

Strategic Plan- Principal's Annual Summary for the 2018-19 School Year  
Hilltop Elementary School

At Hilltop Elementary, we first and foremost believe in reaching and teaching the whole child. As we work to meet each student where they are and support their growth in meeting and exceeding grade-level standards, we have been very intentional in choosing which Strategic Plan Indicators to focus upon. Knowing that no valuable learning happens without a relationship first, we are targeting Indicator 2 which calls for us to "increase the percentage of students who report that AACPS staff care for and support them." Moreover, knowing that supporting students academically is a way to show that we care, we are also focusing on Indicator 5 to "increase the percentage of students who read on or above grade level by the end of second grade" and Indicator 6 to "increase the percentage of students in grades 3-8 who meet or exceed expectations on standardized reading, language arts, and mathematics assessments."

During the 2018-2019 school year, Hilltop made great strides in our work to teach the whole child by creating an additional instructional block focused on the social and emotional growth of our students. Utilizing the Zones of Regulation and the 2nd Step Curriculum, students were given daily opportunities to learn important skills in areas such as self-awareness and problem solving. We are excited to continue this work during the 2019-2020 school year. As we work to build foundational skills with our flexibility with numbers and individualized/ small group instruction that is differentiated to meet student needs, our students have shown the following academic progress during the 2018-19 school year.

- Demonstrated growth from January 2019 to May 2019 administration of the F&P Reading Benchmark Assessment. Our students grew from 58% of our students meeting or exceeding grade-level expectations in instructional reading levels to 62% of our students meeting or exceeding grade-level expectations.
  - 55% of students in grades 2, 3, 4 and 5 passed the 3rd Marking Period AACPS Reading Skills Assessment. This is growth from student performance on the 2nd Marking Period assessment, which showed 50% of our students met or exceeded grade-level standards.
  - 53% of students in grades 2, 3, 4 and 5 passed the 3rd Marking Period AACPS Math Skills Assessment. This is growth from student performance on the 2nd Marking Period assessment, which showed 52% of our students met or exceeded grade-level standards.
  - While our PARCC Reading and Math data on the 2018-2019 did not show significant growth with a .7% increase in ELA and a -3.1% decrease in math, county assessments and \*formative assessments show steady growth in foundational skills that

will begin to positively impact these scores. To address the on-line test format of assessment, we have also invested in enhanced classroom technology and will begin to use these with every student for \*formative and summative assessment opportunities during the 2019-2020 school year. We will also continue to focus on daily and weekly common \*formative assessments to enhance differentiated learning experiences for students.

As we look toward the 2019-2020 school year, Hilltop Elementary is staying the course. We know that we all learn and grow by our own time clocks and we honor that. We are continuing to grow ourselves through intentional professional development opportunities, creating a faculty community of learners to collaboratively and collectively support the social, emotional, and cognitive growth of their students. As a staff, we will continue to work to grow ourselves to better grow our students. We will also continue our Professional Learning Communities (or PLCs) to empower the teacher-leaders here at Hilltop to use appropriate data points to identify an area of need, and work in groups to harvest practical and applicable strategies to grow in areas of need. While working in these groups, teachers use professional texts as well as appropriate educational journals to find “bite-sized” strategies that they then share with their colleagues through professional development “bursts” at faculty gatherings. We will also progress-monitor student growth through an enhanced focus on common \*formative assessments to better inform changes that need to be made in our teaching. We look forward to the work and growth that lie ahead.

~Kelly Thomas  
Principal, Hilltop Elementary

*\* The goal of **formative assessment** is to monitor student learning to provide ongoing feedback that can be used by teachers to improve their teaching and by students to improve their learning. **Formative assessments** help students identify their strengths and weaknesses and target areas that need work throughout daily learning.*