

**SCOTT COUNTY PUBLIC SCHOOLS**  
**Every Student Succeeds Act of 2015**  
**Hilton Elementary Title I Schoolwide Plan**

**]Division Name:** Scott

**School Name:** Hilton Elementary

**Date:** August 30, 2019

**Select One:** ☐ **Initial Plan**

☐ **Revision**

Title I schools implementing schoolwide programs are required to develop schoolwide plans in accordance with Section 1114(b) of the *Every Student Succeeds Act of 2015* (ESSA). Guidelines for plan development include the following:

- The plan should be developed with the involvement of:
  - Parents;
  - Other members of the community to be served;
  - Individuals who will carry out the plan, including teachers, principals, other school leaders, administrators, paraprofessionals present in the school;
  - The local education agency;
  - To the extent feasible, tribes and tribal organizations present in the community; and
  - If appropriate
    - Specialized instructional support personnel;
    - Technical assistance providers;
    - School staff; and
  - If the plan relates to a secondary school, students and other individuals determined by the school;
- The plan should be available to the Local Educational Agency (LEA), parents, and the public; information in the plan should be in an understandable and uniform format and, to the extent practicable, provided in a language that parents can understand; and
- If appropriate and applicable, the plan should be developed in coordination and integration with other federal, state, and local services, resources, and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111(d).

The ESEA requires four components to be included in the schoolwide plan. The template below provides a framework that may be used to develop and/or update a schoolwide plan. For each component, the narrative section in the template should be completed in sufficient detail to document

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how the component has been thoroughly and thoughtfully addressed. Schoolwide plans should be reviewed annually and revised as necessary to promote continuous improvement and to reflect the school's initiatives to upgrade the entire educational program of the school.

To maintain focus, eliminate duplication of effort, and promote comprehensiveness, schools should operate under a single plan if at all possible. A school that already has a plan for school improvement might consider amending it, rather than starting over, provided that the existing plan was based on a comprehensive needs assessment and can be revised to include the four required schoolwide components. This template can be used by schools with existing Indistar® plans to reference indicators and tasks in the Indistar® plan that related to the schoolwide components.

**Directions: Complete each of the four components by following these steps:**

- Access the Title I Schoolwide Plan template on the [Title I web site](#).
- Provide a narrative response that describes how the school has addressed the requirements for each component; and
- Submit the plan as directed by your LEA Title I Coordinator.

**Resources:**

Schoolwide program resources, including USED guidance on *Designing Schoolwide Programs*, *Supporting School Reform by Leveraging Federal Funds in a Schoolwide Program*, and *Title I Fiscal Issues*, can be accessed at the [Title I website](#) under Guidelines and Procedures/Federal Guidance.

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**Stakeholders:**

List the name and title of each stakeholder who participated in developing this plan.

<b>Name of Stakeholder</b>	<b>Title</b>
Kelsey Taylor	Principal
Sarah Medukas	Assistant Principal/Title
Sandy McMurray	Title
Amy Wettack	Reading Specialist
Stacie Jenkins	Math Specialist
Renee Light	Classroom Teacher
Alison Falin	Special Education
Gayle Ervin	Librarian
Shannon Horton	Parent

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**Component 1 §1114(b)(6):**

A comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging state academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging state academic standards and any other factors as determined by the local educational agency.

Evidence: A systematic effort involving multiple stakeholders to acquire an accurate and thorough picture of strengths and weaknesses of the school community, thus identifying student needs through a variety of information-gathering techniques. A data analysis summary must be included which incorporates benchmarks used to evaluate program results. The results of your data analysis must guide the reform strategies that you will implement to improve instruction for all students.

**Narrative:**

Hilton Elementary has high standards for academic achievement for all students. We have approximately 145 students in grades PreK-6. In 2018-2019 our students met and exceeded expectations for SOL Testing. These high achieving scores are directly tied to the hard work put forth by our staff. We will continue to provide a strong core curriculum that is aligned with the VA state curriculum in an effort to improve educational achievement.

**Performance in 2018-2019**

**State Accreditation Status: Fully Accredited**

<b>Subject:</b>	<b>Accreditation Benchmark</b>	<b>2018-2019</b>
English	75%	96%
Math	70%	100%
Science	75%	92%

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**Reading Focus:** We will have continued differentiation of instruction for all levels of learners. There will be remediation and interventions for below grade level readers. This year our reading specialist will have more time to work with students to help students improve reading skills. It has been determined by all stakeholders that reading is a weakness especially in our subgroup of special education. During the Spring 2018 testing Special Education Reading was identified as a weakness for HES. We received a 75% pass rate in reading. However, in mathematics we received 100%. We will focus on improving this subgroup for the school year.

**Math Focus:** We will utilize benchmark testing to guide discussions about data for students and implement remediation for areas of weakness across grade levels. This year we have a math specialist in the building that will work with at risk students in all grade levels to help build mathematical concepts.

**Budget Implications:**

Click or tap here to enter text.

**Benchmark/Evaluation:**

The assessment tool that was used to determine strengths/weaknesses were the SOL Test.

**Component 2 §1114(b)(7)(A)(i):**

Provide a description of schoolwide reform strategies that provide opportunities for all children, including each of the subgroups of students (as defined in section 1111(c)(2)) to meet the challenging state academic standards.

Evidence: Scientifically-based research strategies based on identified needs and designed to raise the achievement level of all students on content standards. Provide information on how the selected strategies will increase student achievement in underperforming subgroups, if applicable. Include a description of how the reform strategies will be evaluated for effectiveness.

**Narrative:**

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During the Spring 2018 testing Special Education Reading was identified as a weakness for HES. We received a 75% pass rate in reading. However, in mathematics we received 100%. We will focus on improving this subgroup for the school year.

**Strategies to Improve Subgroup:**

- Education Galaxy will be used on chrome books for test practice in reading grade 3-6.
- House template for writing will be used in grade 1-6 English to improve writing and grammar.
- SPED teacher and reading teachers will collaborate both in person and using google docs to share lessons and plan collectively.
- SPED teacher will team teach in grade 3-6 reading for lesson introduction and then pull sped students for reteaching and practice.
- Team time will be provided for 30 minutes daily for students to receive additional remediation from SPED or Title Teachers.
- IA achievement will be used for all classroom based assessments. Data from assessments will be used to guide instruction in the classroom and during team time.
- Students with significant skill gaps will be pulled for remediation to fill those gaps by Title I, Principal, Assistant Principal, and a Reading Specialist.
- An After School will be provided 5 days a week for students to receive extra help from highly qualified teachers to improve reading skills.

**Budget Implications:**

**Benchmark/Evaluation:**

By May 2019 the pass rate for special education reading will be 78% or higher measured by the SOL assessment.

**Component 3 §1114(b)(7)(ii):**

Provide a description of schoolwide reform strategies that use methods and instructional strategies that strengthen the academic program in the school; increase the amount and quality of learning time; and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

Evidence: Scientifically-based research strategies or activities that strengthen and enrich the academic program by: extending the school day; embedding reading and/or mathematics curricula into other instructional areas; or other strategies as appropriate. Include a description of how the reform strategies will be evaluated for effectiveness.

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**Narrative:**

**HES will provide a strong elementary core academic program that is aligned with county and state SOL curricula goals for instruction at each grade level. Students will receive classroom instruction in flexible/tiered groups and whole group settings. We utilize the classroom teacher, reading specialist, math specialist, para-professionals, special education teacher, and librarian**

- HES incorporates the use of research based direct instruction interventions for students entering Kindergarten and uses the data gathered to adjust that instruction to accelerate and provide remediation students as needed. All students requiring interventions in reading for grades 1-3 are identified . Once identified, the students receive their intervention and are taught content related standards from appropriate remediation specialist. Teachers collaborate on a daily basis analyze student performance data, to monitor the interventions and the success on content related assessments to guide instructional planning. Administration meets weekly with the Title I, reading and math specialists to monitor at-risk students that are receiving interventions.
- The Math specialist meets with each grade level monthly to analyze student performance data to monitor the interventions and the success on content related assessments to guide instructional planning and make adjustments to interventions as needed. Administration meets weekly with the math specialists to monitor at-risk students receiving intervention.
- The master schedule will be developed each year to maximize learning time. Transition times will be kept to a minimum as will movement out of the classroom when possible. Common planning time for grade levels will be part of the schedule this will allow for not only common planning but regular reading and math meetings. All support paras are assigned to work in classrooms throughout the instructional day and are supervised by the classroom teacher and the reading and math specialists.

**Budget Implications:**

Click or tap here to enter text.

**Benchmark/Evaluation:**

PALS data, Benchmark Testing, Unit Assessments, K Readiness Testing, SOL data

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**Component 4 §1114(b)(7)(iii):**

Provide a description of schoolwide reform strategies that address the needs of all children in the school, but particularly the needs those at risk of not meeting the challenging state academic standards, through activities which may include—

- Counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas;
- Preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools);
- Implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.);
- Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high-need subjects; and
- Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs and, if programs are consolidated, the specific state educational agency and local education agency programs and other federal programs that will be consolidated in the schoolwide program.

Evidence: Scientifically-based research strategies or activities such as student support services; behavior intervention systems; tiered systems of support; teacher recruitment and/or retention activities; or other activities as appropriate. Include a description of how the reform strategies will be evaluated for effectiveness.

**Narrative:**

**Counseling/Mental Health:**

**Guidance:**

Each grade level has classroom guidance. Preventative skills are taught to all the students. The guidance counselor also provides small group and individual counseling at the request of the teacher, parent, or administration throughout the year. The guidance department also coordinates all services provided from outside services and agencies.

**Post-Secondary/Workforce:**



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#### **Major Clarity**

Major Clarity is a career planning portfolio program available to all 6th grade. . To prepare for Major Clarity, students in the elementary grades are introduced to the sixteen career clusters and begin a portfolio that helps them identify their interests in future careers and to assist them with career readiness. This portfolio will follow students to middle and high school. This is lead by guidance counselor and principal.

#### **Middle School Tours**

Sixth grade students are given the opportunity to tour the middle school they will be attending the spring before their seventh grade year. This allows students to become familiar with the building layout, meet potential teachers/administrators, and provide an insight on future course offerings.

#### **Preschool Program**

HES has a preschool program that is part of the Virginia Preschool Initiative. Preschool programs provide valuable educational services to our community preschoolers and are highly valued by the Hilton community. Preschoolers receive transportation to and from school. We have a night for parents and preschoolers in the community to meet the teacher. The teachers present information about the program, food services, and transportation. They also go over the benefits of our after school program.

#### **After School Program**

HES has an after school program to help all students. However, we have used this program as a way to help at risk students close gaps. It has taught every afternoon by highly qualified teachers for 2 hours During the time they work on homework, remediation, and enrichment activities.

#### **Professional Development**

Ongoing staff development using research based strategies that will assist instruction staff and paraprofessionals in meeting the needs of diverse learners in the classroom.

#### **Budget Implications:**

Click or tap here to enter text.

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**Benchmark/Evaluation:**

Classroom observations, SOL Data, PALS data, Benchmark Testing, K Readiness Testing