

TITLE I, PART A SCHOOLWIDE PLAN	
Name of District/Building: Hilton Elementary School	Date: 2017/2018
Mission Through a responsible, respectful partnership between families, students, staff, and community the mission of Hilton Elementary is to provide a safe, positive, and challenging learning environment that sets high expectations for all students.	Vision "Together We Can"
COMPONENT #1: NEEDS ASSESSMENT	
PROCEDURES TO SUPPORT YOUR COMPREHENSIVE PLAN	
Plan	Demographics: Male 50%, Female 50%, Hispanic/Latino 54%, American Indian 4.5%, Asian .5%, White 36%, Two or More Races 5%, Free and Reduced Lunch 62%, SPED 11%, Transitional Bilingual 19%, Migrant 4%, Unexcused Absence Rate 0% Enrollment: October 2016 – 395 SBA Data (3 rd Grade) -2017: ELA – 62% Proficient, Math – 78% Proficient -2016: ELA – 61% Proficient, Math – 77% Proficient -2015: ELA – 39% Proficient, Math – 50% Proficient easyCBM Spring Benchmark -Kindergarten: Letter Sounds High Risk 19% -1 st : Reading Fluency 17% High Risk - 2 nd : Reading Fluency 7% High Risk -3 rd : Reading Fluency 13% High Risk
Do	By June 2018, the percentage of students at high risk for letter sounds and fluency will be reduced to 10% or less based easyCBM Benchmark Assessments.
Study	Strengths: New ELA Curriculum with Intervention Components, Best Practices Training, Instructional Coach Meetings, Weekly PLC Team Meetings. Challenges: Limited Para Support, No Team Common Preps
Act	-Build a school schedule that allows for consistent para support for classroom teachers -Provide professional development for both classified and certified staff on best practices -Collect and report data on intervention efforts.
COMPONENT #2: SCHOOLWIDE REFORM STRATEGIES	
PROCEDURES TO SUPPORT SCHOOLWIDE REFORM STRATEGIES	
Plan	Goals of Schoolwide Reform

	<ul style="list-style-type: none"> -Increase Overall Math Achievement (K – 2nd Grade: easyCBM CCSS Benchmark Assessment/3rd Grade: SBA Math Assessment) -Increase Overall ELA Achievement (K – 2nd Grade: easyCBM Lettersounds & Reading Fluency/3rd Grade: SBA ELA Assessment) -Increase Science Achievement and Full Transition to NGSS -Continue Technology/Character Education -Continue Efforts to Improve/Enhance Communicating With All Stakeholders
Do	By June 2018, the overall percentage of students in each grade level will increase Math and ELA proficiency by 5% based on easyCBM and SBA assessments.
Study	<p>Strengths: New ELA Curriculum with Intervention Components, Best Practices Training, Instructional Coach Meetings, Weekly PLC Team Meetings.</p> <p>Challenges: Limited Para Support, No Team Common Preps</p>
Act	<ul style="list-style-type: none"> -Build a school schedule that allows for consistent para support for classroom teachers -Provide professional development for both classified and certified staff on best practices -Collect and report data on intervention efforts.
COMPONENT #3: ACTIVITIES TO ENSURE MASTERY	
PROCEDURES TO SUPPORT YOUR ACTIVITIES TO ENSURE MASTERY	
Plan	<p>Goals of Activities to Ensure Mastery</p> <ul style="list-style-type: none"> -Provide fair appropriate interventions (tiered) for students not meeting grade level expectations -Provide character education for all students once a week -Provide transitional support for students at the beginning of each school year -Meet regularly with Crisis Management Team to address needs and concerns for high-risk students -Allow additional support for those students that meet with school counselor -Provide professional development support to all staff members (certified/classified) to support students through interventions and those not meeting grade level expectations -Provide further professional development with easyCBM to utilize data to progress-monitor every 2/3 weeks within the classroom for classroom based interventions -Utilize LAP list to track and monitor high-risk students across all grade levels in both ELA and Math
Do	<p>By June 2018, all HES staff (certified/classified) will receive professional development to support interventions by utilizing data from EasyCBM scores to close the achievement gap for all learners, specifically those that are identified as high risk.</p> <p>By June 2018, the HES crisis management team will meet regularly (once per semester) to identify and monitor students that are considered at risk.</p>

Study	<ul style="list-style-type: none"> -Continue to monitor and provide appropriate professional development for all staff members based on needs of staff/students -Monitor data from easyCBM assessments for students identified on LAP lists -Adjust curriculum pace, scope and sequence to meet the needs and demands of all learners, specifically those that are not meeting grade level expectations
Act	<ul style="list-style-type: none"> -Build a school schedule that allows for consistent para support for classroom teachers -Provide professional development for both classified and certified staff on best practices -Collect and report data on intervention efforts.
COMPONENT #4: COORDINATION AND INTERGRATION	
PROCEDURES TO SUPPORT YOUR COORDINATION AND INTEGRATION OF SERVICES	
Plan	<p>Goals of Coordination and Integration</p> <ul style="list-style-type: none"> -Utilize funds from Title 1, Part A to provide professional development for staff members (GLAD, transitional bilingual, instructional coaches, progress-monitoring) -Utilize funds from Title 1, Part A to maintain programs and curriculum that is focused on closing the achievement gap -Utilize funds from Title 1, Part A to plan implementation of appropriate interventions and support for all students, specifically those that are identified as high risk
Do	By June 2018, Title 1, Part A funds will used to provide appropriate academic support and interventions for all students, specifically those that are identified as high risk in ELA and Math, this will be measured by the overall increase in percentage growth on easyCBM benchmark assessments.
Study	<ul style="list-style-type: none"> -Continue to monitor and provide appropriate professional development for all staff members based on needs of staff/students -Monitor data from easyCBM assessments for students identified on LAP lists -Adjust curriculum pace, scope and sequence to meet the needs and demands of all learners, specifically those that are not meeting grade level expectations
Act	<ul style="list-style-type: none"> -Build a school schedule that allows for consistent para support for classroom teachers -Provide professional development for both classified and certified staff on best practices -Collect and report data on intervention efforts.

Sample Plan Illustrating How to Combine Funds in Schoolwide Plan

These are the programs commonly combined in a Schoolwide Plan.

This is not the only set of program funds that may be combined.

Program	Amount Available	How the Intents and Purposes of the Program will be Met
Basic Education	\$1,719,026	<p>To provide all students with instruction aligned to grade level specific state standards including differentiation and enrichment services as needed.</p> <p>Basic education funds are combined to support the activities listed above. Examples include: classroom teachers, textbooks, supplemental materials, supplies, equipment, technology, staff development, and substitutes.</p>
Title I, Part A	\$269,477	To provide all children significant opportunity to receive a fair, equitable, and high quality well-rounded education, and to close educational achievement gaps.
Title II, Part A	\$33,118	Preparing, training, and recruiting effective teachers, principals, or other school leaders.
Title III	\$17,855	<p>To ensure that limited English proficient (LEP) students, including immigrant children and youth, develop English proficiency and meet the same academic content and academic achievement standards that other children are expected to meet.</p> <p>Funds are used to implement language instruction education programs designed to help LEP students achieve these standards.</p>
Learning Assistance Program (LAP)	\$100,000	To coordinate the use of state Learning Assistance Program (LAP) revenue as long as it can be shown services are provided only to students who have not met annual measurable objectives or are at-risk of not meeting state/local graduation requirements
Local funds		Local levy revenue may be combined in schoolwide programs.
Total	\$2,139,476	

Hilton Elementary School Funding Matrix

Program	Amount Available	How the Intents and Purposes of the Program will be Met
Basic Education	\$2,026,828	<p>To provide all students with instruction aligned to grade level specific state standards including differentiation and enrichment services as needed.</p> <p>Basic education funds are combined to support the activities listed above. Examples include: classroom teachers, textbooks, supplemental materials, supplies, equipment, technology, staff development, and substitutes.</p>
Title I Part A	\$183,059	To provide all children significant opportunity to receive a fair, equitable, and high quality well-rounded education, and to close educational achievement gaps.
Title II Part A	\$20,170	Preparing, training, and recruiting effective teachers, principals, or other school leaders.
Title III	\$3,873	<p>To ensure that limited English proficient (LEP) students, including immigrant children and youth, develop English proficiency and meet the same academic content and academic achievement standards that other children are expected to meet.</p> <p>Funds are used to implement language instruction education programs designed to help LEP students achieve these standards.</p>
Learning Assistance Program	\$67,287	To coordinate the use of state Learning Assistance Program (LAP) revenue as long as it can be shown services are provided only to students who have not met annual measurable objectives or are at-risk of not meeting state/local graduation requirements
Total	\$2,301,217	

