

Limited English Proficiency for Students

English Language Learners comprise 18% of Hilltop's student population. This percentage includes active ESOL students and students who have exited ESOL and achieved English Language Proficiency within the past two years. These learners are known as reclassified and no longer receive direct instruction from an ESOL teacher. Each year active ESOL students complete an English proficiency assessment called WIDA Access. This assessment gives teachers and staff a clearer picture of our ELLs English language abilities in the areas of reading, writing, speaking and listening. Scores range from 1 (Entering) to 6 (Reaching). Students are exited from ESOL when they score an overall proficiency level of 4.5.

WIDA Data 18-19 SY:

- 47% of K ESOL students scored an overall proficiency level 1, Entering
- 67% of 1st grade ESOL students scored a proficiency level 3, Developing
- 45% of 2nd grade ESOL students scored a proficiency level of 3, Developing
- 37% of 3rd grade ESOL students scored a proficiency level of 3, Developing
- 55% of 4th grade ESOL students scored a proficiency level of 4, Expanding
- 54% of 5th grade ESOL students scored a proficiency level of 4, Expanding

Hilltop ES Student Data:

- Home Language Surveys indicate that 16 different languages are spoken in our students' households.
- The predominant language spoken (in our students' households) is Spanish.

The goals of the English Language Acquisition program are to:

- Encourage a system-wide, asset-based approach to language which supports the development of linguistically diverse students as biliterate participants in global society.
- Build English language proficiency among elementary English Learners in order to foster the development of academic literacy, mathematical competence and social growth.
- Equip all educators of English learners with the knowledge and skills needed to support their linguistic, academic and social growth.
- Create access and opportunity for linguistically diverse families to support their child's learning in partnership with schools.

Hilltop exemplifies these goals in our ESOL program. ESOL teachers at Hilltop provide instruction to meet students' needs. This may be by pulling groups out of the classroom for dedicated ESOL instruction, pushing into the classroom to offer support to learners and teachers or providing small group newcomer instruction. At Hilltop, we offer our staff Professional Development on best practices for working with ELLs. ESOL teachers attend weekly collaborative planning meetings and are always available to work with teachers to guide them as they instruct our ELLs.

During the 18-19 school year, we supported parents of ESOL students by hosting a parent night providing reading strategies in their home language. Additionally, parents are offered a home/school connection through the relationships they build with our bilingual family and community outreach facilitator. Similar events and supports will continue in the upcoming school years. Each year, our bilingual family and community outreach facilitator hosts parent information sessions in Spanish to inform parents about what to expect and goals for their students current grade level. To promote social language practice among our ELLs, our Hilltop ESOL team hosted a Board Game Club after school, twice a week for several months. Hilltop

sees our ELLs as an asset to our school family and is dedicated to supporting their journey as they become biliterate participants in our global society.

Inclusion of Triple E (EEE) - STEM in Society

Triple-E stands for Excellence in Elementary Education and is a class provided to all Hilltop students, in the theme of STEM in Society, for one hour each week. It allows students to work in teams to collaboratively ask questions, creatively solve problems, and enthusiastically learn through hands-on exploration. It also allows students to work on real-world problems alongside teachers and other professionals from the community, and it integrates various technology tools. At Hilltop Elementary, our EEE program focuses on STEM in Society.

In a world that is changing faster than ever before, the STEM in Society theme creates an environment that allows our students to study challenging and meaningful questions related to our world in the 21st Century, take risks with new ideas and become inventors, problem-solvers, and innovators, whose solutions make a positive impact on the world around them. There is a strong emphasis on STEM methodologies of study, including engineering design, scientific inquiry, computer coding, and more. The natural curiosity of children will be fostered as students work together on projects and problems found within their homes and communities. Beyond our STEM in Society learning block, Hilltop teachers and staff provide additional opportunities for students to engage in scientific and technological exploration. For example, our Hilltop team often mentors students and supports their efforts to participate in the countywide Research Expo (Science Fair). The Research Expo is held every year in the early Spring. Using the Scientific Method or Engineering Design Process students prepare projects on topics of their interest to be evaluated and shared with the school community. Scientific inquiry and the engineering design process are also supported in clubs like SeaPearch and NASA's BEST. These clubs are held before school with students in 5th and 3rd grade. The goal is to create positive experiences so that students will want to pursue lifelong STEM learning.

Inclusion of Support Staff

Hilltop Elementary Data Impacting Student Support:

- 6% of students in PK-5th grade have received 3 or more major referrals.
- 11% of students in PK-5th grade qualify for Special Education Services.
- 18% of students in K-5th grade qualify for ESOL Services.
- 25% of students in K-5th grade qualify for Tier II or Tier III Reading Interventions.

Hilltop Elementary Data Impacting Support Staff:

- 1 Behavior Interventionist on staff to support all students.
- 1 School Counselor on staff to support all students.
- 1 part-time PPW (at least 2 days a week) to support all students.
- 1 Bilingual Facilitator to facilitate communication with Spanish-speaking parents.
- 3 Pre-K and 3 Kindergarten Teaching Assistants to support students with small-group instruction.
- 5 Special Educators and 3 Teaching Assistants on staff to support students with IEP's.
- 2 ESOL teachers on staff to support students with their English language acquisition.
- 3 Reading Resource Teachers on staff to coach teachers with their reading instruction and support students with small-group instruction.

- 3 Student Intervention Support Teachers on staff to deliver Tier II and/or Tier III interventions to grow our readers.
- 2 Math Resource Teachers on staff to coach teachers with their math instruction and support students with small-group instruction.

As a school of over 752 students, Hilltop ES has a large support staff of educators who work to meet the diverse needs of our learners from Pre-K to 5th grade. With our Title I funding, we have staffed additional teachers to aid in this work. Our support staff not only works with students in small-groups, but they also collaborate with classroom teachers and grade-level teams to impact student achievement.