

School Improvement Plan

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I have no known conflict of interest to disclose.

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School Improvement Plan

Part A: Vision Evaluation, Development, and Revision

Vision Statement

“All students will have the opportunity to excel academically and achieve their personal goals” (Mills, 2022).

Evaluation

Several key points are worth noting in evaluating the vision statement for my current place of employment. First, the statement is brief and easily remembered. It is only one sentence long, which would undoubtedly promote effective recall. Unfortunately, the very brief nature of this statement means that some questions related to vision still need to be answered, such as how academic and personal goals will be met. “A properly written vision statement should assist the reader in imagining what the school would look like, what its halls would sound like, and how teachers and students would interact across the campus” (Claxton, 2019, p.10). The current vision statement doesn’t necessarily answer any of those questions.

Unfortunately, this vision statement is not posted anywhere in the school, and it took some digging through files and documents to find it. Therefore, it is not the basis for any school decisions and is not a compass for professional development and student learning. There is much potential in this vision statement, but it falls short of specificity and does not accurately reflect the mission and goals of the school. It is a great jumping-off point for a vision statement but ultimately provides an incomplete picture of goals for the school community.

Development

When researching exemplars of elementary school vision statements, I came across this example from Frost Elementary School in Maryland: “The vision at Frost 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 honesty, loyalty, perseverance, and compassion. Students will have success for today and be prepared for tomorrow” (*Frost Elementary School / Vision and Mission Statements*, n.d.). With this vision in mind, I would propose the following vision for my current place of employment:

~~All students at Hillside are unique, exeptional, and capable of learning. With the assistance of the school community, teachers, and parents, students will learn the skills necessary to be successful, well-rounded individuals.~~ All students will be able to excel academically and achieve their personal goals by utilizing critical thinking, collaboration, and perseverance.

Review and Revision Plan

To continually review and revise the school vision statement, administrators should be “keeping an open-door policy, maintaining a visible presence, and constantly engaging in dialogue” (Claxton et al., 2019, p. 11). An administrator should also continuously share the vision statement with the school community via newsletters, events, and informal dialogue (Claxton et al., 2019). By keeping the vision statement at the forefront, I would create many opportunities for informal conversations surrounding it. I would also have quarterly meetings open to all stakeholders to evaluate the vision and make any recommendations for revision or clarification. It would also benefit teachers and school community members to share the vision at every staff meeting, event, or professional development opportunity to bring it back to the forefront and serve as a starting point for decision-making and development. School community members should be part of creating and maintaining the school’s vision, and it is the administrator’s responsibility to provide opportunities to do so (Claxton et al., 2019).

Part B: Data Analysis and Goals

Data Collection

Figure 1

Hillside Elementary School Enrollment Data

ENROLLMENT			
Fall Membership by Grade			
Grade	2020-2021	2021-2022	2022-2023
Pre-kindergarten	8	13	9
Kindergarten	58	89	96
Grade 1	93	82	112
Grade 2	85	91	93
Grade 3	102	90	103
Grade 4	101	104	107
Grade 5	101	94	107
Total Students	548	563	627

< = A group below state definition for personally identifiable results
 - = Not applicable or no data for group
 * = Data not yet available

Figure 2

Enrollment Data by Ethnicity/Race

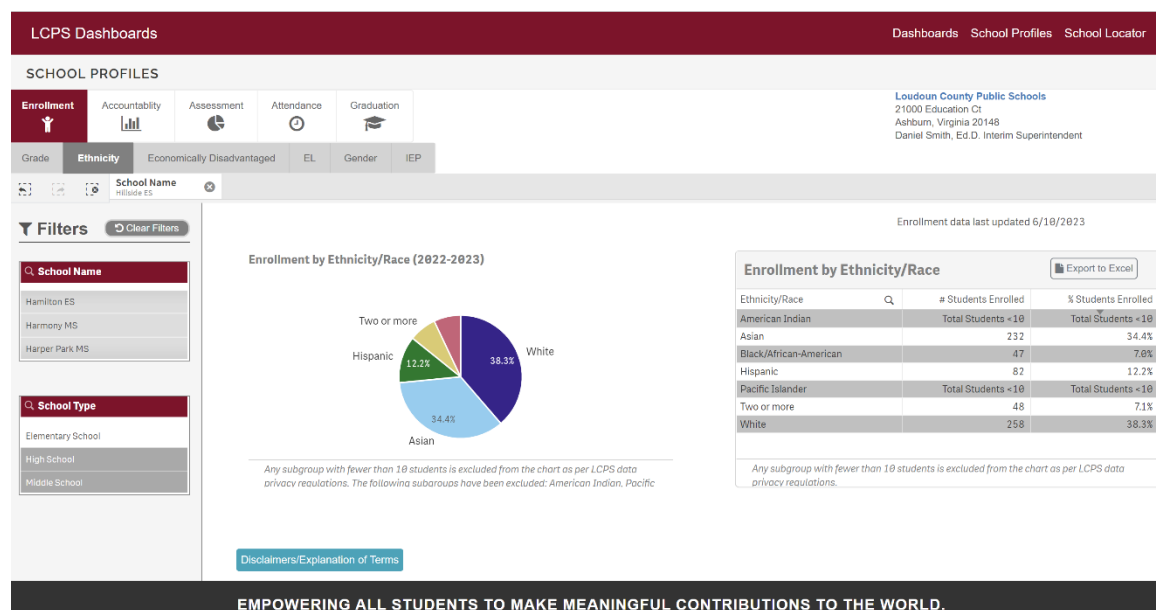


Figure 3

Attendance Data from the Last 3 School Years



Figure 4

Discipline Referrals in 2022-2023 School Year

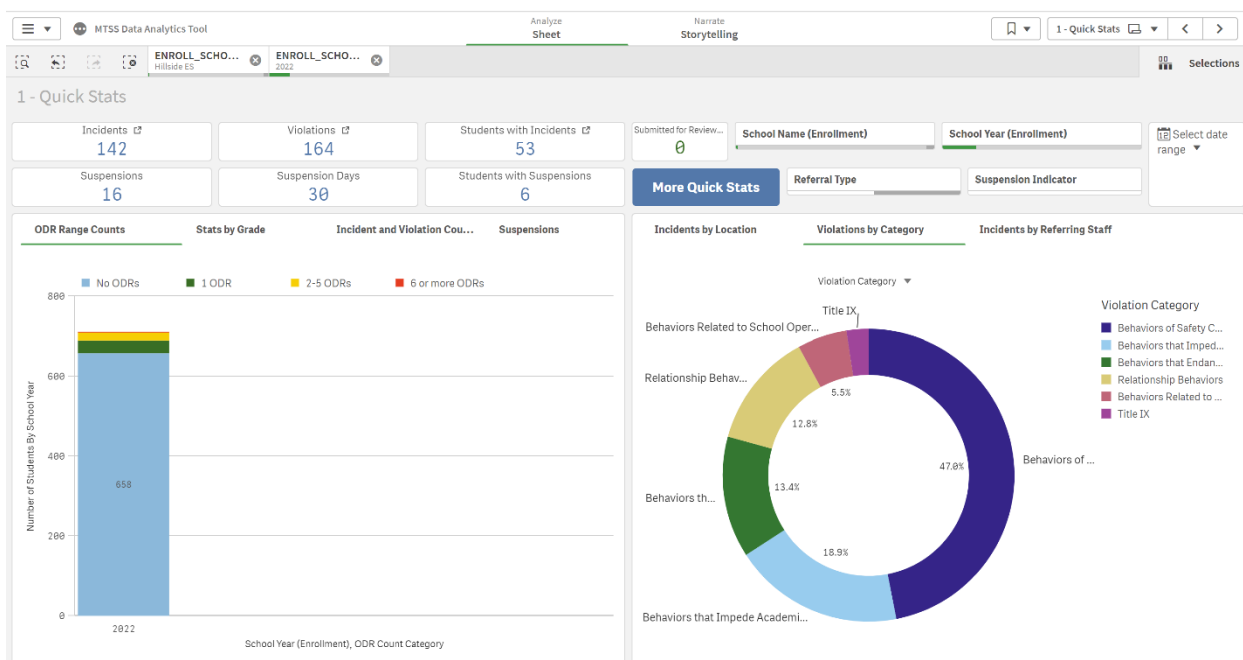


Figure 5

Discipline Referrals by Ethnicity, SPED Status and EL Status

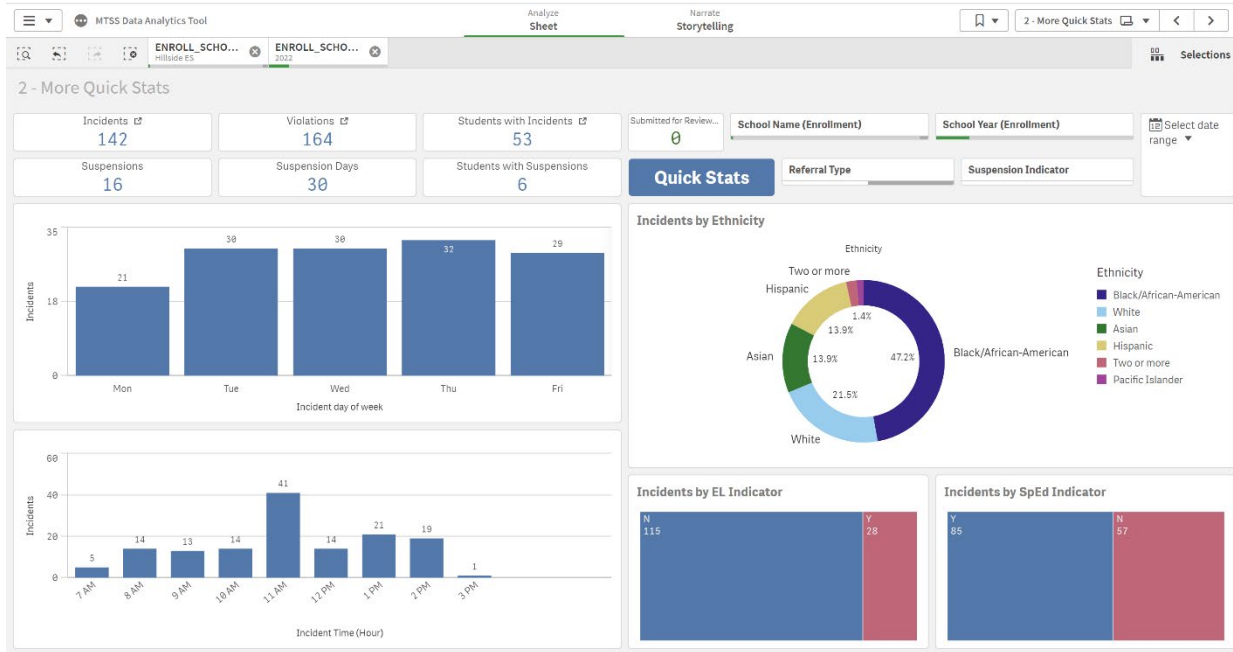


Figure 6

Response to Intervention Survey Results

School Year	School Name	Tier	Survey Item	Avg Survey Response
Totals				75%
2022-2023	Hillside ES	Collective Responsibility	School Improvement Plan (SIP) strategies leverage strengths of the school's RTI framework and/or address RTI implementation growth areas to support process and student outcome goals.	50% +
2022-2023	Hillside ES	Collective Responsibility	The culture, vision, and commitment for RTI implementation is established.	50% +
2022-2023	Hillside ES	Collective Responsibility	The momentum for RTI is sustained through regular communication and collaboration.	50% +
2022-2023	Hillside ES	Collective Responsibility	Staff utilize and have an understanding of the purpose of the various math assessments/data used in order to effectively target instruction.	50% +
2022-2023	Hillside ES	Collective Responsibility	Instructional staff have access to high quality, differentiated professional development and/or coaching that builds both individual and collective capacity to support all students in mathematics. Both professional development and coaching prioritize practices and programs that have been shown to be effective in evidence-based research.	50% +
2022-2023	Hillside ES	Tier 1: Universal Core Instruction	ALL students, including students with disabilities that affect reading and English learners, have access to high-quality core reading/ELA instruction that is (a) differentiated, (b) scaffolded, and (c) culturally and linguistically responsive.	50% +
2022-2023	Hillside ES	Tier 1: Universal Core Instruction	English learners, including students with disabilities that affect reading and English learners, have access to high-quality core math instruction that supports (a) concrete-representational-abstract thinking, and is (b) differentiated, (c) scaffolded, and (d) culturally and linguistically responsive.	50% +
2022-2023	Hillside ES	Tier 1: Universal Core Instruction	Core reading and math instruction allow students a voice in instructional choices and provide opportunities to develop skills in the SC's (critical thinking, creative thinking, collaboration, communication and citizenship).	50% +
2022-2023	Hillside ES	Tier 2: Targeted Intervention	Entry and exit criteria are used to move students to Tier 1 when progress monitoring and other data supports reducing the intensity of intervention, or to move students to Tier 3 when progress monitoring data supports intensifying supports.	50% +
2022-2023	Hillside ES	Tier 2: Targeted Intervention	The implementation and quality of Tier 2 targeted reading/ELA interventions is routinely monitored.	50% +
2022-2023	Hillside ES	Tier 2: Targeted Intervention	The implementation and quality of Tier 2 targeted math interventions is routinely monitored.	50% +
2022-2023	Hillside ES	Tier 3: Intensive Intervention	When students need intensive intervention, families are informed of	50% +

Figure 7

Response to Intervention Staff Comments

Evidence	School Year	School Name	Tier	Survey Item	Value
★	2022-2023	Hillside ES	Collective Responsibility	School Improvement Plan (SIP) strategies leverage strengths of the school's RTI framework and/or address RTI implementation growth areas to support process and student outcome goals.	Process Goal refers to use of MTSS to differentiate instruction Strategies include periodic data discussions.
★	2022-2023	Hillside ES	Collective Responsibility	The culture, vision, and commitment for RTI implementation is established.	MTSS library is consistently referenced during CLTs and Professional Learning Inconsistent commitment to RTI among teams. Intermittent use of Intervention Period for teacher led interventions Need for building teacher efficacy around: identifying deficits, selecting interventions, setting smart goals, and progress monitoring
★	2022-2023	Hillside ES	Collective Responsibility	The momentum for RTI is sustained through regular communication and collaboration.	Admin communicate in Weekly Bulletin, CLTs, and Staff Meetings. Staff are starting to build capacity around discussing RTI interventions and are beginning to collaborate around these discussions.
★	2022-2023	Hillside ES	Collective Responsibility	Resources are aligned and effectively used to provide tiered reading/ELA supports across all grades.	Based on collective responsibility, staff are aware of what math supports for Tier 2 and Tier 3 are available to them through conversations in CLT and communications from admin.
★	2022-2023	Hillside ES	Collective Responsibility	Instructional staff have access to high quality, differentiated professional development and/or coaching that builds both individual and collective capacity to support all students in reading/ELA. Both professional development and coaching prioritize practices and programs that have been shown to be effective in evidence-based research.	There are not as many math pd offered compared to reading/ELA. Staff are aware of some trainings and attend when they are able.
★	2022-2023	Hillside ES	Collective Responsibility	Problem-solving teams engage in data-driven decision-making processes that promote equitable access to high quality core instruction for all students and evidenced-based interventions for students in need of Tier 2 and Tier 3 supports.	Staff are differentiating and scaffolding within intervention groups. Staff are inconsistently differentiating during independent and small group work.
★	2022-2023	Hillside ES	Collective Responsibility	Problem-solving teams engage in data-driven decision-making processes that promote equitable access to high quality core instruction for all students and evidenced-based interventions for students in need of Tier 2 and Tier 3 supports.	Staff discuss what Tier 2 and Tier 3 supports are needed based on protocols, MTSS decision trees and consider multiple data points.
★	2022-2023	Hillside ES	Collective Responsibility	When division staff communicate new or updated RTI-related information to designated staff, the information is relayed back to school staff regularly, consistently, and as soon as possible.	Admin communicate in Weekly Bulletin, CLTs, and Staff Meetings
★	2022-2023	Hillside ES	Collective Responsibility	Resources are aligned and effectively used to provide tiered math supports across all grades.	Tier 2 (SOAR) is built into master schedule. Tier 3 supports are consistently available across all grade levels. Staff have begun to set goals based on MTSS interventions to implement.

Figure 8

MAP Growth Goal Achievement in Math

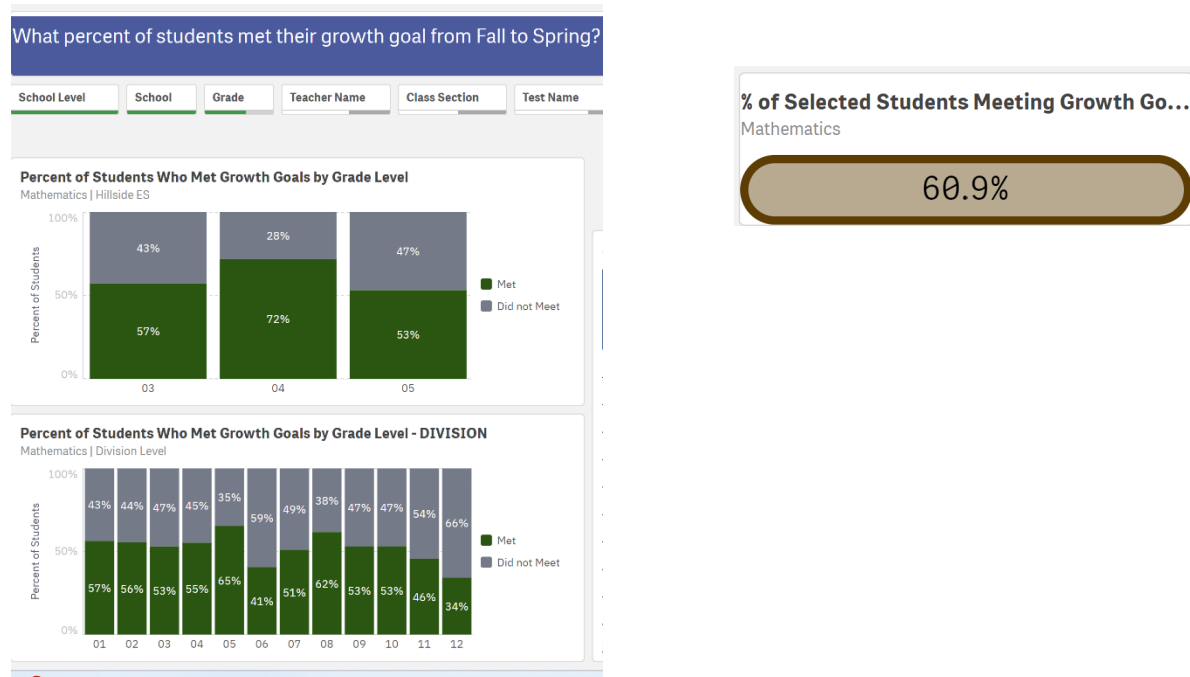
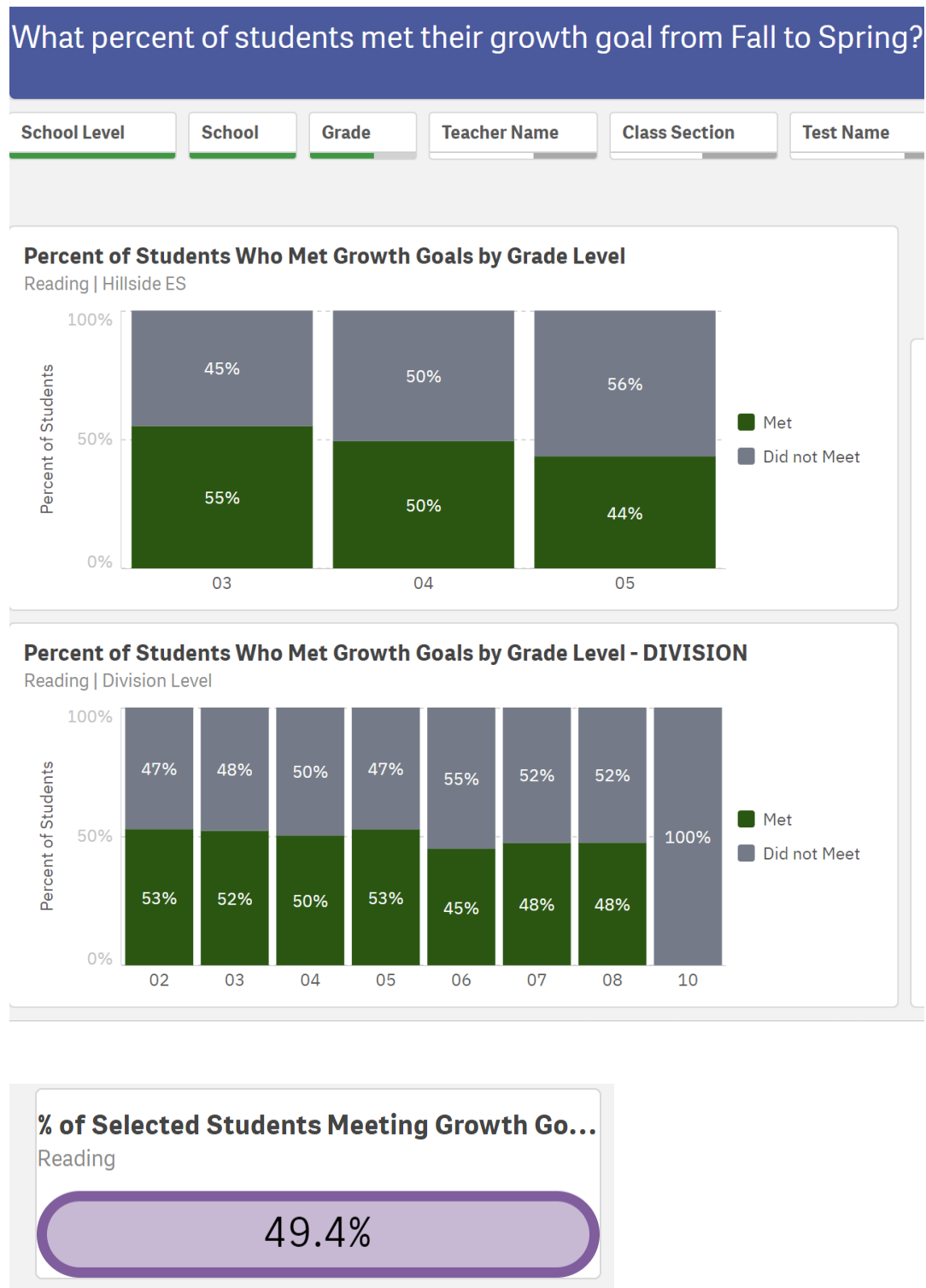
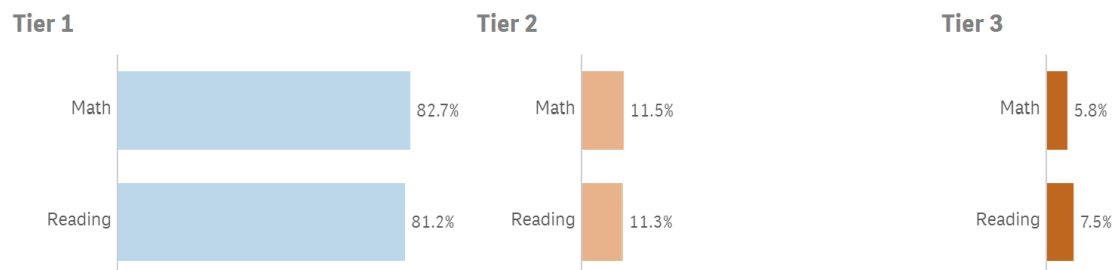


Figure 9

MAP Growth Goal Achievement in Reading**Figure 10**

*Student Distribution by MAP Tier***Student Distribution by MAP Tier**

Spring 2022 - 2023

***Analysis***

Hillside Elementary School currently has 627 students enrolled with an average attendance rate of 93.53%. It is a somewhat diverse school with 38.3% White, 34.4% Asian, 12.2% Hispanic, and 7% Black/African American. The diversity of this school is very typical of other schools in this area, which are predominately White and Asian students.

There were 142 discipline incidents and 164 discipline violations. Most incidents took place in the classroom and were violations related to the safety of students and staff. When analyzing the incidents further, 85 of the 142 violations were committed by students with the Special Education Indicator or SpEd Indicator, and incidents involving English Learners, or EL students, accounted for 28 incidents. This may seem high, but it is essential to consider that Hillside Elementary School has an embedded Emotional Disability/Behavior Support program.

The school utilizes the Response to Intervention system to inform instruction. “Response to intervention (RTI) aims to identify struggling students early on and give them the support they need to thrive in school...the goal is for the school to intervene, or step in, and start helping before a student falls really far behind” (Morin, 2023). Each year, the RTI committee conducts a

staff survey and utilizes that data to inform future professional development, additional training on interventions, etc. The rating system is written as emerging (0%), developing (50%), and sustaining (100%). Figure 6 indicates areas of the survey that staff indicated as developing or needing improvement. In figure 7, staff noted a “need for building teacher efficacy around identifying deficits, selecting, interventions, setting smart goals, and progress monitoring” (CITE HERE). Staff also noted that there was a lack of math professional development offered in comparison to Reading/English Language Arts offerings. RTI Committee members also expressed the need for a math interventionist to assist with tier 2 and tier 3 interventions, which are more intensive, small-group, and one-on-one.

Goals

Table 1

SMART Goals

Increase 3 rd -5 th grade MAP (Measures of Academic Progress) Growth Goal Achievement in Math by 3% in the 2023-2024 school year.
Decrease the total number of students receiving tier 2 and tier 3 interventions by 5% by the end of the 2024-2025 school year.
Increase 3 rd -5 th grade MAP Growth Goal Achievement in Reading by 3% in the 2023-2024 school year.
Decrease the total number of students receiving tier 2 and tier 3 interventions by 5% by the end of the 2024-2025 school year.

Part C: Needs Assessment- Relation to the School's Vision

The revised school vision is as follows: All students will be able to excel academically and achieve their personal goals through critical thinking, collaboration, and perseverance. When considering the four SMART goals listed above and their connections to the school's vision, it is clear how critical thinking, collaboration, and perseverance play vital roles in meeting those goals. "Shared goals are based on mutual interests, equity, social justice, dialogue, and empowerment" (Claxton et al., 2019, p.7).

With the school's vision being the focus of the community, it is possible to empower all to achieve their schoolwide and personal goals. To ensure meaningful involvement by school community members, a diverse committee of stakeholders will be created to evaluate further data as it is received and work with the school to identify resources needed to meet the SMART goals. The school's vision is reflected in personal goal-setting and academic achievement by focusing on MAP Growth Goal Achievement in math and reading. MAP Growth Goals are set by students with guidance from their teachers, making it a personal and academic goal. These goals are met strategically through perseverance, collaborative opportunities, and building critical thinking skills.

Math and Reading are essential in today's public education, and therefore they must be considered when creating SMART goals. As the above SMART goals were derived from authentic and recent data sources, it is essential to communicate the information to all stakeholders in written and verbal format. The data and goals will first be communicated through a communitywide newsletter, and then again through an after-school meeting open to school community members.

Part D: Resource Management

In reviewing the school's budget, it is essential to understand how it is determined and where the money to fund it comes from. As an elementary school in a public school system, the budget depends on federal and state funding, per-pupil allotments, and allocations per department. The school system is on a **five**-year plan, One LCPS- 2027 Strategic Plan for Excellence, that includes budgetary, educational, and expansion/improvement goals. The project consists of four goals to be met over five years, what steps should be taken, and how data will be collected and used.

Current Budget Allocations- Mathematics and Reading

SMART Goals for Hillside Elementary School

1. Increase 3 rd -5 th grade MAP (Measures of Academic Progress) Growth Goal Achievement in Math by 3% in the 2023-2024 school year.
2. Decrease the total number of students receiving tier 2 and tier 3 interventions by 5% by the end of the 2024-2025 school year.
3. Increased 3 rd -5 th grade MAP Growth Goal Achievement by 3% in the 2023-2024 school year.
4. Decrease the total number of students receiving tier 2 and tier3 reading interventions by 5% by the end of the 2024-2025 school year.

As of 2023, the Department of Instruction School Operating Fund is the primary source of school-based funding for mathematics. Currently, there is proposed financing of a mathematics resource teacher who would “support students in elementary or middle school math” (Loudoun County Public Schools & Department of Instruction, 2023, p. 45). The requested funding for this position is \$0.1M, which is currently grant-funded (Loudoun County Public Schools & Loudoun County School Board, 2023). This aligns with countywide goal 1.1: “Enable Core Academic Excellence by providing rigorous instruction for all students” (Loudoun

County Public Schools [LCPS], 2022c, p. 2). One full-time employee, or FTE, serves primary and secondary schools.

In addition to MAP achievement data, English Language Arts, or ELA, is also monitored through the Phonological Awareness Literacy Screening, or PALS. PALS is administered to kindergarten through second-grade students and is used to determine the level of need for ELA for each school. Each school employs a PALS tutor as needed based on the level of demand in ELA, and the position is generally funded using allotted school-based funds for differentiated staffing (Loudoun County Public Schools & Department of Instruction, 2023, p. 42). Currently, the county provides funding for Reading Interventionists, and there are 1.5 FTE available at this school to service the reading program.

In the fiscal year 2022, allotments for school-based purchases of educational supplies came to a total of \$20,055. This amount was distributed amongst grade levels and academic needs determined by the school administration.

Current Budget Allocations- Professional Learning

Professional Learning in Loudoun County is its own department. There are currently thirty-one Division Instructional Facilitators, or DIFs, that provide support for “teachers and teams in all elementary, middle, and high schools to enhance teacher practice and student learning” (LCPS Instructional Facilitator Program & Loudoun County Public Schools [LCPS], 2022, para. 1), that are paid from a total departmental personnel budget of \$22,247,446 (Loudoun County Public Schools [LCPS], 2022). In the future, a 4.3% increase in funding for personnel will allow DIFs to service fewer schools at a time, allowing them to spend more time at each school (Loudoun County Public Schools & Department of Instruction, 2023). In the fiscal year 2022, the school allotment for professional learning totaled \$3,516 (LCPS, 2022a, p. 73).

Long-Range Implications

2023-2024 LCPS Budget Items for SMART Goal Achievement				
Line Item	Goal	Description	Funding Source	Amount
Math Resource Teacher	1,2	Guide instructional decisions for math instruction at the school level; facilitate interventions	Department of Instruction (DOI) Teaching & Learning School-Based Discretionary Funds	\$100,000
Math Interventionist	1,2	Focus on facilitating and implementing tier 2 and tier 3 instructional strategies	DOI Teaching & Learning School-based discretionary funds	\$100,000
School-based instructional facilitator, math	1,2	Focus on facilitating and implementing tier 2 and tier 3 instructional strategies	School-based discretionary funds	\$75,000
School-based instructional facilitator, reading/ELA	3,4	Facilitate and Implement tier 2 and tier 3 reading instructional strategies, provide teacher PD	School-based discretionary funds	\$75,000
Reading Interventionists	3,4	Tier 2 and tier 3 reading intervention; small-group intervention; provide strategies for teachers	School-based discretionary funds	\$75,000
Professional Development Supplies	1,2,3,4	Investing in content area specialists to assist in MAP	DOI Teaching & Learning	\$15,000

		Growth Goal Achievement.	School-based discretionary funds	
2024-2025 LCPS Budget Items for SMART Goal Achievement				
Line Item	Goal	Description	Funding Source	Amount
Math Resource Teacher	1,2	Guide instructional decisions for math instruction at the school level; facilitate interventions	Department of Instruction (DOI) Teaching & Learning School-Based Discretionary Funds	\$0.15M
Math Interventionist	1,2	Focus on facilitating and implementing tier 2 and tier 3 instructional strategies	DOI Teaching & Learning School-based discretionary funds	\$0.15M
School-based instructional facilitator, math	1,2	Focus on facilitating and implementing tier 2 and tier 3 instructional strategies	School-based discretionary funds	\$77,000
School-based instructional facilitator, reading/ELA	3,4	Facilitate and Implement tier 2 and tier 3 reading instructional strategies, provide teacher PD	School-based discretionary funds	\$77,000
Reading Interventionists	3,4	Tier 2 and tier 3 reading intervention; small-group intervention; provide strategies for teachers	School-based discretionary funds	\$77,000
Professional Development Supplies	1,2,3,4	Investing in content area specialists to	DOI Teaching & Learning	\$15,000

		assist in MAP Growth Goal Achievement.	School-based discretionary funds	
2025-2026 LCPS Budget Items for SMART Goal Achievement				
Line Item	Goal	Description	Funding Source	Amount
Math Resource Teacher	1,2	Guide instructional decisions for math instruction at the school level; facilitate interventions	Department of Instruction (DOI) Teaching & Learning School-Based Discretionary Funds	\$0.2M
Math Interventionist	1,2	Focus on facilitating and implementing tier 2 and tier 3 instructional strategies	DOI Teaching & Learning School-based discretionary funds	\$0.2M
School-based instructional facilitator, math	1,2	Focus on facilitating and implementing tier 2 and tier 3 instructional strategies	School-based discretionary funds	\$77,000
School-based instructional facilitator, reading/ELA	3,4	Facilitate and Implement tier 2 and tier 3 reading instructional strategies, provide teacher PD	School-based discretionary funds	\$77,000
Reading Interventionists	3,4	Tier 2 and tier 3 reading intervention; small-group intervention; provide strategies for teachers	School-based discretionary funds	\$77,000
Professional Development Supplies	1,2,3,4	Investing in content area specialists to	DOI Teaching & Learning	\$15,000

		assist in MAP Growth Goal Achievement.	School-based discretionary funds	
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Part E: Implementation and Monitoring Progress

Goal #1:		Increase 3rd-5th grade MAP (Measures of Academic Progress) Growth Goal Achievement in Math by 3% in the 2023-2024 School year.			
Actions, Strategies, and Interventions	Timeline	Estimated Costs, Funding Sources, and Resources	Person(s) Responsible <i>Positions will suffice. Names are unnecessary.</i>	Means of Evaluation	
				Procedures for Monitoring	Evidence of Impact on Student Learning <i>What will serve as this evidence?</i>
Review MAP data from the previous school year to determine current growth achievement rates.	August-September 2023	Estimated costs and funding: None Resources: Teacher instruction MAP data	School administrator Grade-level teams	<ul style="list-style-type: none"> • MAP scores from the previous school year • Quarterly MAP administration • Weekly/monthly formative assessments 	<p>Grade-level teams will analyze data on a bi-weekly basis to monitor progress.</p> <p>Teams will meet on a quarterly basis to analyze MAP Growth Goal progress and adjust instruction accordingly.</p>
Identify areas of need in RTI and Math instruction and develop professional learning to address those areas.	August 2023-June 2024	Estimated costs and funding: Portion of district funds from DOI and Professional Learning (\$850.3M) Resources: Grade-level data	School administrators Division Instructional Facilitator Math Specialist	<ul style="list-style-type: none"> • MAP scores from the previous school year • Quarterly MAP administration • Weekly/monthly formative assessments 	<p>Grade-level teams will analyze data on a bi-weekly basis to monitor progress.</p> <p>Teams will meet on a quarterly basis to analyze MAP Growth Goal progress and adjust instruction accordingly.</p>

Goal #2:		Decrease the total number of students receiving tier 2 and tier 3 math interventions by 5% by the end of the 2024-2025 school year.			
Actions, Strategies, and Interventions	Timeline	Estimated Costs, Funding Sources, and Resources	Person(s) Responsible <i>Positions will suffice. Names are unnecessary.</i>	Means of Evaluation	
				Procedures for Monitoring	Evidence of Impact on Student Learning <i>What will serve as this evidence?</i>
Investigate and propose hiring a math interventionist to assist with tier 2 and 3 interventions and instructional strategies.	August 2023	A portion of Personnel funds from DOI (\$850.3M) School-based discretionary funds	School administrator Division Instructional Facilitator Division of Professional Learning	<ul style="list-style-type: none"> School administration will reach out to other schools that employ math interventionists. Admin will meet with the DIF and DPL to determine costs and possibilities of hiring a 1.0 or 0.5 FTE 	<ul style="list-style-type: none"> Budget data collected from an admin survey of other schools with a math interventionist. Data collected from other schools that demonstrates the impact of a math interventionist on MAP Growth Goal Achievement.
Identify opportunities for professional development centered on math interventions, and develop a plan for professional learning.	August 2023-June 2025	A portion of funds from DOI (\$2.3M) School-based discretionary funds	School Administrator Division Instructional Facilitator Professional Development Committee	<ul style="list-style-type: none"> Pre-and post-development surveys of staff Observation of PD being utilized in the classroom 	<ul style="list-style-type: none"> The professional development committee will meet monthly after setting the PD schedule to evaluate staff survey data

Goal #3:	Increase 3 rd -5 th grade MAP Growth Goal Achievement in Reading by 3% in the 2023-2024 school year.				
Actions, Strategies, and Interventions	Timeline	Estimated Costs, Funding Sources, and Resources	Person(s) Responsible <i>Positions will suffice. Names are unnecessary.</i>	Means of Evaluation	
				Procedures for Monitoring	Evidence of Impact on Student Learning <i>What will serve as this evidence?</i>
Review MAP data from the previous school year to identify and determine current rates of growth goal achievement.	August-September 2023	Estimated costs and funding: None Resources: Teacher instruction MAP data	School administrator Grade-level teams	<ul style="list-style-type: none"> • MAP scores from the previous school year • Quarterly MAP administration • Weekly/monthly formative assessments 	Grade-level teams will analyze data on a bi-weekly basis to monitor progress. Teams will meet on a quarterly basis to analyze MAP Growth Goal progress and adjust instruction accordingly.
Identify areas of need in RTI and Reading instruction and develop professional learning to address those areas.	August 2023-June 2024	Estimated costs and funding: Portion of district funds from DOI and Professional Learning (\$850.3M) Resources: Grade-level data	School administrators Division Instructional Facilitator Math Specialist	<ul style="list-style-type: none"> • MAP scores from the previous school year • Quarterly MAP administration • Weekly/monthly formative assessments 	Grade-level teams will analyze data on a bi-weekly basis to monitor progress. Teams will meet on a quarterly basis to analyze MAP Growth Goal progress and adjust instruction accordingly.

Goal #4:		Decrease the total number of students receiving tier 2 and tier 3 reading interventions by 5% by the end of the 2024-2025 school year.			
Actions, Strategies, and Interventions	Timeline	Estimated Costs, Funding Sources, and Resources	Person(s) Responsible <i>Positions will suffice. Names are unnecessary.</i>	Means of Evaluation	
				Procedures for Monitoring	Evidence of Impact on Student Learning <i>What will serve as this evidence?</i>
Identify opportunities for professional development centered on reading interventions and develop a plan for professional learning.		<p>A portion of funds from DOI (\$2.3M)</p> <p>School-based discretionary funds</p>	<p>School Administrator</p> <p>Division Instructional Facilitator</p> <p>Professional Development Committee</p>	<ul style="list-style-type: none"> • Pre-and post-development surveys of staff • Observation of PD being utilized in the classroom 	The professional development committee will meet monthly after setting the PD schedule to evaluate staff survey data.

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