



2019-2020 School Improvement Plan

Hillcrest School District



Hillcrest Elementary School
Principal: Shawn Rose
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Vision: *The vision at Hillcrest Elementary School is to prepare and motivate our students for a rapidly changing world by instilling in them critical thinking skills, a global perspective, and a respect for core values of compassion, integrity, respect, responsibility, and service. Students will have success for today and be prepared for tomorrow.*

School Community Core Values: *Building quality lives and strong communities through.... Compassion, Integrity, Respect, Responsibility, and Service*

Mission: *The Hillcrest Elementary faculty and staff will educate all children to their maximum potential in the least restrictive environment with emphasis on literacy and math. Hillcrest Elementary School will seek to create a challenging learning environment that encourages high expectations for success through developmentally appropriate instruction that allows for individual differences and learning styles. Our school will promote a safe, orderly, caring, and supportive environment. Each student's self-esteem will be fostered by positive relationships with students and staff. We strive to have our parents, teachers, and community members actively involved in our students' learning.*

ESSA Overview Score: 73.17 B

ESSA Data Review:

- Hillcrest Elementary School's overall ESSA index score for 2017-2018 decreased moving from 79.03 to 73.17
- Overall weighted achievement dropped in 2017-2018 school year with a score of 68.01 compared to the 2016-2017 score of 80.92.
- Overall value-added growth score dropped in 2017-2018 with a score of 79.69 compared to the 2016-2017 score of 81.48.
- Weighted achievement in Math was higher than Literacy . However , ELA had a higher value added growth score at 81.05 compared to Math at 78.6
- 2017-2018 Overall School Quality and Student Success score was 63.49 with Student Engagement at a score of 81.39, Reading on Grade Level at 50.43, and Science Achievement at 49.14.

Gaps:

- In Weighted Achievement by Subgroup:
*59.59 percent of the Economically Disadvantaged and 25 percent of Students with Disabilities scored at benchmark compared to 68.01 percent of the total population.
- In the area of Value-Added Growth, ELA had a higher score of 81.05 compared to Math at 78.6. However, more students met benchmark in Math.
- In Growth Scores by Subgroup:
* Subgroup growth scores were closer than Weighted Achievement. All students scored 79.69 compared to Economically Disadvantaged at 79.05 and Students with Disabilities at 79.23.
- There was a close correlation with Reading on Grade Level (50.43) and Science Achievement (49.14). This will be closely watched.

Needs:

- Implement close reading strategies and Science of Reading strategies in K-6
- Implement DOK 3 Level Instruction in all subject areas
- Close the gap in achievement with students with disabilities compared to all student population especially in Reading on Grade Level
- Increase the use of technical text to improve Science achievement

Goals:

- Hillcrest Elementary School will implement a culture of growth mindset.
- Teachers will provide students with support using Webb's Depth of Knowledge.
- Students will improve Math and Science proficiency in grades K-6 with a focus on problem solving, reasoning, and critical thinking skills.
- Students will improve ELA Readiness in grades K-6 with a focus on reading at grade level.
- Students will increase yearly attendance rate at the K-6 Grade Level.

Actions:

- Provide teachers with Depth of Knowledge support
- Provide time and support for teachers to disaggregate data and develop action plans for students
- Implement intervention programs in both literacy and math to target students' needs
- Reach out to local cooperative Science Specialist to work with teachers to build K-2 science curriculum
- Implement a plan of action to contact parents on the day a student is absent

Evidence-based interventions and practices implemented:

- Teachers will utilize common planning time to identify areas of strengths and weaknesses in student achievement based on interim and summative data. Using their findings, teachers will provide students with interventions to increase student achievement and to close achievement gaps in each subject or grade level.
- After school tutoring will be offered in Literacy and Math in grades K-6 to target individual needs of students.
- Summer school sessions will be offered to students falling below benchmark in Math and Reading.

- Teachers will devote more instructional time for hands-on learning , especially in the area of science, to build conceptual understanding in all subject areas. **Mystery Science** will aid in hands-on instruction and inquiry.
- A focus will be placed on increasing student attendance in order to increase student achievement and growth in each subject area. Students will be given goals to work towards. Students will be encouraged to be present in the classroom greater than 95% of the school year.
- Teachers will utilize Accelerated Reading 360/**STAR Reading** program to provide extra practice in reading.
- Teachers will utilize **IStation** instructional program in K-6 to provide practice in Reading and Math
- Splash Math will be utilized to meet individual instructional needs in Math.
- STAR Reading assessments along with ISIP monthly assessments will be utilized to monitor student growth in each grade level.
- **Dibels 8th Edition** system will be utilized in K-3 to monitor reading growth.
- **Guided Reading/Decodable Books** library will be updated and utilized based on students' needs, along with the implementation of **Story Works** in grades 3-6 to implement close reading and technical text.

Professional learning plan:

- Teachers will complete a professional needs assessment to help determine areas of needs for professional development offered during the summer and throughout the school year.
- Teachers will attend professional development as needed to target areas of weaknesses.
- Classroom teachers will begin training in the science of reading in order to attain proficiency.
 - ***Teachers in grades K-2, along with the school curriculum coach, will participate in 6 days of the RISE Academy at the local educational cooperative during the summer of 2019.**
 - ***Teachers in grades 3-6, along with the school curriculum coach, will participate in 3 days of the RISE Academy at the local educational cooperative during the summer of 2019 and 3 days during the summer of 2020.**
 - ***Special Education teachers will participate in 3 days of LETRS training and 3 days of training in phonological awareness, phonic-decoding, and phonics-encoding during the summer of 2019.**

- Elementary administrators will participate in the K-2 RISE Academy to attain proficiency in the science of reading during the summer of 2019 as the first step in becoming science of reading assessors.
- All non-core teachers will participate in Arkansas IDEAS facilitated sessions on campus during the summer of 2019 and 2020 in order to show awareness in the science of reading.
- 5th-6th Grade Math teacher will begin **AR Math QuEST** training in the summer of 2019 through our local cooperative.

Implementation timeline for monitoring of interventions and practices:

- Interventions will be monitored through interim assessment three times during the year , which includes ISIP for K-2. (September, December, April)
- Students in grades 3-6 will be assessed using the ACT Aspire interims twice to monitor growth (October and February).
- Students will participate in the ACT Aspire summative assessments each year to monitor student achievement.

Timeline and procedure for evaluation of interventions:

- Responsible for implementing plan will be Principal Shawn Rose and Leadership Team.
- Interventions will be evaluated during grade level team meetings bi-weekly and Leadership team meetings monthly.
- Plan will be reviewed and updated through the 2019-2020 school year.