

School Goals

Health - Focus on Peacebuilder and Marvin and Jessie life skills strategies. Our goal is to continue to improve the safety and atmosphere of peace and acceptance for all in our school.

Health - Improve the physical fitness of students and staff through physical activity and proper nutrition.

Reading - Increase the number of students proficient on the CRT's by 5% in Language Arts at each grade level. This will be done through the implementation of effective Tier 1 instructional strategies.

Writing - We plan to increase student writing skills as measured by the CRT and the 6th grade Direct Writing Assessment in the areas of fluency, revisions, and use of conventions.

Math - Increase the number of students proficient on the Mathematics CRT by 5% at each grade level. This will be done through the implementation of effective Tier 1 instructional strategies.

Trust Lands

A) ESTIMATE the total amount that will be expended from the Trust Lands budget by June 30, 2008.

28136.07

B) Briefly report how the school is implementing the 2007-2008 Academic School Plan and how the School LAND Trust money is being spent.

During the 2007-2008 School year we spent about one third of the Trust Lands money for an Americorps match grant to hire a reading tutor for grades 4-6. The Americorps tutor has also implemented a volunteer tutoring program and coordinated volunteers and a literacy night activity. We spent about \$16,000 on Interactive white boards and related technology. The remainder of the expenditures have been for reading materials and inservice of faculty.

C) For next year, describe specific steps and actions that will be taken to help students achieve each academic goal.

As a faculty we will focus on improving classroom instruction to ensure that each child receives quality instruction. We will focus primarily on the language arts, mathematics and writing instruction. Grade level teams will be coordinating instruction with curriculum mapping and using periodic, and common assessments, such as DIBELS, quarterly benchmark assessments (UTIPS), and Houghton-Mifflin language arts assessments as well as CRT results from the previous spring testing.

Our intent is to provide outstanding Tier I explicit instruction in every classroom and then to assist students that are in need of additional instruction through one-on-one and small group tutoring from Title I Tutors and Reading Teachers. Additional interventions will also be implemented by grade level teams as they use common assessments and collaboratively incorporate effective teaching strategies to help these students. Our Local Case Management team will provide strategies and support to teachers seeking additional academic and/or behavioral support for specific students.

Having used Robert Marzano's "Classroom Instruction that Works" as a guide to effective instruction, we will focus on improving classroom management using Rick Smith's "Conscious Classroom Management" as a focal point for our study and work. We will increase our ability to reach all students by usign the principles presented in "How to Differentiate Instruction in Mixed-Ability Classrooms," by Carol Ann Tomlinson.

D) Which beginning and ending measurements will the school use to measure progress next year towards each goal?

Data to be gathered to report progress on goals:

*DIBELS (trimester benchmarks)
UTIPS Benchmarks (Language Arts & Mathematics)
Stanford Diagnostic Reading Tests
CRT Testing (as a general indicator of progress)
Iowa Test of Basic Skills (a general indicator of progress)*

Davis District is planning to have a "Dashboard" program available to help retrieve, correlate and analyze testing data.

E) If the actual distribution next year is more than the estimate, how will the school expand progress towards goals with an increased distribution?

For purchase of more interactive whiteboard technology and the creation of a leveled reader library from which students, teachers and parents can benefit.

F) For next year's Trust Lands budget, please explain any planned expenditure in General Supplies.

General supplies will include: Individual student white boards, markers and erasers, supplemental leveled readers for all grades trade books to be given as incentives during Literacy night activities, and other uses to promote and improve student learning as it relates to our academic, community and technology school goals.

G) If Trust Lands carry over for 2008-2009 will be more than one-third of the funds received, please explain.

Not applicable

H) If Land Trust funds were used to acquire matching grants or donations, please explain.

We used Trust Lands money to match an Americorps grant for a reading teacher. The match was a 60/40 match (Americorps paying 60%). Our share was 7500, they paid 11,250.

I) For question H, type the amount of matching funding acquired without a \$ sign.

11,250

J1) How will the plan and results be publicized to your community?

- 1. School Improvement Plan is discussed in School Community Council and PTA Board meetings.*
- 2. Links to the School Improvement Plan are added to the school website.*
- 3. Key components of the School Improvement Plan are sent home in the school newsletter along with the website address for parents to access the entire plan.*

J2) To be deleted. Do NOT answer: Describe how the plan and results will be publicized to the community.

NA

K) Which public officials will be sent a letter about the impact of Trust Lands funding on student learning?

*Ms. Cheryl Werven: Davis County School Board
Mr. Greg Bell: Utah State Senator*

L) Has the School Community Council been shown the video "Using the Trust or the new DVD "A Matter of Trust"?

Yes, "A Matter of Trust" was shown on 4 October, 2007, by Mr. Paul Bryner

M) Does your community council meet at least 6 times per year?

Yes. We meet monthly, August through May

N) Report measurements of student improvement.

Through the effective implementation of our SIP plan including effective instruction in every classroom and small group and individual instruction, students in all groups except students with disabilities made sufficient progress to make AYP under the UPASS accountability system. The total

Trust Lands

school progress score in math on the UPASS accountability system was 196 where 190 denotes proficiency. This was a total school increase of 2%.

Language scores showing strengths included our Hispanic subgroup which performed 3% higher than the district average and 7% higher than the state average. Our economically disadvantaged students performed the same as the district average and 5% higher than the state average.

Math scores improved generally with several subgroups making outstanding progress. African American students scored 68% while the district and state averages were at 50% and 58% respectively. Hispanic students increased from 48% the previous year to 74% compared to a district and state average of 57% and 56%. LEP students moved from 54% proficient to 67% proficient compared to 59% district and 51% state. Finally students with disabilities moved from 44% to 50% compared to 51% for district and 49% for state.

Science progress score for the school was 212 where 190 was the cut off for proficient vs. non-proficient.

Integration of Technology

A) School Technology Leader

Jackie Probert

B) How will technology be integrated in instruction to support reading, writing, math, science and/or other school goals?

- 1. Teachers will increase their own personal technology skills and will participate in staff development based on their own needs. Additionally, 9 cadre members will participate in training and integration of the ILS program with students.*
- 2. Each class will have age appropriate calculators for student use.*
- 3. Teachers will use UTIPS (Utah Test Item Pool Samples) to prepare students for CRT's.*
- 4. Teachers will increase use of technology in their individual classroom through use of the ILS to support reading and math instruction, and publishing of student writing.*
- 5. Teachers will incorporate materials provided by the lab manager to achieve core keyboarding standards.*
- 6. Students will use computers for writing drafts, revising, and producing final papers. Students will use the Internet for research and word processing to write classroom reports.*
- 7. Teachers will use interactive whiteboards, student response systems, and audio (sound) enhancement systems to engage learners in the Language Arts, Mathematics, and Science.*

C) In addition to item B, what other areas of instruction will be enhanced through the use of technology?

Not Applicable

D) What professional development will be provided to further the integration of technology into the instructional process described in C?

- 1. Additional teachers will participate in training for the implementation of the ILS (Computer-based Integrated Learning System and those who are already trained will continue implementation practices.*
- 2. All teachers will continue to use the DESK Report training and communicate regularly with parents concerning the progress of student growth.*
- 3. Teachers will increase the use of technology in their individual classrooms. They will increase their own personal technology skills and will participate in staff development based on their own needs.*
- 4. Those teachers who do not currently have a website will participate in additional website training, which will be held at the school.*
- 5. Training in the use of interactive whiteboards, personal response systems, and audio enhancement will be provided.*

E) Is the school web site current and available to parents and patrons?

Yes. Over the last year we averaged over 800 visits to our web page each month and currently average about 40 visitors per day, with over 100 page views per day).

F) What percent of teachers have a current web page available to parents? If not 100%, explain what is being done to get to 100%.

97% of our teachers have a current web page. We have 9 new teachers that have been trained and assisted in the set up of their web pages this school year. By November 2008 we would expect that 100% of our teachers will have pages. We will also encourage the rest of the faculty to update and improve their pages while providing our Tuesday morning weekly support and training to do so.

G) What percent of teachers have a school phone in their classroom? If not 100%, explain what is being done to get to 100%.

100% have a phone in their classroom. The remainder have been purchased and we are waiting for installation.

H) List all of the planned technology purchases (hardware and software) that support parts B-G above.

- 1. Purchase of 5 new interactive whiteboards, interactive pads, and LCD projectors.*
5 InterWrite Boards (\$8,385.00)
5 InterWrite Pads (\$2,360)
5 Epson 822p LCD Projectors (\$4315)
- 2. Purchase of 8 audio enhancement systems (\$12,240).*
- 3. Purchase of interactive math software for interactive whiteboards (\$500).*

Additional funds, aside from TAP and matching funds, will come from our school fundraisers (Gold C and Sally Foster), Title 1 Funds, and Trust Lands.

School Improvement Plan

A) Site Test Coordinator/Data Coordinator

Katrina Spangenberg

B) Name any others with specialized duties related to making progress on the School Improvement Plan.

JSSC:

Sharon Moore, K (Chair)

Kathleen Dickinson, 1

Natalie Phillips, 2

Daniel Etcheverry, 3

Debbie Anderson, 4

Dan Hansen, 5

Sherry Hammond, 6

Katrina Spangenberg, SpEd

Lisa Brown, DEA

Ila Pay, Classified

Denise Robins, Classified

C) Does your community council participate in developing and implementing the School Improvement Plan as required by law? Explain.

1. Parents, community representatives, teachers and administration were involved in the drafting and revision process of the School Improvement Plan. They will continue to be involved annually to review progress made and implement changes to the plan.

D) Provide a data-based report of progress on each of last year's goals.

2006-07 Goal: To increase student reading skills through the use of research based practices.

Progress on 2006-07 Goal: Through the use of the Houghton Mifflin reading strategies, small group and individual tutoring, and effective elements of instruction, students in grades 2, 3, and 4 improved significantly in percentage of students proficient in Language Arts. Grade 5 remained the same and grades 1 and 6 showed a decrease from the previous year.

2006-07 Goal: To improve student math skills with an emphasis on problem solving and computation skills.

Progress on 2006-07 Goal: Students in grades 2, 3, and 4 increased in the percentage of students proficient in Mathematics. Grades 1, 5, and 6 showed a decrease in the number of students proficient. Grade 1 decreased in number sense from 81.3% to 78% and in reasoning from 87.1% to 81.9%, grade 2 increased from 77.1% to 70.6% in number sense and from 83.1% to 89.1% in reasoning mathematically, grade 3 increased from 75.2% to 76.1% in number sense and increased from 72% to 79.3% in reasoning, grade 4 increased from 64.7% to 74% in number sense and from 71.8% to 74.8% in mathematical reasoning, grade 5 decreased from 51.9% to 42.3% in number sense and from 58.7% to 53.7, and grade 6 decreased in number sense from 70.8% to 52.2% and in mathematical reasoning from 72.9% to 48.1%.

E) Report progress on the achievement of each sub-population in the areas of Language Arts, Math, and Science.

Hill Field Elementary students in grades 3-6 exceed the state proficiency goals for 2007 in both Language Arts and Mathematics.

According to the latest AYP (Annual Yearly Progress) data available, African American students showed a 3% increase in Language Arts and a 1% increase in Mathematics. Hispanic students decreased 11% in Language Arts and 17% in Mathematics. Economically disadvantaged students increased 8% in Language Arts and 4% in Mathematics. LEP (Limited English Proficient) students decreased 9% in Language Arts and stayed the same in Mathematics (64% proficient). Students with disabilities improved 5% in Language Arts and 4% in Mathematics.

F) Identify current needs for improvement on specific standards, in any or all of the following areas: Language Arts, Math, Science.

As measured by the Language Arts CRT, we have the need to increase in vocabulary, comprehension, and writing. Mathematics skills and concepts that need improvement are probability, making predictions, fractions, number sense and math literacy.

G) In what ways can the district further support your school in achieving the school's educational goals? Be specific.

- 1. Make special considerations for Title 1 schools.*
- 2. Finish implementation of automated data access ("Dashboard") for school administrators.*
- 3. Focused staff development for specific school needs.*

H) Identify research-based strategies that will be used to help students in all subgroups progress &/or become proficient in language, math & science.

- 1. Best practices, as outlined in the Houghton/Mifflin reading series will be used to teach research based strategies to improve reading. These strategies include predicting, clarifying, questioning and summarizing.*
- 2. Strategies for assessment and remediation will be used to identify and meet the needs of at risk students in reading and math.*
- 3. ESL students will be assigned to an ESL endorsed/authorized teacher and receive help from an ESL tutor.*
- 4. All students will be taught to use higher-level thinking/reasoning skills.*
- 5. The School-wide Enrichment Model will facilitate the needs of those students identified as gifted/talented. Activities will provide accelerated motivation and practice in higher-level thinking skills.*
- 6. Cooperative learning will be used to provide hands-on learning experiences.*
- 7. Students not yet proficient in Reading and Math will receive additional interventions through classroom teachers, Title I Tutors, Reading Teachers (K-6), Trust Lands Reading Specialist (4-6), Reading Coaches, ILS software, and district support staff.*
- 8. Volunteer programs will be established to reinforce reading fluency, application of math skills, and other strategies taught in the classroom.*
- 9. Staff development and team collaboration will focus on effective instructional practices.*

I) How will reteaching & enrichment improve literacy (including math language comprehension), math, & science learning, and customer service?

- 1. The school community council, PTA, School Administration, and Teachers will work together to build classroom collections of leveled readers so students can be immersed in print rich environments.*
- 2. Hands on materials will be used in each classroom to teach math concepts. The school community (Administration, Dist. Math Supervisor, School Community Council, PTA, and JSSC) will work to provide needed manipulatives and calculators for teachers.*
- 3. Volunteers will provide additional opportunities for student support in reading and math.*
- 4. Parents will be provided with materials and methods to support the school's fluency interventions.*
- 5. A variety of assessment techniques will be used to determine student performance levels and facilitate data-based planning and instruction. This*

School Improvement Plan

process will include both formal and informal assessments.

6. The use of the reading teacher, the reading coach, and the special ed. teacher will be used as determined based upon individual assessment.

7. Students will participate in the ILS program to support classroom instruction and build skills.

J) What does your school do to help preschool children transition into elementary school?

1. Kindergarten Orientation for students and parents. (Spring prior to Kindergarten enrollment.)
2. Kindergarten Picnic (August --about 1 week before school starts.)
3. Coordination with district transition team for pre-school children with special needs.
4. Kindergarten Pre-Assessment -- shared with parents at Fall SEP's. (This one was suspended this year but hopefully will return again next year.)
5. Pre-school and Head Start programs provided.
6. Early literacy screening for full-day Kindergarten program.

L) What interventions will be used with students who have an attendance problem?

1. The teacher will initiate contact with the parent to determine the cause of the absences and/or tardies.
2. The teacher may request a conference with the guardian of the child either by phone or at school.
3. The teacher will notify the principal or assistant principal of their concern.
4. The administrator will notify the parent in writing that they are at risk of receiving a truancy citation if the situation is not resolved.
5. The administrator will contact district student services for assistance in the matter.
6. The administrator may issue a truancy citation.

M) What interventions will be used with students who may not graduate on time?

1. The teacher will initiate contact with the parent to determine the cause of the absences and/or tardies.
2. The teacher may request a conference with the guardian of the child either by phone or at school.
3. The teacher will notify the principal or assistant principal of their concern.
4. The administrator will notify the parent in writing that they are at risk of receiving a truancy citation if the situation is not resolved.
5. The administrator will contact district student services for assistance in the matter.
6. The administrator may issue a truancy citation.

N) What will be done to ensure a learning environment that is safe and conducive to learning?

1. Faculty and staff will support, instruct and enforce the district Safe Schools policy.
2. Building and grounds will be maintained appropriately.
3. Students will be taught respect for others, as well as, school property.
(Peace Builders, Marvin & Jesse character education, Olweus Bullying Prevention)
4. School rules and district Safe Schools Policy will be discussed and prominently displayed.
5. Faculty and Staff will be examples of appropriate behavior.
6. Safe school policy is provided annually in book form to parents and students.
7. Administration visits classes several times during the year to describe and discuss safe schools policies.

O) Outline the "research-based" professional development activities that will be implemented to support each of your school's goals.

1. Bi-monthly faculty presentations will focus on research-based instructional practices.
2. Grade-Level Teams will align the language arts and mathematics curriculum with state core objectives.
3. Common assessments will be used school-wide to track progress, growth, mastery of concepts, and effective teaching.
4. Opportunities for endorsement will be provided through the District and teachers will be encouraged to participate in ESL endorsement classes.
5. The district reading coach and district math specialists will train teachers on best practices for improvement in writing conventions, math problem solving, and reading instruction.
6. AIMS training (Accommodations, Interventions, Modifications) will be provided to faculty to help facilitate the identification of students at risk.
7. Teachers will receive opportunity to access district technology training.

P) What professional development opportunities will you provide to meet the diverse learning needs of all students?

1. ESL endorsement classes provided by the school district.
2. Ongoing support in using the Houghton/Mifflin reading series targeting students of all ability levels.
3. District and State inservice opportunities for integration of the core, as well as a focus on differentiated instruction in faculty meetings.
4. Gifted and Talented courses offered by the state.
5. Multi-cultural awareness classes.
6. Technology days provided to all faculty/includes their substitute.
7. Appropriate professional development opportunities to enhance instruction in math problem solving and computation.
8. Training for and implementation of the ILS program.

Q) How will you utilize your Quality Teaching Days to ensure that the school's professional development plan is supported and sustained over time?

Activities will be scheduled for that day to address the needs of our student population that are consistent with our school professional development plan.

These activities may include, but are not limited to:

1. Professional development as listed previously
2. Grade level curriculum mapping
3. Reviewing relevant statistical data to develop grade-level plans to address student needs
4. Reviewing relevant statistical data to develop learning objectives and strategies for addressing the academic performance of at-risk students,
5. Team-building activities
6. Developing ways to more effectively communicate with parents and peers.

R) Describe how your school's professional development plan aligns with school & district goals in literacy, math, science, and/or customer service.

Hill Field's goals support the district by assessing the educational progress of students, delivering effective, standards-based instruction, enhancing instructional technology, providing a safe learning environment for students, and teaching students respect for others. We will work toward the

School Improvement Plan

education of the entire child including all aspects of the curriculum as well as the physical, social and emotional well-being of each child.

S) List the number of teachers who show "No" for highly qualified assignment.

None

T) What is the plan and timeline to ensure that teachers will become highly qualified for their respective assignments?

Not applicable

Title I Schoolwide Plan

A) Site Test Coordinator

Katrina Spangenberg

B) Name any others with specialized duties related to making progress on the School Improvement Plan.

JSSC:

Jackie Probert, K

Kathleen Dickinson, 1(Chair)

Bonnie Kent, 2

Daniel Etcheverry, 3

Debbie Anderson, 4

Jim Haggety, 5

Debbie Samples, 6

Katrina Spangenberg, SpEd

Carol Adams, DEA

Kristine Barneck, Classified

Denise Robins, Classified

School Leadership Team:

Paul Bryner, Principal

Kathleen Dickinson

Dan Etcheverry

Debbie Anderson

Katrina Spangenberg (Chair)

C) Has the school community council been involved in development of the school improvement plan as required by law?

Yes, our community council has been involved as required by law.

D1) Provide a data-based report of progress/improvement on each of last year's educational goals.

2007-08 Goal: To increase student reading skills through the use of research based practices.

Progress on 2007-08 Goal: Through the use of the Houghton Mifflin reading strategies, small group and individual tutoring, and effective elements of instruction, students in all groups except students with disability made sufficient progress to make AYP under the UPASS accountability system.

2007-08 Goal: To improve student math skills with an emphasis on problem solving and computation skills.

Progress on 2007-2008 Goal: The total school progress score in math on the UPASS accountability system was 196 where a progress score of 190 denotes proficiency. This was a whole school increase of 2%.

D2) Report progress on the achievement of each sub-population in the areas of Language Arts, Math, and Science.

Language scores showing strengths included our Hispanic subgroup which performed 3% higher than the district average and 7% higher than the state average. Our economically disadvantaged students performed the same as the district average and 5% higher than the state average.

Math scores improved generally with several subgroups making outstanding progress. African American students scored 68% while the district and state averages were at 50% and 58% respectively. Hispanic students increased from 48% the previous year to 74% compared to a district and state average of 57% and 56%. LEP students moved from 54% proficient to 67% proficient compared to 59% district and 51% state. Finally students with disabilities moved from 44% to 50% compared to 51% for district and 49% for state.

Science progress score for the school was 212 where 190 was the cut off for proficient vs. non-proficient. Overall, the percentage of students meeting proficiency on the 4th, 5th, and 6th grade science test has increased 6% this year, from 57% of students being proficient to 63% meeting proficiency. There was significant growth in many sub-groups, with the number of female students meeting proficiency increasing 11%, males 2%, African-American students 33%, Hispanic students 3%, and LEP students increasing 18%. Low income and not low income students also increased 3% and 7% respectively. Growth occurred as the average score for our 5th grade students grew 4% while the district grew 0.4%. 6th grade students averaged 12% growth while the district average grew 2.5%.

D3) Identify the need for improvement including standards (results/findings) for all subgroups in language arts, math, and science.

Looking at proficiency in language in specific subgroups for students that are currently at Hill Field Elementary, the percent not proficient in each subgroup is as follows: Pacific Islanders - 20%, Hispanic - 21.4%, Caucasian - 28.8%, African American - 46.7%, Asian - 57.1%, Students with Disabilities - 68.4%, Limited English Proficient - 50%, Economically Disadvantaged - 32.7%.

In Math non-proficient by group is as follows: Pacific Islanders - 30%, Hispanic - 33.3%, Caucasian - 31.5% African American - 40%, Asian - 42.9%, Students with disabilities - 55.3%, Limited English Proficient - 66.7%, Economically Disadvantaged - 31.8%.

In Science the only sub-group with a growing number of students non-proficient are Pacific Islander students. 50% (2/4) of students were proficient in 2006, and only 25% (1/4) proficient this year. Overall, our average score on the 4th grade science test dropped 4% while the district average dropped 1%.

D4) What are the identified strengths/needs of teachers?

Strengths:

The teachers at Hill Field Elementary are generally a very young but diverse group matching our student population well. They deliver Tier 1 Instruction in their classrooms which includes: explicit instruction, modeling, guided practice, independent practice, and progress monitoring. The Local Case Management Team is valuable in helping teachers develop interventions for individual students who experience difficulty. There are two staff members who are fluent in Spanish, enhancing communication with our Hispanic population. We also have staff members who speaks

Title I Schoolwide Plan

Chinese, Tagalog and Italian. Our resource team supports our Tier 2 and 3 students along with 1.5 reading teachers. The team uses formative assessments such as end of level tests from adopted texts and realated materials, to measure and identify students failing in the regular class setting and who are not responding to interventions. The resource team and reading teachers then assist in matching instruction to specific needs in academics, behavior, and/or speech and language.

Needs:

Because of the many inexperienced/new teachers at Hill Field Elementary we are providing additional support in collection and interpretation of data to guide instruction in the classroom setting. They need a better understanding of how the Local Case Management team can help them with their students in the regular classroom environment. The staff also needs additional training about how to use the Title One Tutors in delivering guided and independent practice and assessment. They need further inservice on explicit instruction. The staff would benefit from learning how to adapt the curriculum to differentiated needs of students. Teachers need training in the appropriate use of the Succes Maker Integrated Learning System (ILS) to help students make maximum gains. We are addressing all of these issues through our professional development plan.

D5) What are the identified strengths/needs of the school and the community?

Hill Field has a very diverse community because of the nature of the military. Because of the mobility required by the nature of their work and the many deployments into war zones, many of the families are in great emotional turmoil. They have very little control over their lives which are dictated almost entirely by national needs. One of the few areas that they do have some control is the education of their children. They therefore want to be involved in assuring that the education they receive is good. Many of the mothers are stay-at-home moms who can and do volunteer in the school. Often the biggest concerns they have is in knowing how to assure that their children's education is the best.

We hold monthly Community Council meetings to discuss and address needs of the school. We also have an active PTA that is always willing to help and support activities at the school. On this council we also have good representation from Family Support Services, Base Security, and other service entities from the Base. These and other base departments, such as the Fire Dept., Human Resources, and many, many base volunteers, are very helpful in our search for ways to become involved in and improve Hill Field Elementary. We also have business partnerships, such as Ken Garff, whose incentive reading program, "Road to Success," which is helping our students to become active readers at home. We have also received grants from local businesses, like Wal-Mart, for technology in our classrooms.

We have a very high mobility rate, with the turnover of our population being both a blessing and a challenge. It brings in great new people. But often just as we are starting to understand the needs of students and they begin to make progress, they move on. Our school turns over 50-60% of its students every year. This turnover creates the need for our school to effectively use ongoing and periodic assessments. DIBELS and SuccessMaker (ILS) are two tools we use to diagnose and intervene with students as they enter our school throughout the year, as well as ongoing classroom assessments.

E1) Describe the comprehensive plan your school has developed for reforming the total instructional program.

Hill Field is restructuring the instructional program through staff development focusing on Explicit Instruction in all classrooms and at every tier in the 3-Tier model. We are also focusing on improving Tier 1 instruction by working on differentiating instruction within grade level teams, and also having teachers observe one another in order to share and employ different instructional strategies across grades. The staff will receive training twice monthly during the school year in effective instructional practices and differentiated instruction, followed by peer observation, collaboration, reflection, and sharing in the following faculty meeting.

In Tier 1 instruction, teachers work closely with reading tutors to assure that remediation is based on current assessment data and the specific needs of each student in both reading and mathematics. Students are served in small classroom groups and one-on-one in the classroom setting. We are making a concerted effort to assure that students will spend a minimum of 20 minutes four times a week using the Successmaker for either math or reading and that teachers are running reports and making the program an effective program.

E2) Describe how the Schoolwide Plan was developed with the involvement of parents and other members of the community.

The schoolwide improvement plan at Hill Field was devised with help and input from Community Council and PTA. Meetings were held to discuss and bring up issues and goals in the development of the Schoolwide Improvement Plan. Members of the Leadership team and JSSC were involved in monitoring academic progress, enhancing community involvement and setting goals for school improvement.

E3) What have you done to make your plan available and understandable and in a uniform format for the LEA, parents, and the public?

Our Schoolwide Improvement Plan (SIP) is made available on the web on the Hill Field Elementary home page for both parents and the public. We also present the plan to the Community Council for their input and comments. The plan is also available in printed form in the office. We also have two staff members that are proficient or semi-proficient in Spanish that are available to interpret.

F1) Identify research-based strategies & instructional practices to help all subpopulations become proficient in language arts, math, & science.

1. Best practices, as outlined in the Houghton/Mifflin reading series will be used to teach research based strategies to improve reading. These strategies include predicting, clarifying, questioning and summarizing.

2. Strategies for assessment and remediation will be used to identify and meet the needs of at risk students in reading and math.

3. ESL students will be assigned to an ESL endorsed/authorized teacher and receive help from an ESL tutor.

4. All students will be taught to use higher-level thinking/reasoning skills.

5.

6. The School-wide Enrichment Model will facilitate the needs of those students identified as gifted/talented. Activities will provide accelerated motivation and practice in higher-level thinking skills.

7. Cooperative learning will be used to provide hands-on learning experiences.

8. Students not yet proficient in Reading and Math will receive additional interventions through classroom teachers, Title I Tutors, Reading Teachers (K-6), Reading Coaches, ILS software, and district support staff. Students receive instructional support through specialized, aligned curriculum.

9. Volunteer programs will be established to reinforce reading fluency, application of math skills, and other strategies taught in the classroom.

10. Staff development and team collaboration will focus on effective instructional practices and differentiating instruction.

Title I Schoolwide Plan

F2) Describe the well-defined process that is currently being implemented to identify students experiencing difficulty meeting standards.

At Hill Field we are using a quarterly benchmark test to identify students who are experiencing difficulty mastering Language Arts and Math concepts. Based on these results any students who are not at a basic proficiency level will receive daily tailored instruction and their progress will be monitored weekly. We will also establish individual adult mentors for all LEP non proficient students in Language Arts as well as those students who scored a 2.5, 2.0, or lower on the Language Arts portion of the 2008 CRT.

F3) Describe the instructional service model to be used to give additional, effective assistance &/or reteaching to students not yet proficient.

Students who are not proficient will receive additional services. The service patterns will include individual and small group instruction with the classroom teacher, resource teacher, reading teacher, math specialist, ESL teacher, and/or the Title One Tutors. We will continue to use our Local Case Management Team to implement specific research based interventions for individual student in the regular education classroom. A variety of assessments will be used to facilitate data-driven planning and instruction. Students will also participate in the ILS program to support instruction and build skills.

F4) How have teachers been included in making decisions on chosen assessments to improve student achievement and the instructional program?

As a Responsive School, all teachers are members of one of four committees: Professional Development, Data, Resources, or Logistics. These committees discuss and plan our programs for the year, analyze relevant data, establish schedules to support school goals, provide for targeted professional development. A leadership team consisting of administration and the chair of each committee meets monthly to monitor goals and progress and to adjust as the year progresses. As a grade level team, teachers will meet weekly to review results on common assessments and develop intervention plans for students not mastering specific concepts.

F5) How will the school determine if identified instructional needs have been met?

Each grade level team, with the assistance of their data committee, will analyze ongoing assessments such as teacher made tests, end of chapter tests and Successmaker, quarterly language arts and mathematics benchmark testing, and benchmark/progress monitoring DIBELS results to determine student mastery of language arts and math concepts.

G1) What interventions will be used with students who have an attendance problem?

Attendance is monitored daily by teachers to identify patterns that include both excessive tardiness and absenteeism. The attendance goal for every student is at least 95%. To avoid a pattern of absences, teachers will contact parents after the first 3 absences to both discover the reasons for the absences and also to prevent further unnecessary absences. If absences or tardiness continues, a letter is sent to the parent or guardian with a detail of the student's attendance, reminding the parents of the requirement and benefits of regular school attendance. If the pattern persists, the principal calls home to discuss the problem and possible solutions directly with the parent or guardian. In extreme cases Student Services at the District level can be involved to help support the family and student. An additional help that we have come through IBFT which gave Priority schools some additional money to help monitor attendance. With this money we were able to hire an attendance office aid for 30 minutes daily. Our AYP report indicates our attendance rate is 95%.

G2) What will be done to ensure a learning environment that is safe and conducive to learning?

1. Faculty and staff will support, instruct, and enforce the district Safe Schools policy.
2. Building and grounds will be maintained appropriately.
3. Students will be taught respect for others, as well as, school property.
(Peace Builders, Marvin & Jessie Life-Skills, and Olweus Bullying Prevention)
4. School rules and district Safe Schools Policy will be discussed and prominently displayed.
5. Faculty and Staff will be examples of appropriate behavior.
6. Safe school policy is provided annually in book form to parents and students.
7. Administration visits classes several times during the year to describe and discuss safe schools policies.
8. Small group session will be held by counselor for social skills, anger management, etc.

G3) Describe the collaboration your school has with public and private preschool programs.

Hill Field Elementary houses the Head Start program for the area as well as a session of preschool. We have continuous contact with the teachers and families that attend at this location. Information about students with disabilities and concerns are handled through the IEP process and Child Find. Each year we hold Kindergarten Roundup and we advertise in the Ogden Standard Examiner, school newspaper, on our web site, in the Hill Top Times, and on our school's marquee. In 2009 we will also use e-mail broadcasts to invite our community and school parents to notify families with children ready for kindergarten to both attend our Kindergarten Roundup meeting and to visit the office staff to pre register for school. We will also contact each private preschool and daycares in the area.

G4) Describe the strategies to help public and private preschool children transition into elementary school.

1. Kindergarten Orientation for students and parents. (Spring prior to Kindergarten enrollment.)
2. Kindergarten Picnic (August --about 1 week before school starts.)
3. All incoming pre-school students with an identified special need will meet with parents, teachers, and LEA to write an Individualized Educational Plan for each identified student.
4. Kindergarten Pre-Assessment -- shared with parents at Fall SEP's.
5. Pre-school and Head Start programs provided.
6. Another important element of this transition is our "Back to School Night" which we hold an evening prior to the first week of the school year. At this time, parents accompany their students to school for an orientation in each class. The Kindergarten teachers present the parents with the information they need to help their child have a successful experience in Kindergarten.

H1) Outline the "research-based" professional development activities that will be implemented to support each of your school's goals.

1. Bi-monthly faculty presentations will focus on research-based instructional practices, with a special focus on differentiating instruction.
2. Grade-Level Teams will align the language arts and mathematics curriculum with state core objectives and coordinate the timing of their

Title I Schoolwide Plan

teaching of concepts.

3. Common assessments will be used school-wide to track progress, growth, mastery of concepts, and effective teaching including UTIPS Benchmark testing and DIBELS.

4. Opportunities for endorsement will be provided through the District and if not already endorsed teachers will be encouraged to participate in ESL endorsement classes.

5. The district reading coach and district math specialists will train teachers on best practices for improvement in writing conventions, math problem solving, and reading instruction.

6. AIMS training (Accommodations, Interventions, Modifications) will be provided to faculty to help facilitate the identification of students at risk.

7. Teachers will receive opportunity to access district technology training.

8. Two days of Conscious Classroom management training were given to the faculty in August before school started.

9. Six Traits Writing training was presented to all faculty in August.

10. In August a half-day was spent on curriculum mapping and half day on Responsive schools and coaching.

H2) What professional development will you provide to meet the diverse learning needs of all students so that students meet state academic standards?

1. ESL endorsement classes provided by the school district.

2. Ongoing support in using the Houghton/Mifflin reading series targeting students of all ability levels.

3. District and State inservice opportunities for integration of the core, as well as a focus on differentiated instruction in faculty meetings.

4. Gifted and Talented courses offered by the state and district.

5. Multi-cultural awareness classes offered by district.

6. Technology days provided to all faculty/includes their substitute.

7. Appropriate professional development opportunities to enhance instruction in math problem solving and computation.

8. Training for and implementation of the ILS program.

H3) How will you utilize your Quality Teaching Days to ensure that the school's professional development plan is supported and sustained over time?

Activities will be scheduled for that day to address the needs of our student population that are consistent with our school professional development plan. These activities may include, but are not limited to:

1. Professional development as listed previously, including a special fall focus on "Conscious Classroom Management" and "6-Traits Writing."

2. Grade level curriculum mapping

3. Reviewing relevant statistical data to develop grade-level plans to address student needs

4. Reviewing relevant statistical data to develop learning objectives and strategies for addressing the academic performance of at-risk students,

5. Team-building activities

6. Developing ways to more effectively communicate with parents and peers.

H4) Describe how your school's professional development plan aligns with school goals & with the district goals of literacy, math, and science.

1. All teachers will submit their goals for professional development training through the regular EAS process. Teachers will be encouraged to set goals for training, based on the school improvement plan and the district's plan for fostering educational excellence. These goals will be approved at the beginning of the year and reviewed annually with the administrator. Teachers will determine additional personal goals that are in alignment with the school goals.

2. School wide professional development opportunities will provide research based strategies that teachers can implement to meet the individual needs of all students.

3. Training in the ILS program will help teachers determine how this program can improve individual student scores and learning.

4. Follow the district technology plan for purchase of computers and inservice of teachers.

I1) List the number of teachers who show "No" for highly qualified assignment (HQA).

None

I2) What is the plan and timeline to ensure that teachers will become highly qualified for their respective assignments?

Not applicable

I3) How many paraprofessionals work in your school and how many are highly qualified?

We have 16 paraprofessionals working at Hill Field Elementary and all of them are highly qualified.

I4) List each paraprofessional, duties performed, and which teacher(s) supervises the paraprofessional.

Holly Allison, Special Ed Aid in Functional skills classroom, Susan Walters and Shawna Holt

Alice Crockett, Title I Reading Tutor, Dickinson, Denhalter, Brown, Hansen, Westover Warnick, Dunning, Schweitzer, McGurl, Phillips, Anderson, Etchevery

Deanna Dawson, Title I Tutor, Dickinson, Denhalter, Becklund, Kent, Westover, Warnick, Dunning, Schweitzer, McGurl, Phillips, Anderson, Etchevery

Lisa Freeman, Special Ed Aid in Functional Skills & Lrn Ctr., Susan Walters, Shawna Holt & Katrina Spangenberg

Kathy Griffin, Title I Reading Tutor, Dickinson, Denhalter, Brown, Meilstrup, Westover, Warnick, Dunning, Schweitzer, McGurl, Phillips

Jane Hansen, Special Ed Aid in Functional skills classroom, Susan Walters and Shawna Holt

Jill Hartvigsen, Title I Reading Tutor, Dickinson, Denhalter, Becklund, Kent, Westover, Warnick, Dunning, Schweitzer, McGurl, Phillips, Anderson, Etchevery

Adrian Hennessee, Kindergarten Aid, Brenda Behrens

Kim Kraus, Special Ed Aid in Functional skills classroom, Susan Walters and Shawna Holt

Julie Leonard, Special Ed Aid in Learning Center, Katrina Spangenberg

Linda Milliken, Special Ed Aid in Learning Center, Katrina Spangenberg

Title I Schoolwide Plan

Laraine Phillips, Special Ed Aid in Learning Center, Katrina Spangenberg
Charissa Reeves, Kindergarten Aid, Sharon Moore
Felicia Russell, ESL Tutor, Hammond, Probert, Hansen, Etcheverry, Baker, Phillips, McGurl, Dickinson, Berry, Kent
Gwen Smith, Special Ed tutor, Jan Green & Dawn Pierce
Simone St Laurent, Kindergarten Aid, Anita Baker
Mindy Trips, Kindergarten Aid, Jackie Probert

- 15) Describe the supervision of paraprofessionals and proximity to highly qualified teachers.

Paraprofessionals meet with classroom teachers weekly (and more often as needed) to plan for the upcoming week. During this time, teachers and tutors share information about the students, fluency scores, student work and decided how to best serve the students for the upcoming week. The service pattern varies with each teacher and situation. Patterns include working with individuals and small groups in classrooms or in the hallway next to the room, under close supervision of the classroom teacher.

- 16) What do you do to attract Highly Qualified teachers and paraprofessionals to your school? Please be specific.

Our Human Resources department is actively involved in the recruitment process, advertizing for and seeking out the best teaching candidated. As a Title One school we were able to start the hiring process earlier than other schools which allowed us early access to voluntary transfers and the top candidates from the district screening. This year we were able to offer a stipend to licensed personnel at the beginning of the school year. We also offer great training opportunities that help improve the quality of our teachers. Paraprofessionals have scholarships for which they can apply through which they can earn a teaching degree. Teachers can get tuition reimbursement toward advanced degrees.

- 17) What strategies do you use to retain highly qualified staff?

This year a stipend was provided to all certified staff for working in a Title One school. We work to make the schedules and demands on teachers time as unobtrusive as possible. We also provide multiple opportunities for staff development and provide meals during staff development. If the training time goes beyond contract, the employees are compensated with a stipend. We work to ensure that staff members have the resources they need to be effective and we strive to make our school an inviting and positive place to work. Our school is a highly diverse energetic place to be and we try to make it a great learning atmosphere where people enjoy coming and working with kids.

- 18) Have you notified parents of their right to know the professional qualifications of the classroom teacher for their child?

Yes.

- 19) Describe how you notify parents that their child is assigned to a teacher who is not highly qualified for 4 or more consecutive weeks.

We have no non-highly qualified teachers. If we did have non-highly qualified teachers we would notify parents through a letter home four weeks after school started.

- J1) What evidence do you have that shows that parents were involved in the development of and agree to the school parent policy?

Parents were invited to help draft a document which was discussed and edited in both Community Council and PTA. The parental involvement policy was sent home to each student in the first day packet.

- J2) Describe how the policy was distributed to parents in an understandable, uniform format in a language parents can understand where practicable.

The policy was sent home in the first day packet to all students. This is written in English and Spanish. An interpreter is available if needed. Our school community helps inform us of any parents that have special language needs other than Spanish and we will find interpreters for any language as needed. Many special language needs are discovered during our registration process and we address them accordingly.

- J3) Describe how the required annual Title I notification has been disseminated to parents of all students.

The Title I notification is sent to all parents on the first day in a packet. Any families that come in new to the school after the beginning of the school year are given a copy of all required notifications when they register. This packet includes the Title 1 Parent Notification, Parent Involvement Policy, and the School-Parent compact. The parents of students new to our school are given this packet when the child is enrolled. Each of these documents is printed in English and Spanish for any families that need it.

- J4) Provide specific information as to how you involve parents per the Title I requirements.

We hold an annual Back to School Night where Title I notification is presented. We also hold several other parent involvement activities during the year. We hold SEP conferences three times a year, which have averaged 97% attendance the past two years. Interpreters are available when necessary. Most teachers send weekly or monthly notices home to parents about student progress and what curriculum will be taught in the next weeks. We also have a monthly school newsletter that informs parents of many things, including school communications, parent education items, and upcoming events. A weekly mini-newsletter is sent home each Wednesday to highlight learning that is taking place in various grades and to summarize current and upcoming school events. The SIP/Title-One Plan will be made available for parent comments as well as being posted on the front page of our web site. We also hold monthluy Community Council and PTA meetings through which information is disseminated, concerns addressed, and plan developed.

- J5) Describe the development of the school-parent compact.

A school compact was jointly developed by staff and parents to help parents and staff understand the committment and responsibilities of each group in the education process. A copy was sent to all parents in the first day packet.

- J6) Has the school compact been approved by the DSD Title I staff for compliance?

Yes.

Title I Schoolwide Plan

J7) How was the school-parent compact made available to parents of participating Title I children?

A copy of the school-parent compact was sent home with each student in the first day packet in English and Spanish.

K1) Identify all state, local, and federal programs/budgets that are used to support the Title I Schoolwide Plan.

Title One funds, Trust lands funds, Workforce Services grant, Educational Technology Monies, Priority School funds from the district, and district funds.

K2) How are the budgets and programs coordinated?

Title One funds, Trust lands funds, Priority School funds from the district, and district funds are all targeted towards meeting our educational goals. The majority of the money goes towards salaries for tutors plus a part time math specialist and half a kindergarten teacher. Every class in our school has access to tutoring time to ensure student success. Priority school money, Title One funds, and district funds allow us to provide a full time counselor. Title One funds, and Workforce Services monies allow us to provide an afterschool program for students. Title One funds and Trust lands funds help provide staff development and technology needed to deliver high quality instruction.

K3) Describe the cautions you take to ensure that Title I funds are being used to supplement, not supplant, the local school program.

Hill Field receives the same per student or per building monies that all other schools receive. These funds are used to provide the basic services available at all school in the district. Title One funds allow us to go beyond what is available to other school such as providing a full time counselor and classroom tutors. Every class in our school receives tutorial time daily from Title One tutors to support reading instruction. Title One funds also provides for services such as after school and summer school not supported by the district. Title One funds have allowed us to purchase books, materials, and technology above what is provided to all schools by the district. It has also helped to fund parent and family education nights.

K4) Do Personal Activity Forms show an after-the-act distribution of the actual services performed by each employee?

We are able to show that personal activity forms are in line with signed time cards which shows that the hours are aligned to the correct budget sources.

L1) Do the Personal Activity Forms account for the total services performed for which each Title I employee was compensated?

Yes. Copies of the payroll will be submitted twice a year to verify this.

L2) Did the employee and principal sign each employee Personal Activity Form?

Yes

L3) Does the school maintain an inventory of Title I equipment & provide an electronic or paper copy to the LEA?

Yes

L4) Is all Title I purchased equipment listed on the inventory list labeled to match the inventory list?

Yes. All equipment purchased with Title One funds is affixed with a sticker or marked permanently with a Title One identifying mark.

L5) Are Title I funds used solely for allowable Title I expenditures?

Yes

M) In what ways can the district further support your school in achieving the school's educational goals? Be specific.

District assistance, primarily through Title One and the Responsive School Leadership model, continues to re-define how we govern our school. This process has provided a more broadly-based support system than through traditional models. District support in mapping the language arts and math curriculums as well as establishing quarterly benchmarks has also been very helpful. The newly created Dashboard system in Encore provides us with ready access to data sets for individual students and student sub-groups. Furthermore, the use of a retention/recruitment stipend this year has been very helpful. We at Hill Field Elementary School wish to express our appreciation for the support and services we receive from Davis District. It is gratifying to be supported by a group of people that is so sensitive to the needs of children in public schools. Thank you!

ESL Services Elementary

A) What service pattern will be used to meet the needs of ESL students?

Option 3: At least one licensed, ESL endorsed teacher for every grade level will provide services in their classrooms for students requiring them. All teachers that are not ESL endorsed are being encouraged to obtain their endorsement. We also have a trained ESL tutor that works with individual students.

B) List the ESL endorsed or authorized teachers by name followed by their grade level.

*Sharon Moore-Kindergarten
Jackie Probert-Kindergarten
Anita Baker-Kindergarten
Brenda Behrens - Kindergarten
Tauga Schweitzer-1st Grade
Kathleen Dickinson-1st Grade
Cindy McGurl - 1st grade
Kathy Westover - 1st grade
Lisa Brown-2nd Grade
Bonnie Kent-2nd Grade
Becky Warnick-2nd Grade
Natalie Phillips- 3rd Grade
Dan Etcheverry-3rd Grade
Michele Hansen-3rd Grade
Rindi Berry-3rd Grade
Debbie Anderson-4th Grade
Kristi Dunning - 4th Grade
Burke Becklund - 4th grade
Dan Hansen-5th Grade
Leslie Meilstrup - 5th grade
Sherry Hammond-6th Grade
Shawna Holt-SpEd
Kartina Spangenberg - SpEd
Jan Green - SpEd
Dawn Pierce - SpEd*

C) Will the ESL service pattern of the school require freeing up ESL endorsed or authorized teachers' time to provide services?

No

D) How will the school comply with requirements to increase ESL parental involvement including helping parents participate in the SEP process?

For students whose parents do not speak English, written material will be sent in native language when possible, and interpreters will be provided at SEP conferences and other meetings as needed. District Title 1 office provides translation of any materials into other languages as needed.

2009 Trustlands Expenditures

Trustlands Budget Item	Amount
Carry Over	\$8,030.00
Current Distribution	\$18,526.00
Salaries/Benefits	\$5,000.00
Professional Development	\$1,000.00
Repairs and Maintenance	\$.00
Travel/Admission/Printing	\$.00
General Supplies	\$1,000.00
Textbooks	\$500.00
Library Books	\$1,500.00
Periodicals	\$.00
Audiovisual	\$.00
Software	\$200.00
Furniture	\$.00
Technology Related Hardware and Other Equipment	\$14,800.00
Total Expenditures	\$24,000.00
Remaing Funds	\$2,556.00

2009 Committee

Chair: Ann Maglio smileyanni@gmail.com
Vice Chair: Cindy McGurl cmcgurl@dsmail.net

Employee

Name	Email
Rindi Berry	rberry@dsmail.net
Felicia Russell	jefffelicia@yahoo.com

Parent

Name	Email
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