

Hillside Elementary Action Plan

Priority Area: **Student Dignity & Belonging**

Year: 2023-24

Status: Active

Goal 1: All students will learn in an environment where adults know their students and focus on the work that best promotes their learning. Students are encouraged to excel academically, challenged to think, and valued as individuals with diverse needs.

Strategy (1.1): Grow and nurture a district culture that values, demonstrates and promotes a sense of belonging and dignity for all by embracing diversity, equity, and inclusion.	
STRATEGY TARGET: Overall average composite score on Student Belonging Survey.	
DISTRICT Spring 22-23: EOY Target: 25-26 Target: 5.0	HILLSIDE Spring 22-23: Fall 22-23: EOY Target: 25-26 Target: 5.0
Key Actions	Hillside Ongoing Checks & Data
<p>Action 1: To teach and practice proactive strategies to address student behavior</p> <ul style="list-style-type: none"> → Boystown skills for students → Zones of Regulation → Unthinkables (for certain students) → Skill Streaming lessons (for certain students) → Friendship groups (for certain students) → Plan classroom good behavior games → Train teachers on Well-Managed Schools/BIST → Train teachers in logging positive office referrals → Each teacher creates a classroom management plan → Responsive Classroom techniques (i.e, Morning Meeting/restorative practices) → Student of the Month assemblies each month honoring Hillside Students of the Month and reinforcing efforts to be Respectful, Responsible, and Safe 	<ul style="list-style-type: none"> ● Monthly behavior referrals (major); major+BIP) <ul style="list-style-type: none"> ○ September - 2.6/day; 1.8/day ○ October - 2/day; 1.6/day ○ November - 3.3/day; 1.6/day ○ December - ○ January - ○ February - ○ March - ○ April - ○ May -
<p>Action 2: To attend district and building level professional learning meetings throughout the 2022-23 school year related to behavior management and/or belonging</p> <ul style="list-style-type: none"> → Mini-MANDT training for all staff at Hillside (August) → PL review at the building (Well-Managed Schools) 	<ul style="list-style-type: none"> ● See 23-24 Hillside PD Plan

<ul style="list-style-type: none"> → Behavior plan for every teacher on file and in practice → Periodic review in classrooms of building behavioral expectations (quarterly) 	
<p>Action 3: PBiS Student team meets regularly to plan activities to reinforce and enhance student belonging. School Psychologist leads this team of student PBiS representatives (The PBiS Student Team) to plan and execute efforts to create and promote inclusion for all students</p>	<ul style="list-style-type: none"> ● 2023-24 PBiS Student Team Projects
<p>Action 4: To continue monthly meetings of Hillside’s attendance team (School Counselor, Office Health Assistant, Social Worker, Assistant Principal and Principal) to develop belonging strategies, match student needs, and promote regular attendance</p> <ul style="list-style-type: none"> → Implement district structures for communication from classroom teacher, principal, and social worker regarding attendance → Brainstorm and implement strategies and measures to encourage regular attendance for students who are chronically absent 	<ul style="list-style-type: none"> ● 2023-24 Attendance Team Minutes ● Attendance numbers continue to improve from 22-23 school year ● First semester 2023: <ul style="list-style-type: none"> ○ Aug. - 95.8% ○ Sept. - 95.5% ○ Oct. - 94% ○ Nov. - 94.4%
<p>Action 5: Provide after-school clubs and activities that enhance a feeling of belonging for students</p> <ul style="list-style-type: none"> → Girls on the Run (August-November) → Math Club for grades 2-6 (November-ongoing) → Hillside Garden Club (March-May) → Hillside Spanish Club (September-ongoing) → Community Club sponsored events (i.e. Hillside Family Picnic, Hillside School Dance, Trunk or Treat, etc) 	<p>Event calendar</p> <p>Attendance at various clubs</p>
<p>Summary: Hillside’s focus on student acquisition of social skills is evident in regular practices at Hillside. Hillside is headed into Year 3 of school-wide morning meetings (Responsive Classroom), a focus on daily meetings with students to greet, acclimate, and include all students within a classroom. The staff of Hillside is also using Zones of Regulation (Year 5) in the classroom, and all staff have received training in the use of Zones. Up until the 2021-22 school year, Hillside’s major office referrals had continued to drop yearly (from 2016-17). During 2021-22, major office referrals remained fairly stagnant. 2022-23 office referrals (major, not related to a Behavior Intervention Plan) stayed at around 2.2 referrals per day, on average (majors + major/BIP). Hillside continues to rely on a strong PBiS team that regularly examines and reports data regarding behavior so that the staff can respond with action plans. The PBiS student team will continue their work to involve students in their school. Hillside formed an attendance team in 2022-23, consisting of the health office assistant, social worker, counselor, and principal. This year (2023-24), the Assistant Principal will join the Attendance Team, as well. The team meets monthly to discuss attendance, look at trends, and create plans to assist students in attending school where needed.</p> <p>In August of 2023, all staff at Hillside attended a “Mini-MANDT” review presented by Jodie Tagel, district Behavior Interventionist. Important ideas regarding the escalation cycle and how to approach a student who is disregulated were presented. All certified staff also attended a review of BoysTown skills and techniques in August.</p>	

Hillside Elementary Action Plan

Priority Area: **Math**

Year: 2023-24

Status: Active

Goal 1: All students will learn in an environment where adults know their students and focus on the work that best promotes their learning. Students are encouraged to excel academically, challenged to think, and valued as individuals with diverse needs.

Strategy (1.2): All students will demonstrate growth, reach high levels of academic achievement, and participate in challenging work.	
STRATEGY TARGET: NDE Academic Classification = ?	
DISTRICT Spring 22-23: EOY Target: % 25-26 Target: 70%	HILLSIDE Spring 22-23: N/A EOY Target: 25-26 Target:
Key Actions	<u>Hillside Ongoing Checks & Data</u>
Action 1: Small group math instruction targeting necessary skills	<ul style="list-style-type: none"> ● FASTBridge aMath (grades 2-6) ● FASTBridge Automaticity (grades 2-6) ● FASTBridge Early Math data (grades K-1) ● MAP Growth (grades 3-6)
Action 2: Math interventions for students requiring intense intervention (Do The Math; Connecting Math Concepts, Into Math Intervention materials)	<ul style="list-style-type: none"> ● .FASTBridge aMath (grades 2-6) ● FASTBridge Automaticity (grades 2-6) ● FASTBridge Early Math data (grades K-1) ● MAP Growth (grades 3-6)
Action 3: Core Enhancements (Math Facts Pro, IXL, Zearn, Rocket Math)	<ul style="list-style-type: none"> ● .Early Math (FASTBridge K-1) ● FASTBridge Automaticity (grades 2-6)
Action 4: Math intervention and review for students in grades 3-6 (?) - Math Club funded by a grant	<ul style="list-style-type: none"> ● FASTBridge Automaticity (grades 3-6) ● MAP Growth (Fall-Winter; Winter-Spring NSCAS)
<p>Summary: Building focus continues to be on automaticity for math facts, and teachers are working to enhance practice opportunities in place (Rocket Math, Math Facts Pro, IXL, for ex.) and efforts to provide hands-on activities for memorization, as well (flashcards practice; practice in pairs). Some teachers have trained to provide math intervention in their own classroom. Some grade levels flex group for math intervention time, depending upon need. Teachers continue to work on math talks as a part of establishing student understanding of math and number concepts.</p>	

Hillside Elementary Action Plan

Priority Area: **Reading**

Year: 2023-24

Status: Active

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Strategy (1.2): All students will demonstrate growth, reach high levels of academic achievement, and participate in challenging work.	
STRATEGY TARGET: NDE Academic Classification = ?	
DISTRICT Spring 22-23: EOY Target: % 25-26 Target: 70%	HILLSIDE Spring 22-23: EOY Target: 25-26 Target:
Key Actions	<u>Hillside Ongoing Checks & Data</u>
<p>Action 1: One School/One Book</p> <ul style="list-style-type: none"> -All Hillside families read the same book -Literacy activities and literacy night tied to the book -Read Alouds provided by staff for those who need it 	<ul style="list-style-type: none"> ● Literacy Night participation sign-in (families) ● Ongoing activities leading up to Literacy Night to help students understanding the selection
<p>Action 2: Small-Group Reading/Intervention</p> <ul style="list-style-type: none"> ○ Planning: small group templates ○ Coordination of small group reading schedules to maximize interventions and small group instruction (protected small group times at each grade level) ○ Some teachers providing interventions in classroom ○ Class-wide 6-minute Solution (repeated reading to increase fluency) during independent time ○ During small-group time, some grades flex group and concentrate available resources in one classroom for additional practice and phonics intensive lessons (grades K-2) 	<ul style="list-style-type: none"> ● Walkthrough/observations ● Master schedule ● ATSI Project providing regular updates on intervention data and FASTBridge progress monitoring (special education staff and reading coordinators)

<p>Action 3: Instructional Routines in K-3</p> <ul style="list-style-type: none"> • Instructional coach models and checks fidelity of instruction regularly (especially new staff) • Teachers implement large group instruction and small-group review of Foundational Skills charts • Some grade levels flex group during Foundational Skills time 	<ul style="list-style-type: none"> • Instructional Routines walkthroughs to check fidelity and student engagement with routines • FASTBridge early reading: letter identification (K); sound/symbol (K-1); CBM (2-3)
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Summary: As a building, we are monitoring student achievement in reading. We will continue to analyze progress during Fast PLCs and MTSS meetings to determine if we need to reactivate our goal.

Flex grouping occurs in some grade levels for more intensive phonics teaching. Some teachers have trained on specific interventions to be interventionists in their own classroom. Hillside staff continues to refine goals for students. Many classrooms utilize 6-Minute Solution as a class-wide strategy to improve reading fluency. Some grades flex group and focus all available resources in a classroom for small group rotations and focused interventions and extra practice