

Hardee County Schools

# Hilltop Elementary School



## 2019-20 Schoolwide Improvement Plan

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## Table of Contents

---

<b>School Demographics</b>	<b>3</b>
<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>School Information</b>	<b>7</b>
<b>Needs Assessment</b>	<b>9</b>
<b>Planning for Improvement</b>	<b>13</b>
<b>Title I Requirements</b>	<b>15</b>
<b>Budget to Support Goals</b>	<b>17</b>

## Hilltop Elementary School

2401 US HIGHWAY 17 N, Wauchula, FL 33873

www.hardee.k12.fl.us/hilltop\_elementary

### Demographics

Principal: Beverly Cornelius

Start Date for this Principal: 9/18/2019

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2018-19 Title I School</b>	Yes
<b>2018-19 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2018-19 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Hispanic Students White Students* Economically Disadvantaged Students
<b>School Grades History</b>	2018-19: A (62%) 2017-18: B (58%) 2016-17: A (65%) 2015-16: A (66%) 2014-15: B (57%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southwest
<b>Regional Executive Director</b>	
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	N/A

\* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

## School Board Approval

This plan is pending approval by the Hardee County School Board.

## SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at [www.floridacims.org](http://www.floridacims.org).

## Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

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## Table of Contents

---

<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>School Information</b>	<b>7</b>
<b>Needs Assessment</b>	<b>9</b>
<b>Planning for Improvement</b>	<b>13</b>
<b>Title I Requirements</b>	<b>15</b>
<b>Budget to Support Goals</b>	<b>17</b>

## Hilltop Elementary School

2401 US HIGHWAY 17 N, Wauchula, FL 33873

www.hardee.k12.fl.us/hilltop\_elementary

### School Demographics

School Type and Grades Served (per MSID File)	2018-19 Title I School	2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	79%

### School Grades History

Year	2018-19	2017-18	2016-17	2015-16
Grade	A	B	A	A

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<https://www.floridacims.org>.

### Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

## Part I: School Information

### School Mission and Vision

#### Provide the school's mission statement.

Building learning partnerships with home, school, and community to ensure personal and academic excellence.

#### Provide the school's vision statement.

The vision of Hilltop Elementary School is to create Pride among students and staff by being Positive, Respectful, Independent and Dedicated learners through high Expectations.

### School Leadership Team

#### Membership

Identify the name, email address and position title for each member of the school leadership team:

Name	Title	Job Duties and Responsibilities
Cornelius, Beverly	Principal	
Mason, Gretchen	Teacher, K-12	
Douglas, Chad	Teacher, K-12	
Gunnore, Logan	Teacher, K-12	
Shackelford, Jennifer	Instructional Media	
Justice, Pam	Instructional Coach	
Spires, Lisa	Teacher, K-12	
Edwards, Samantha	Teacher, K-12	
Daane, Kelly	School Counselor	

### Early Warning Systems

#### Current Year

The number of students by grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	51	44	53	54	51	46	0	0	0	0	0	0	0	299
Attendance below 90 percent	6	4	5	6	3	1	0	0	0	0	0	0	0	25
One or more suspensions	0	0	0	0	0	1	0	0	0	0	0	0	0	1
Course failure in ELA or Math	2	9	7	15	4	2	0	0	0	0	0	0	0	39
Level 1 on statewide assessment	0	0	0	3	2	3	0	0	0	0	0	0	0	8

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	2	3	2	3	0	0	0	0	0	0	0	10

**The number of students identified as retainees:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	3	0	0	0	0	0	0	0	0	0	3
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

**FTE units allocated to school (total number of teacher units)**

19

**Date this data was collected or last updated**

Wednesday 9/18/2019

**Prior Year - As Reported****The number of students by grade level that exhibit each early warning indicator:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	7	5	3	3	4	2	0	0	0	0	0	0	0	24
One or more suspensions	0	0	0	1	0	2	0	0	0	0	0	0	0	3
Course failure in ELA or Math	12	7	9	5	10	13	0	0	0	0	0	0	0	56
Level 1 on statewide assessment	0	0	0	5	10	7	0	0	0	0	0	0	0	22

**The number of students with two or more early warning indicators:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	

**Prior Year - Updated****The number of students by grade level that exhibit each early warning indicator:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	7	5	3	3	4	2	0	0	0	0	0	0	0	24
One or more suspensions	0	0	0	1	0	2	0	0	0	0	0	0	0	3
Course failure in ELA or Math	12	7	9	5	10	13	0	0	0	0	0	0	0	56
Level 1 on statewide assessment	0	0	0	5	10	7	0	0	0	0	0	0	0	22

**The number of students with two or more early warning indicators:**



Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	

## Part II: Needs Assessment/Analysis

### School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	61%	56%	57%	62%	53%	55%
ELA Learning Gains	59%	56%	58%	54%	54%	57%
ELA Lowest 25th Percentile	48%	52%	53%	43%	56%	52%
Math Achievement	87%	71%	63%	87%	67%	61%
Math Learning Gains	78%	70%	62%	77%	66%	61%
Math Lowest 25th Percentile	56%	61%	51%	66%	56%	51%
Science Achievement	46%	43%	53%	67%	47%	51%

### EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Number of students enrolled	51 (0)	44 (0)	53 (0)	54 (0)	51 (0)	46 (0)	299 (0)
Attendance below 90 percent	6 (7)	4 (5)	5 (3)	6 (3)	3 (4)	1 (2)	25 (24)
One or more suspensions	0 (0)	0 (0)	0 (0)	0 (1)	0 (0)	1 (2)	1 (3)
Course failure in ELA or Math	2 (12)	9 (7)	7 (9)	15 (5)	4 (10)	2 (13)	39 (56)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	3 (5)	2 (10)	3 (7)	8 (22)

### Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

NOTE: An asterisk (\*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	66%	59%	7%	58%	8%
	2018	62%	57%	5%	57%	5%
Same Grade Comparison		4%				
Cohort Comparison						
04	2019	71%	57%	14%	58%	13%
	2018	50%	50%	0%	56%	-6%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Same Grade Comparison		21%				
Cohort Comparison		9%				
05	2019	38%	48%	-10%	56%	-18%
	2018	47%	51%	-4%	55%	-8%
Same Grade Comparison		-9%				
Cohort Comparison		-12%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	84%	69%	15%	62%	22%
	2018	63%	68%	-5%	62%	1%
Same Grade Comparison		21%				
Cohort Comparison						
04	2019	90%	73%	17%	64%	26%
	2018	85%	64%	21%	62%	23%
Same Grade Comparison		5%				
Cohort Comparison		27%				
05	2019	75%	62%	13%	60%	15%
	2018	77%	65%	12%	61%	16%
Same Grade Comparison		-2%				
Cohort Comparison		-10%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	45%	42%	3%	53%	-8%
	2018	56%	45%	11%	55%	1%
Same Grade Comparison		-11%				
Cohort Comparison						

### Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	46	41		63	53						
ELL	53	50	44	83	75	56	38				
HSP	58	54	42	86	76	57	46				
WHT	77	79		86	86						
FRL	55	50	38	86	76	50	35				

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	30	25	20	47	45	38	23				
ELL	47	56	50	70	66	53	27				
HSP	55	52	43	77	68	50	52				
WHT	59	55		86	58						
FRL	57	56	48	77	67	52	52				
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	39	43	33	54	65	46					
ELL	51	58	43	87	85	73					
HSP	59	50	46	86	76	65	65				
WHT	94	87		88	73						
FRL	57	49	44	87	79	67	64				

### ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	62
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	62
Total Points Earned for the Federal Index	497
Total Components for the Federal Index	8
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	49
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	58
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	

Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	60
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	82
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	57
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

## Analysis

### Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

**Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.**

ELA bottom quartile students performed the lowest during the standardized assessment comparatively to the rest of the intermediate students.

**Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.**

Science Achievement showed the greatest decline from the previous year. The previous teacher left position and it was the first year teaching 5th grade science standards for the new teacher.

**Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.**

Math Achievement show the greatest gap compared to the state average. Collaboration between the intermediate math teachers and vertical alignment of instruction and strategies.

**Which data component showed the most improvement? What new actions did your school take in this area?**

Math learning gains showed the most improvement. Focused RTI and remediation in mathematics.

**Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)**

ELA vocab/phonics is a great area of concern.

**Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.**

1. Vocabulary
2. Phonics
- 3.
- 4.
- 5.

## Part III: Planning for Improvement

### Areas of Focus:

<b>#1</b>	
<b>Title</b>	Vocabulary
<b>Rationale</b>	Through disseminated data pulled from Iready diagnostic and teacher observation the need for improved comprehension of vocabulary is evident.
<b>State the measurable outcome the school plans to achieve</b>	A five percent increase in overall vocabulary performance through the next I Ready diagnostic.
<b>Person responsible for monitoring outcome</b>	Pam Justice (pjustice@hardee.k12.fl.us)
<b>Evidence-based Strategy</b>	Response to Intervention
<b>Rationale for Evidence-based Strategy</b>	Small groups with explicit basic reading instruction are proven to increase student achievement. I ready LAFS and teacher created materials.
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Identify students in need</li> <li>2. Group students with similar needs</li> <li>3. Provide consistent instruction prioritized to the students needs.</li> <li>4.</li> <li>5.</li> </ol>
<b>Person Responsible</b>	Beverly Cornelius (bcornelius@hardee.k12.fl.us)
<b>#2</b>	
<b>Title</b>	Phonics
<b>Rationale</b>	Through disseminated data pulled from Iready diagnostic and teacher observation there is a trend showing the need for basic phonics knowledge is evident.
<b>State the measurable outcome the school plans to achieve</b>	A five percent increase in overall phonics performance through the next I Ready diagnostic.
<b>Person responsible for monitoring outcome</b>	Beverly Cornelius (bcornelius@hardee.k12.fl.us)
<b>Evidence-based Strategy</b>	Explicit 90 minute daily phonics instruction in primary grades with RTI in intermediate grades.
<b>Rationale for Evidence-based Strategy</b>	Explicit 90 minute daily phonics instruction has been shown to improve overall reading skills at all grade levels. Saxon Phonics will be used as a resource.
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Provide training on Saxon Phonics for the teachers.</li> <li>2. Create a schedule to accommodate 90 minutes of instruction daily.</li> <li>3. Monitor student progress saxon assessments and I ready data.</li> <li>4.</li> <li>5.</li> </ol>
<b>Person Responsible</b>	Beverly Cornelius (bcornelius@hardee.k12.fl.us)
<b>Additional Schoolwide Improvement Priorities (optional)</b>	

**After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).**

## Part IV: Title I Requirements

### Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Schoolwide Improvement Plan to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

**Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.**

HES did home visits in the surrounding neighborhood so parents could meet their child's teacher. Each child was given a goodie bag with school supplies and a handwritten note to the child. Parents were given a condensed schedule of parent involvement activities, progress report and report card schedules and holiday/early release days. All of this information was in English and Spanish. HES reached out the the neighborhood church for translators for the visits. School events are scheduled at a time convenient for most parents in order to attract a larger turn out. Parent PowerPoint presentations will be translated for non-English speaking parents. If handouts are given during conferences or grade-level parent events (i.e. Orientation and Data nights), a translated copy will be provided for non-English speaking parents. Every parent/teacher meeting will be provided with a translator for non-English speaking parents. All school notices will be translated into Spanish; this includes all teachers memos as well. Extra parent outreach initiatives are scheduled such as Donuts with Dad and Muffins with Mom to facilitate a positive school culture between parents and school.

### PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

**Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.**

Within our classrooms, we may have a student that needs extra support academically, behaviorally, or emotionally. Teachers use many resources to meet individual student needs. For academic and behavioral concerns, students are monitored and worked with closely through the RtI process. If a student is experiencing emotional problems, students may receive counseling through our school psychologist or through our guidance counselor. We also use peer mentors within our classrooms to help build confidence in students that tend to be shy or uncertain. Guidance lessons will be implemented school wide to support the emotional needs of the students as well as social workers have been provided by the district on staff for students needing intensive support.

Students are provided free breakfast, if they are interested. In addition, certain identified students are provided with food packs containing food items to take care of them for the weekend.

**Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.**

Kindergarten Round-Up is held in the spring of each year to provide information to parents of students who will be starting kindergarten in the fall. Kindergarten teachers visit day cares to inform parents of the expectations of Kindergarten students at Hilltop Elementary. These activities are helpful in easing the transition to school.

The Hardee County VPK program was offered at Hilltop Elementary School in May through July. This program serviced four and five-year old students entering Kindergarten in August. This program is state funded and provides instruction to prepare students for Kindergarten.

The School District partners with the Early Learning Coalition to identify preschool students within Hardee who qualify for a program.

RCMA students are able to spend a day at Hilltop to experience a typical day of Kindergarten. During this experience, they tour the HES campus and enjoy lunch in the school cafeteria.

**Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.**

Baseline data: Florida Assessment Standards (FSA 3-5 Grade), I-Ready District Benchmark Assessments (K-5)

#### Title I, Part A

Supplementary academic services are provided through after-school or summer school programs, an academic intervention resource teacher, and technology resources. Title I Part A, Title II, and the District collaborate in providing professional development, and funding Literacy Coaches. The District Data Coach and the Director of Student Academic Services/Assessment will also assist the school in the coordination of efforts to best serve the students of Hilltop Elementary School.

#### Title I, Part C- Migrant

The Migrant Coordinator and Migrant Advocate collaborate with school staff to ensure that the needs of migrant students are met. Academic and support services enable migrant students to participate fully in the overall educational experience.

#### Title II

These funds provide Professional Development for teachers, substitutes for release time for teachers, consultant travel, Professional Development stipends, extra duty for the Literacy Coach, and mentoring bonuses. Additionally, incentive bonuses for high performing administrators are funded by Title II. The District Director of Curriculum will also assist in providing guidance and support with the Professional Development process.

#### Title III

The District Data Coach and school site Literacy Coach will present Professional Development that addresses the unique needs of ELL/Migrant students.

#### Supplemental Academic Instruction (SAI)

Supplemental Academic Instruction (SAI) funding pays for at least one teacher at each school to teach a remedial course (could be pull-out services), and extra-duty funding for teachers to teach after school and summer school.

#### Violence Prevention Programs

Threat Assessment Team has been created to identify at risk students.

#### Nutrition Programs

The School Breakfast Program offers free breakfast for all students.

The National School Lunch Program offers free lunch for all students.

The Summer Food Service Program provides a no-cost breakfast and lunch to community children age 18 and younger.

**Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.**



At the end of the school year, former students from Hilltop Elementary come in their cap and gown and spend some time with current students at Hilltop. They talk about their school experience, to stay focused, good grades and entering college. Kindergarten students begin exposing students to career awareness and college readiness through community helpers. Other primary and intermediate grades have community leaders come in as guest speakers to talk with the students about their chosen career.

## Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

<b>1</b>	<b>III.A.</b>	<b>Areas of Focus: Vocabulary</b>				<b>\$5,058.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5100		0011 - Hilltop Elementary School	General Fund	299.0	\$5,058.00
			<i>Notes: Curriculum Associates LAFS</i>			
<b>2</b>	<b>III.A.</b>	<b>Areas of Focus: Phonics</b>				<b>\$6,259.62</b>
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5100		0011 - Hilltop Elementary School	General Fund	299.0	\$6,259.62
			<i>Notes: Saxon Phonics</i>			
<b>Total:</b>						<b>\$11,317.62</b>