Goal 3** – North Carolina Public School students will be healthy and responsible.

**Goal 4** – Leadership will guide innovation in North Carolina public schools.

**Goal 5** – North Carolina public schools will be governed and supported by 21<sup>st</sup> Century systems.



## District Goals for Alamance-Burlington Schools

<b>District Goal 1:</b>	Improve attendance
<b>Supports SBE Goal:</b>	Goal 1 – North Carolina public schools will produce globally competitive students. Goal 3 – North Carolina Public School students will be healthy and responsibl
<b>District Goal 2:</b>	Improve academic performance in math, reading, writing, and on EOG's and EOC's
<b>Supports SBE Goal:</b>	Goal 1 – North Carolina public schools will produce globally competitive students. Goal 5 – North Carolina public schools will be governed and supported by 21 <sup>st</sup> Century svstems.
<b>District Goal 3:</b>	Reduce the drop-out rate and increase the graduation rate
<b>Supports SBE Goal:</b>	Goal 1 – North Carolina public schools will produce globally competitive students. Goal 5 – North Carolina public schools will be governed and supported by 21 <sup>st</sup> Century sys
<b>District Goal 4:</b>	Use technology to enhance instruction
<b>Supports SBE Goal:</b>	Goal 2 – North Carolina public schools will be led by 21 <sup>st</sup> Century professionals. Goal 4 – Leadership will guide innovation in North Carolina public schools.
<b>District Goal 5:</b>	Design and implement a curriculum and instructional program to meet the needs of a diverse
<b>Supports SBE Goal:</b>	Goal 1 – North Carolina public schools will produce globally competitive students. Goal 4 – Leadership will guide innovation in North Carolina public schools. Goal 5 – North Carolina public schools will be governed and supported by 21 <sup>st</sup> Century sys

## Recommended Data Sources for Analysis by School Improvement Teams

<p><i>Identify disaggregated data that shows groups or subgroups in need of improvement in academic performance, behavior or other areas. Examine data from such areas as:</i></p>
<p><b>Highly Qualified Teachers (HQT):</b> Describe how staffing decisions ensure that highly qualified, well-trained teachers provide instruction and how their assignments most effectively address identified. Number and percentage of teachers Non-HQT (<a href="http://www.ncreportcards.org">www.ncreportcards.org</a> Click on High Quality Teachers tab)</p>
<p><b>End-of-Grade (EOG) Results disaggregated:</b> (<a href="http://www.ncpublicschools.org/accountability/reporting">www.ncpublicschools.org/accountability/reporting</a> Click on Greenbook, then State Testing</p>
<p><b>End-of-Course (EOC) Results disaggregated:</b> (<a href="http://www.ncpublicschools.org/accountability/reporting">www.ncpublicschools.org/accountability/reporting</a> Click on Greenbook, then State</p>
<p><b>School Report Card results:</b> (<a href="http://www.ncreportcards.org">www.ncreportcards.org</a>)</p>
<p><b>North Carolina Teacher Working Conditions Survey results:</b> ( <a href="http://ncteachingconditions.org">http://ncteachingconditions.org</a> )</p>
<p><b>North Carolina Teacher Working Conditions Survey: Guide for School Improvement</b> (To assist in conversations about improving teacher working conditions, The New Teacher Center created a guide to support using the SIP process for understanding and improving working conditions at a school. The guide can be downloaded as a single document or in each of its three sections. Find this document at <a href="http://ncteachingconditions.org/sites/default/files/attachments/SchoolImprovementGuide.pdf">http://ncteachingconditions.org/sites/default/files/attachments/SchoolImprovementGuide.pdf</a>)</p>
<p><b>Local Data:</b> (e.g., LEA, school, and grade-level assessments, surveys, program-specific assessments)</p>
<p><b>Career and Technical Education Local Plan</b></p>
<p><b>School Demographic Information</b> related to student discipline: (e.g. total office referrals, long- and short-term suspensions, expulsions, alternative school placements, School Incidence Report (SIR) data, or student attendance)</p>
<p><b>School Demographic Information</b> related to drop-out information and graduation rate data (<a href="http://www.ncpublicschools.org/research/dropout/reports">http://www.ncpublicschools.org/research/dropout/reports</a>)</p>
<p><b>School Demographic Information</b> related to teacher attendance, teacher turnover, or challenges associated with a high percent of new and/or inexperienced faculty (<a href="http://www.ncreportcards.org">http://www.ncreportcards.org</a> and locally-maintained data)</p>
<p><b>School Demographic Information</b> related to student attendance, patterns of student tardiness, early checkouts, late enrollments, high number of transfers, and/or transiency including migratory moves (if applicable) (NC WISE and locally maintained data)</p>
<p><b>School Perception Information</b> related to parent perceptions and parent needs including information about literacy and education levels (Locally maintained data)</p>
<p><b>Title III AMAO School Process Information</b> related to an analysis of existing curricula focused on helping English Language Learners (ELLs) work toward attaining proficiency</p>
<p><b>Title III AMAO School Process Information</b> related to an analysis of existing personnel focused on helping English Language Learners (ELLs) work toward attaining proficiency</p>
<p><b>School Process Information</b> uncovered by an analysis of curriculum alignment, instructional materials, instructional strategies, reform strategies, and/or extended learning opportunities</p>
<p><b>Ready Schools Inventory/Ready Schools Plan</b> (<a href="http://ncreadyschools.org">http://ncreadyschools.org</a>)</p>
<p><b>Special Education Continuous Improvement Plan</b></p>
<p><b>Title I AYP</b> (<a href="http://ayp.ncpublicschools.org">http://ayp.ncpublicschools.org</a>)</p>
<p><b>Healthy Active Children Initiative</b> (<a href="http://www.nchealthyschools.org">http://www.nchealthyschools.org</a>)</p>

**School Vision and Mission Statements for (insert school name)**

**Vision:**

The vision of Hillcrest Elementary School is to establish a school culture that provides for the engagement of all students by increasing skills and knowledge for 21st century thinkers, and promoting an environment that develops health conscious and responsible decision-makers taught by a highly competent and innovative teaching staff.

**Mission:**

Providing engaging work for our students will enable Hillcrest Elementary to educate all students to meet high academic standards and to become competent citizens in a rapidly changing world.





## School Data and Summary Analysis

Use data identified on the Data Sources tab (or from other sources) as the basis for understanding the school and identifying

Guiding Questions: Review school data and consider a variety of perspectives including overall school/student performance, sub-group performance, attendance, teacher satisfaction, instructional practice (from walk-throughs/observations), and student learning (also from walk-throughs/observations as well as data).

1. What does the analysis tell you about your schools strengths?

Strong student engagement and active learning. In grades K-2 80% of students performed at grade level. ESL students made progress in language development as evidenced by WIDA scores. Attendance was satisfactory (95%). Working Condition Survey indicates a high level of staff satisfaction. Small class sizes in K-2. Strong small group instruction K-3. Seriousness of instructional purpose evident. Instructional strategies are data driven. Excellent student/teacher rapport. Emphasis on technology resulted in purchase of nine Smart boards, school-wide staff development and improved delivery of instruction which in turn increased student engagement. Applied for and secured USDA Grant for healthy snacks for third consecutive year.

2. What does the analysis tell you about your schools gaps or opportunities for improvement?

Continued implementation of Literacy First process in grades 3-5, along with Math Expressions. There needs to be more focus

3. What is data is missing, and how will you go about collecting this information for future use?

Hillcrest needs more data in the area of parent involvement. We will collect more information as how to get parents more involved by assessing their interest and areas where help is needed the most.

4. Based upon the analysis conducted, what 3-5 top priorities emerge for the school?

Cite relevant evidence from your analysis to support these priorities.

1. Lack of bi-lingual personnel. 2. Decrease achievement gap in literacy between our white subgroup and our at risk subgroups. 3. Make expected or high growth and be designated as a School of Progress or School of Distinction. 4. Work towards removing Hillcrest out of school improvement.

## Priority Goal 1 and Associated Strategies

**Area for improvement and supporting data:**

Attendance - average student attendance and tardies has fallen throughout the school year. School attendance rate is averaging 95%.

**School Goal 1:** Raise attendance at Hillcrest Elementary School to create greater learning opportunities for students.

**Supports this district goal:** Improve attendance

**Target:** Increase student attendance by 98% and decrease student tardies by 10%.

**Indicator:** Student attendance and tardy rate

**Milestone date:** 19-Dec-10

### Goal 1 Improvement Strategies – Identify research-based strategies whenever possible.

Plan/Do

Plan/Do	<b>Strategy 1:</b>	<b>Strategy:</b> Implement an attendance review in the office at the end of each school day. Maintain individual student attendance records to permit trend analysis.			
		<b>Action steps:</b>			
		1. Generate daily NC WISE report detailing absences	5.		
		2. Offer weekly certificates for highest attendance	6.		
		3. Recognize classes during daily announcements	7.		
	4. Recognize students with highest attendance	8.			
	<b>Strategy 2:</b>	<b>Strategy:</b> Follow attendance reviews with phone calls and letters to parents to confirm reason for absence.			
		<b>Action steps:</b>			
		1. Contact parents after three consecutive unexcused	5.		
		2. Send parent letter after five tardies.	6.		
		3. Pursue legal action after ten unexcused absences.	7.		
	4.	8.			
<b>Strategy 3:</b>	<b>Strategy:</b> Utilize teacher, principal, and PTA communications to remind students and parents of the importance of regular attendance.				
	<b>Action steps:</b>				
	1. Publish attendance statistics in newsletters and	5.			
	2. Utilize ConnectEd messages to inform parents of	6.			
	3	7.			
4	8.				

**Plan/Do**

**How will we fund these strategies?**

**Funding source 1:** Select a funding source  
**Funding source 2:** Select a funding source  
**Funding source 3:** Select a funding source  
**Funding source 4:** Select a funding source  
**Funding source 5:** Select a funding source

**Funding amount:**  
**Funding amount:**  
**Funding amount:**  
**Funding amount:**  
**Funding amount:**  
**Total initiative funding:**

**Review frequency:** Quarterly

**Assigned implementation team:**

**Check**

**What data will be used to determine whether the strategies were deployed with fidelity?**

Student absences and tardy data collected from NCWISE

**How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)**

The numbers of absences and tardies should steadily subside.

**What does data show regarding the results of the implemented strategies?**





Based upon identified results, should/how should strategies be changed?

Act



## Priority Goal 2 and Associated Strategies

**Area for improvement and supporting data:**

Math achievement-Raise the percentage of students who are proficient in Math according to Benchmarks, Math Expressions, and EOG data. We did not meet AYP in EDS for the 2009-2010 school year.

<b>School Goal 2:</b>	Hillcrest Elementary School will reduce the number of Students b groups who were not proficient in 2009-10 by 10 % in order to safe harbor for AYP.
<b>Supports this district goal:</b>	Improve academic performance in math, reading, writing, and on EOG's and EOC's
<b>Target:</b>	Increase student proficiency by 10% in Math for each subgroup.
<b>Indicator:</b>	Benchmarks and EOG data
<b>Milestone date:</b>	Jun-11

### Goal 2 Improvement Strategies – Identify research-based strategies whenever possible.

Plan/Do

Plan/Do		<b>Implement interventions in Math</b>		
	<b>Strategy 1:</b>	<b>Action steps:</b>		
		Continue in-depth training in Math Expressions		5.
		At-risk population to work with Fast Forward		6.
		Implement specific interventions such as Castle		7.
		Utilize Remediation teacher to work with at risk		8.
		<b>Create and implement PLC</b>		
	<b>Strategy 2:</b>	<b>Action steps:</b>		
		Participate in quarterly data meetings		5.
		Monitor and update data continuously		6.
		Hire full time curriculum facilitator		7.
		4.		8.
	<b>Strategy 3:</b>	<b>Strategy:</b>		
<b>Action steps:</b>				
1.			5.	
2.			6.	
3.			7.	
4.		8.		

Plan/Do

**How will we fund these strategies?**

<b>Funding source 1:</b>	Select a funding source	<b>Funding amount:</b>	\$0
<b>Funding source 2:</b>	Select a funding source	<b>Funding amount:</b>	\$0
<b>Funding source 3:</b>	Select a funding source	<b>Funding amount:</b>	\$0
<b>Funding source 4:</b>	Select a funding source	<b>Funding amount:</b>	\$0
<b>Funding source 5:</b>	Select a funding source	<b>Funding amount:</b>	\$0
		<b>Total initiative funding:</b>	<b>\$0</b>

**Review frequency:** Quarterly

**Assigned implementation team:**

Check

**What data will be used to determine whether the strategies were deployed with fidelity?**

We will look at the grade level plans and correlate those plans with classroom walkthroughs. We will also monitor interventions to ensure that they are being followed along with the students PEP documentation.

**How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)**

We will look at the progression of students during the school year. We will monitor their progress through their different assessments (benchmarks and unit tests). We will have look at student specific data on a quarterly basis to create grade level plans to work toward proficiency.

**What does data show regarding the results of the implemented strategies?**



**Act**

**Based upon identified results, should/how should strategies be changed?**

Empty response area for the 'Act' step.



## Priority Goal 4 and Associated Strategies

**Area for improvement and supporting data:**

K-2 achievement -Continue to raise the level percentage of students who are proficient in Reading on Literacy First assessments to 85 % as compared to 2009-2010.

**School Goal 4:** All K-2 students reading by the end of second grade

**Supports this district goal:** Use technology to enhance instruction

**Target:** 100 % mastery of all phonics and phonological awareness assessments

**Indicator:** Literacy First Assessments

**Milestone date:** June 2011

### Goal 4 Improvement Strategies – Identify research-based strategies whenever possible.

Plan/Do

<b>Plan/Do</b>	<b>Strategy 1:</b>	<p><b>Strategy:</b></p> <p><b>Action steps:</b></p> <p>Continue to implement Literacy First Process</p> <p>Utilize Castle Learning for at risk students</p> <p>Use SRI to measure progress</p> <p>Use small groups to maximize instructional time for</p>		<p>5.</p> <p>6.</p> <p>7.</p> <p>8.</p>
	<b>Strategy 2:</b>	<b>Strategy:</b>		
		<b>Action steps:</b>		
		1.		5.
		2.		6.
	<b>Strategy 3:</b>	3.		7.
		4.		8.
		<b>Strategy:</b>		
		<b>Action steps:</b>		
	<b>Strategy 3:</b>	1.		5.
		2.		6.
		3.		7.
		4.		8.

Plan/Do

**How will we fund these strategies?**

Funding source 1: Select a funding source  
Funding source 2: Select a funding source  
Funding source 3: Select a funding source  
Funding source 4: Select a funding source  
Funding source 5: Select a funding source

Funding amount:  
Funding amount:  
Funding amount:  
Funding amount:  
Funding amount:  
Total initiative funding: \$0

Review frequency: Quarterly

Assigned implementation team:

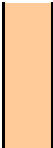
Check

What data will be used to determine whether the strategies were deployed with fidelity?

How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)

What does data show regarding the results of the implemented strategies?





**Based upon identified results, should/how should strategies be changed?**

**Act**

Empty response area for the 'Act' section.



## Priority Goal 5 and Associated Strategies

**Area for improvement and supporting data:**

Increase Achievement - Decrease the achievement gap between White , African American, and Hispanic subgroups by 10 percentage points. The achievement gap currently is approximately 22 percentage points as shown through the 2009 - 2010 EOG data.

**School Goal 5:**

Student achievement data will be used to identify all low Level III and high Level II reading students for targeted intervention, this will help meet the needs of diverse learners.

**Supports this district goal:**

Design and implement a curriculum and instructional program to meet the needs of a diverse population

**Target:**

Increase student proficiency by 10% in White , African American, and Hispanic subgroups and especially our EDS sub

**Indicator:**

EOG, Benchmark and Literacy First

**Milestone date:**

December

### Goal 5 Improvement Strategies – Identify research-based strategies whenever possible.

Plan/Do

<b>Plan/Do</b>	<b>Strategy 1:</b>		
	<b>Strategy:</b> Implement a focus on diverse learners and special populations that look at data to solve the achievement gap		
	<b>Action steps:</b>		
	Utilize Fast Forward to work with students in small		Utilize CF to help coach and to help identify best practices
	Use remediation teacher to work with students in		Have quarterly data meetings
	Use ESL personnel to focus on LEP students to		Have AIG teacher participate in data meetings.
	4. EC personnel will use Number Worlds and Wilson		Nurturing teacher to work with students in grades K-3
	<b>Strategy 2:</b>		
	<b>Strategy:</b> Use technology to meet the diverse needs of students		
	<b>Action steps:</b>		
	Provide smart board lessons to staff to better		5.
	Use Study Island and Castle learning as teaching		6.
Use computer programs as enrichment and	7.		
4.	8.		
<b>Strategy 3:</b>			
<b>Strategy:</b>			
<b>Action steps:</b>			
1.		5.	
2.		6.	
3.		7.	
4.		8.	



Plan/Do

**How will we fund these strategies?**

Funding source 1: Select a funding source  
Funding source 2: Select a funding source  
Funding source 3: Select a funding source  
Funding source 4: Select a funding source  
Funding source 5: Select a funding source

Funding amount:  
Funding amount:  
Funding amount:  
Funding amount:  
Funding amount:  
Total initiative funding: \$0

Review frequency: Quarterly

Assigned implementation team:

Check

**What data will be used to determine whether the strategies were deployed with fidelity?**

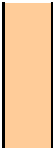
We will look at the department/grade level plans and correlate those plans with classroom walkthroughs. We will also monitor interventions to ensure that they are being followed along with the students PEP documentation.

**How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)**

We will look at the progression of students during the school year. We will monitor their progress through their different assessments (benchmarks and unit tests). We will have look at student specific data on a quarterly basis to create grade level plans to work toward proficiency.

**What does data show regarding the results of the implemented strategies?**





**Based upon identified results, should/how should strategies be changed?**

**Act**

Empty response area for the 'Act' section.



**Title I Prioritized Goals for Hillcrest**  
**Title I Plans will include strategies to meet prioritized goals.**

**School Prioritized plan**

**Based on the annual review of the school needs assessment data encompassing all domains, describe the prioritized plans for the new project year that have the greatest likelihood of ensuring that all groups of students specified in section 111(b)(2)(v) and e**

<b>Student Achievement Goals. Include Targeted subgroups(s)</b>	<b>Action Step(s)</b>	<b>Assessment(s) and/or Other Measures Used to Determine Outcome</b>	<b>Timeline of Evaluation including Interim and Final</b>	<b>Professional Development Needed to Support the Action Step(s)</b>	<b>Parental Involvement Needed to Support the Action Step(s)</b>
Economically Disadvantage Students	Utilize Study Island, Castle L	Literacy First Assessments, Benchmarks, SRI, EOGs, Teacher Assessments	October, December, May	Provide detail professional development about new programs and	Communicate with parents about the different programs available. Make sure all parents
EC	Implement Number Worlds, V	Literacy First Assessments, Benchmarks, SRI, EOGs, Teacher Assessments	October, December, May	Provide detail professional development about new programs and	
African American Students	Utilize Study Island, Castle L	Literacy First Assessments, Benchmarks, SRI, EOGs, Teacher Assessments	October, December, May	Provide detail professional development about new programs and	

## Compliance Review and Plan for Schools in Title I School Improvement

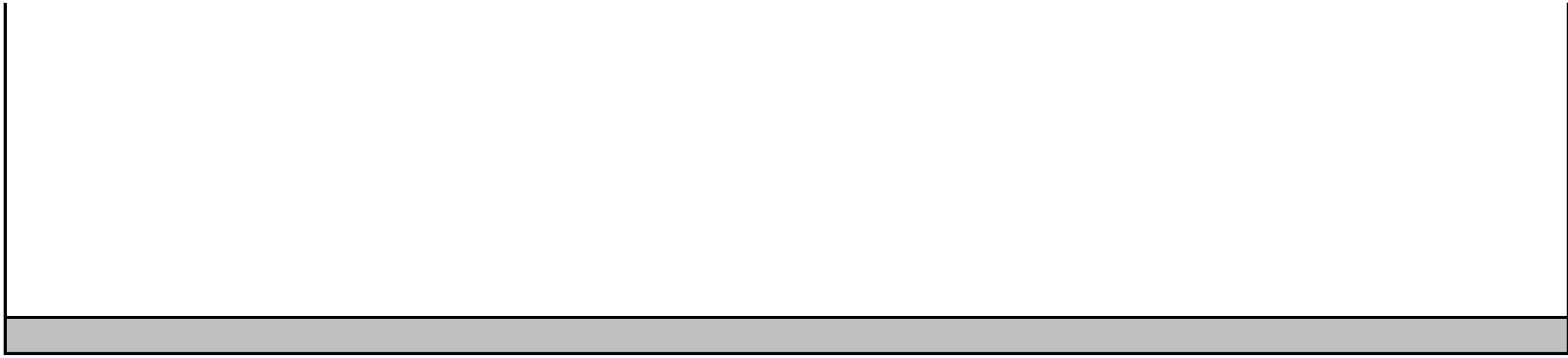
Each school identified for Title I School Improvement must, no later than three months after notification that the school is in Title I School Improvement, develop or revise its school plan. This plan must be developed in consultation with parents, school staff, the local education agency serving the school, and outside experts. The plan must cover a two-year period.

**Professional development requirements:** Schools in Title I School Improvement must 1) provide assurance that the school will spend not less than 10 percent of its Title I funds each year for high quality professional development, 2) specify how these professional development funds will be used to remove the school from school improvement status, and 3) incorporate a teacher mentor program.

			Priority Goal 1	Priority Goal 2	Priority Goal 3	Priority Goal 4	Priority Goal 5
	This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:	<b>Strategy 1</b>	Attendance Review	Implement Math Expressions	Focus on Diverse Learners		
		<b>Strategy 2</b>	Phone calls and letters	Create PLC	Use of technology		
		<b>Strategy 3</b>	Remind students and parents the importance of school				

Our school is addressing these three additional professional development requirements in the following ways, in addition to our focus on the priority goals listed in this plan:

Hillcrest is making plans to launch our vertical Math Expressions team to conduct "in-house" staff development. This strategy will allow the team to become experts and serve their fellow teachers throughout the year. The overall focus this year will be in math. Math related staff developments will be sought out to provide growth in this area. There will also be a focus place on looking at engaging work for students. We are in the process of having conversations about different ways to increase student engagement.

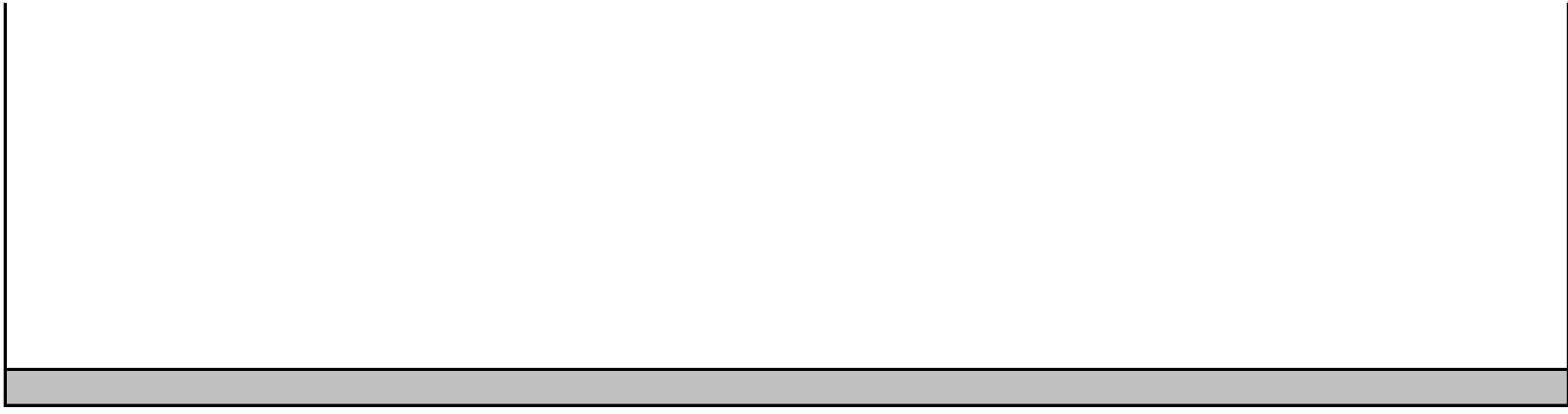


**Notification to parents:** Schools in Title I School Improvement must describe specifically how the school will provide written notice about the identification of the school as a Title I School Improvement school to the parents of each student enrolled in the school.

			<b>Priority Goal 1</b>	<b>Priority Goal 2</b>	<b>Priority Goal 3</b>	<b>Priority Goal 4</b>	<b>Priority Goal 5</b>
This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:	<b>Strategy 1</b>	Attendance Review	Implement Math Expressions	Focus on Diverse Learners			
	<b>Strategy 2</b>	Phone calls and letters	Create PLC	Use of technology			
	<b>Strategy 3</b>	Remind students and parents the importance of school					

Our school is providing written notification to parents in the following manner:

We have created different processes to ensure that parents are provided with the information that they need to make their child's education more successful. Hillcrest is utilizing Connect ED, newsletters, students/parent handbook, notes, conversations , and marquee to inform parents all of the events and strategies taking place at school.



**School, district and state agency responsibilities:** Schools in Title I School Improvement are required to clearly define the responsibilities of the school, LEA, and SEA in implementing improvement strategies. LEAs are minimally required to offer technical assistance in the form of data analysis, budget analysis, and identification and implementation of improvement strategies. State-level assistance may include provision of a state-wide system of support, including allocation of funding and other technical assistance.

			<b>Priority Goal 1</b>	<b>Priority Goal 2</b>	<b>Priority Goal 3</b>	<b>Priority Goal 4</b>	<b>Priority Goal 5</b>
This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:	<b>Strategy 1</b>	Attendance Review	Implement Math Expressions	Focus on Diverse Learners			
	<b>Strategy 2</b>	Phone calls and letters	Create PLC	Use of technology			
	<b>Strategy 3</b>	Remind students and parents the importance of school					

Our school, the school district, and the state education agency are supporting improvement of our school in the following ways:

School: Hillcrest will be overall responsible for monitoring the process of all the interventions and data, to make informed adjustments and alter plans to remain highly effective and on task of achieving stated goals.

LEA: The district will assist in providing data analysis, and benchmark testing. The district will also be responsible for providing additional training in Math Expressions and Literacy First.

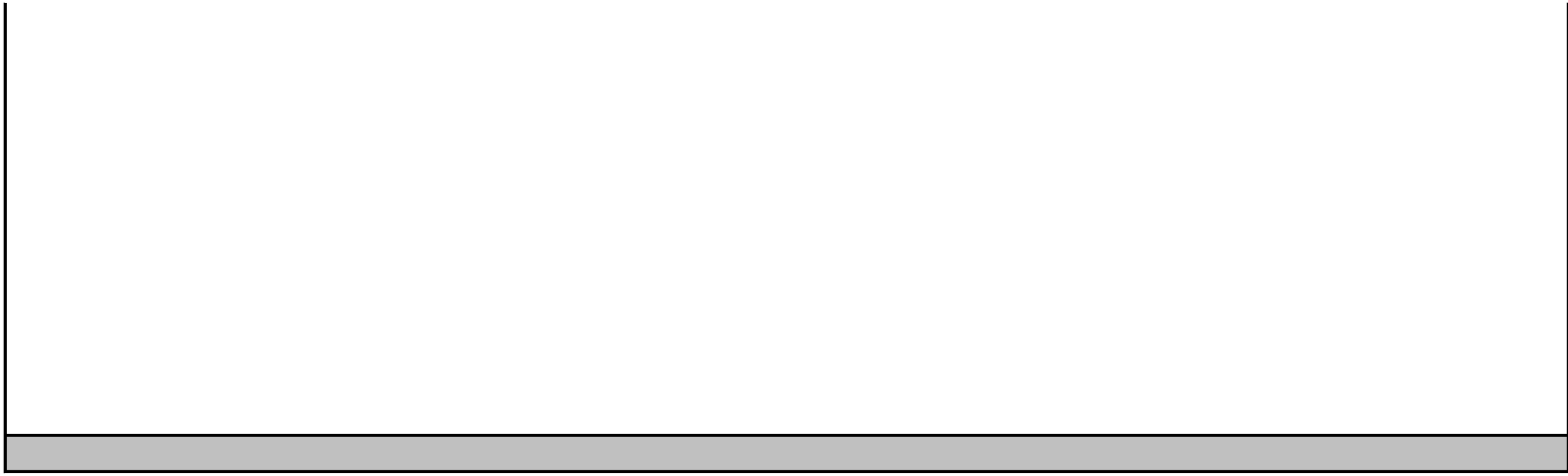
SEA: Provide testing data to let school know its progress.

**Strategies to increase parental involvement.** Research continues to demonstrate that successful schools have significant and sustained levels of parental involvement. Therefore, it is important that targeted assistance programs develop strategies to involve parents of Title I students in the school community. Additionally, state law requires parent representation on every school's improvement team, and federal requirements specify that each school must develop: 1) an approach for communication with parents, 2) activities to involve parents, and 3) an approach for training parents to better understand how to help their children excel in school.

		<b>Priority Goal 1</b>	<b>Priority Goal 2</b>	<b>Priority Goal 3</b>	<b>Priority Goal 4</b>	<b>Priority Goal 5</b>
This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:	<b>Strategy 1</b>	Attendance Review	Implement Math Expressions	Focus on Diverse Learners		
	<b>Strategy 2</b>	Phone calls and letters	Create PLC	Use of technology		
	<b>Strategy 3</b>	Remind students and parents the importance of school				

Our school uses the following strategies to increase parental involvement, in addition to our focus on the priority goals listed in this plan:

Hillcrest will provide sessions at school where parents can learn the latest strategies for Math and Literacy techniques that the teachers are using in classrooms.

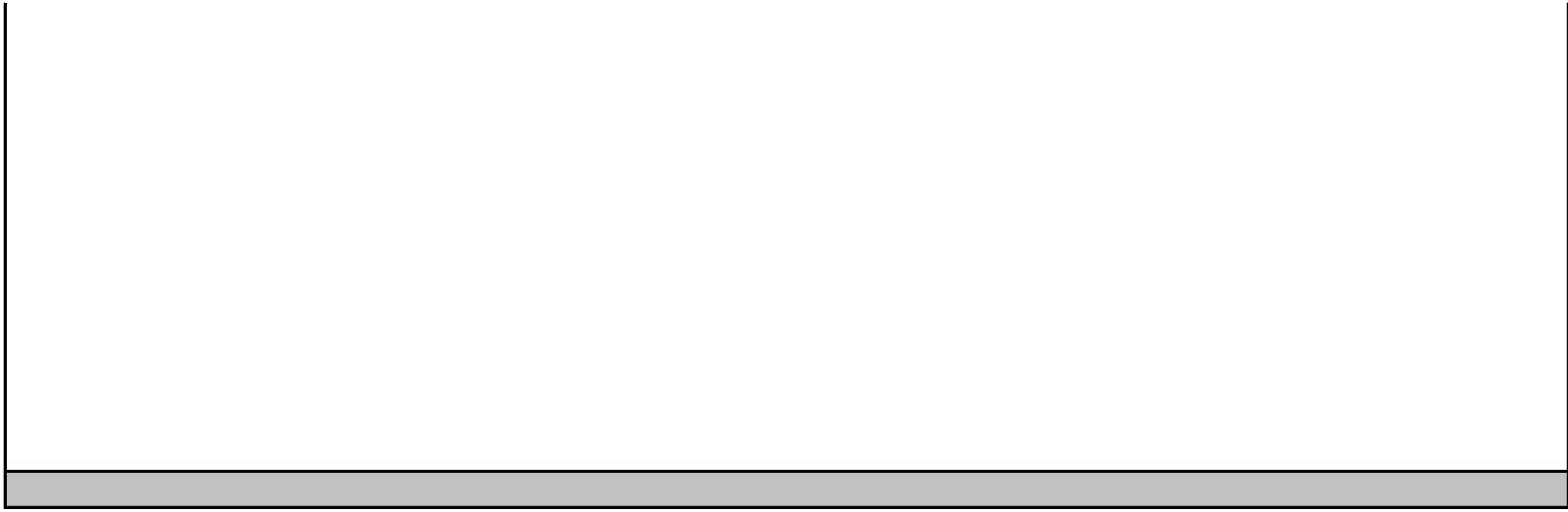


**Coordination and integration of Federal, State, and local services and programs:** Targeted assistance program schools are expected to coordinate and integrate services, with other Federal, State and local programs and services.

		<b>Priority Goal 1</b>	<b>Priority Goal 2</b>	<b>Priority Goal 3</b>	<b>Priority Goal 4</b>	<b>Priority Goal 5</b>
This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:	<b>Strategy 1</b>	Attendance Review	Implement Math Expressions	Focus on Diverse Learners		
	<b>Strategy 2</b>	Phone calls and letters	Create PLC	Use of technology		
	<b>Strategy 3</b>	Remind students and parents the importance of school				

Our school uses the following strategies to coordinate and integrate federal, state, and local services and programs, in addition to our focus on the priority goals listed in this plan:

The Hillcrest staff is using the school improvement team, administration, and HAT teams to ensure that all resources and interventions are aligned and focusing on the schools overall goals and mission.

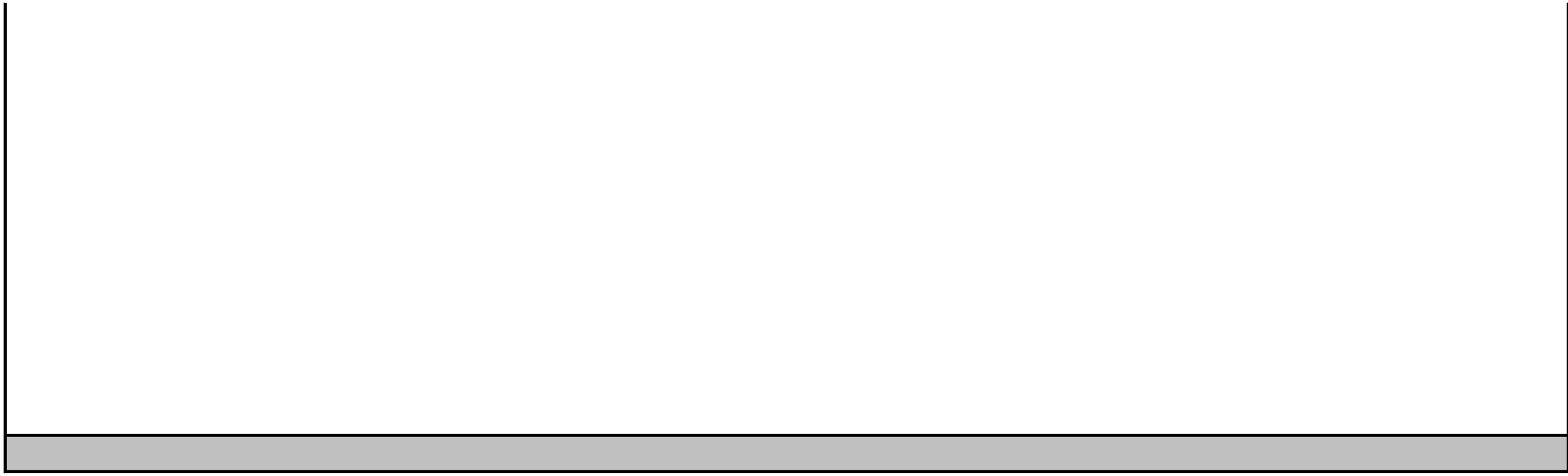


**Plans must support and coordinate with regular education programs:** Effective targeted assistance programs capitalize on strong support and coordination with regular education programs. This component emphasizes the value of creating a coherent and seamless educational program for at-risk students. This may include transitioning students from early childhood programs such as Early Reading First and others to provide a foundation for later academic success.

			<b>Priority Goal 1</b>	<b>Priority Goal 2</b>	<b>Priority Goal 3</b>	<b>Priority Goal 4</b>	<b>Priority Goal 5</b>
This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:	<b>Strategy 1</b>	Attendance Review	Implement Math Expressions	Focus on Diverse Learners			
	<b>Strategy 2</b>	Phone calls and letters	Create PLC	Use of technology			
	<b>Strategy 3</b>	Remind students and parents the importance of school					

Our school uses the following strategies to support and coordinate with the regular education program, in

The plan is refer to and utilized during grade level planning and faculty meetings to make sure plan is aligned with regular education program.



**NCLB AYP  
School Improvement Plan  
AYP Addendum**

**Identify Subgroups of students at your school that did not make AYP for the 2009-10 School Year**

**Address WHY prior School Improvement Plans did not result in the identified group(s) making AYP**

**Provide specific strategies that will enhance the academic performance of the subgroups not making AYP.**

<b>STRATEGIES</b>	<b>RESOURCES</b>	<b>TIMELINE</b>	<b>PERSONNEL</b>	<b>EVALUATION</b>
<b>Vertical planning with</b>	<b>MX Team, Books</b>	<b>Continous</b>	<b>MX Team and CF</b>	<b>MX Scores</b>
<b>Grade Level Planning in Math</b>	<b>Teams, Admin, and CF</b>	<b>Continous</b>	<b>CF</b>	<b>MX Scores</b>
<b>Quarterly Data Meetings</b>	<b>Benchmark data, MX</b>	<b>Quarterly</b>	<b>Teams, admin, CF</b>	<b>Benchmarks</b>

