

Hillcrest



2015-16 School Improvement Plan

Hillcrest

3143 SE 17TH ST, Ocala, FL 34471

[no web address on file]

School Demographics

School Type

High

2014-15 Title I School

No

2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)

72%

Alternative/ESE Center

Yes

Charter School

No

2015-16 Minority Rate (Reported as Non-white on Survey 2)

44%

School Grades History

Year

Grade

School Board Approval

This plan was approved by the Marion County School Board on 12/8/2015.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

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 with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. 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: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	2	Wayne Green
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

We believe the value of children is not found in their potential for productivity, but merely in their being. We accept and respect their differences as well as their likenesses.

Provide the school's vision statement

We are dedicated to create a learning situation, which would best benefit all handicapped children. It is our desire to incorporate careful planning with knowledge of each individual child's physical, emotional, social and educational background in order to produce a balanced program.

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

Teachers are always involved in the intake process of each student. Since every student has to be staffed to Hillcrest from their base school it allows the staff to get to know the student before they start school. Daily communication between teachers and guardians happens every day through phone calls and a notebook that goes home every day. Due to the nature of our students disabilities, meetings are very specific about student needs, likes, dislikes, medical needs/concerns, toileting issues, communication ability, history of education and every other personal question that will help the school keep their child safe and be successful. There are pep rallies every week that teachers and students interact through activities plan by staff.

Describe how the school creates an environment where students feel safe and respected before, during and after school

The majority of our students ride a bus where teachers, para-professionals and administration greet them every morning and monitor the students who are transitioning to class. Students brought to school by parents are greeted in the front lobby of the school and students that are not capable of getting themselves to class are escorted to class. Students are rewarded for good behavior and academic success by a monetary system and given the opportunity to purchase items in the school store. Each week one student in each class is made student of the week and recognized in front of school. After school each student is individually checked off as they get on the bus. Parents have to sign their student out in the front lobby of school each day when they pick them up.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

We are a PBS school with school expectations posted school wide. Teachers are TEACH trained, a system designed to deescalate and prevent student physical altercations. Teachers are constantly redirecting students to stay on task with visuals such as pictures.

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

Due to the nature of our students disabilities there is approximately a 2:1 ratio, staff to student, which makes for a close working relationship with each student. With a daily communication folder going home every day and the nature of many of our students teachers/staff and parents are constantly communicating about student issues and needs. For instance we know many times if a student didn't sleep well or had a medical issue. The number of staff to student ratio allows us to keep a close tab on student social-emotional needs. Hillcrest also has a Behavior Specialist, guidance counselor, behavior tech, speech, physical and occupational therapist that all work very close with students, parents and teachers to monitor and help our students with their needs.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

Due to the nature and severity of the students' disabilities enrolled at Hillcrest, multiple strategies are routinely used to increase student performance and learning. These strategies include daily communication with parents or guardians; occupational, physical, speech, and behavioral therapy sessions with qualified therapists; interactive, multisensory instructional sessions using current technology and well trained staff members; and ongoing meetings regarding the effectiveness of current practices utilized with students. Teachers are encouraged to initiate meetings to address student issues and changes in behavior or performance. Attendance is monitored continually and a social worker is contacted to determine gross attendance issues. Social workers maintain constant communication with the administration team as well as with students' individual teachers. Students with communication issues are provided with iPads, picture exchange systems, and picture schedule cards to relieve student anxiety. Failure on standardized tests is rooted in student disability; therefore, the opportunity is provided to succeed in classwork based upon effort and regular attendance in class. Teachers are constantly monitoring curriculum to meet student needs and abilities. Every effort is put forth to provide student success.

Provide the following data related to the school's early warning system

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

Indicator	Grade Level							Total
	6	7	8	9	10	11	12	
Attendance below 90 percent	4	5	8	9	5	3	16	50
One or more suspensions	3	2	0	8	5	3	5	26
Course failure in ELA or Math	0	0	0	0	0	0	0	
Level 1 on statewide assessment	2	0	1	1	1	0	0	5

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level							Total
	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	7	7	8	17	10	6	21	76

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

Due to the nature and severity of the students' disabilities enrolled at Hillcrest, multiple strategies are routinely used to increase student performance and learning. Every student receives individualized instruction and every possible strategy is used to help the student succeed to the best of his/her ability. ULS (Unique Learning System) is used for all students as well as smart boards (an interactive system), PECS (picture exchange communication system), therapist, behavior analyst, social workers, teachers, para-professionals and administration all work very close to monitor student progress. At this time Hillcrest only has one student exhibiting two or more early warning indicators.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

Yes

PIP Link

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

Description

Section 1118 of the Elementary and Secondary Education Act (ESEA) requires each Local Educational Agency (LEA) and school that receives funds under Title I, Part A, to develop and distribute to parents of participating children a written parent involvement policy (PIP). In order to assist LEAs in the development of high-quality PIPs, the Florida Department of Education (FDOE) has developed the attached templates and online system. The online system for LEA-level and school-level policies are located at <https://app1.fldoe.org/bsa/ParentInvolvementPlan>.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

Hillcrest is very involved in the community through many different avenues. First our Business partner donates money, sends volunteers and visits to determine needs of school. MTRA (marion therapeutic riding association) is housed on our campus and provides therapeutic riding lessons on a weekly basis. Several churches provide volunteers for pep rallies, festivals, special events and school supplies. Interfaith provides us with backpacks full of food every weekend for students in need to take home. Numerous communities service groups provide, services, food and supplies for pep rallies and various events. Surrounding high schools participate in pep rallies providing numerous activities and interacting with our students.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership:

Name	Title
Manresa, Lourdes	Principal
Collins, George	Assistant Principal
Tatro, Tammy	Guidance Counselor

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

Principal and Assistant Principal: Ensure that the school based team is implementing proper procedures. Provides support and resources to the RTI team to meet the needs of the student. Communicates with the parent concerning the RTI procedure and implementation plan.

Exceptional Student Education Teacher: Participates in student data collection. Collaborates with team to provide appropriate tier implementation.

Behavior Specialist: Reviews data collection, conducts student observation, and collaborates with team in developing a plan; and facilitates and supports resources and ideas to teachers, administrators, and parents on appropriate interventions.

Behavior Technician: Provides in house hands on assistance. Creates necessary tools and visual supports for implementation of plan. Monitors data collection daily and forwards to Behavior Specialists

Social Worker: Provides resources to the school and family to support the child's medical, emotional, behavioral and social success.

Guidance Counselor: Facilitates coordination of meetings. Provides hands on assistance on intervention plan.

School Psychologist: Facilitates and provides support for the intervention plan. Assist with problem solving and data analysis.

The Hillcrest RtI team's primary focus is focused upon behavior. Our meetings may occur weekly or monthly depending on the severity of the need.

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

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Exceptional Student Education Teacher: Participates in student data collection. Collaborates with team to provide appropriate tier implementation.

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Behavior Technician: Provides in house hands on assistance. Creates necessary tools and visual supports for implementation of plan. Monitors data collection, daily and forwards to Behavior Specialists

Social Worker: Provides resources to the school and family to support the child's medical, emotional, behavioral and social success.

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School Psychologist: Facilitates and provides support for the intervention plan. Assist with problem

solving and data analysis.

The Hillcrest RtI team's primary focus is on behavior. Our meetings may occur weekly or monthly depending on the severity of the need.

Title I Part A

Title I funds are being used in the following: areas

Educational materials 7505.00

Engaged classroom 13109.00

Parent involvement 625.00

Staff development 1250.00

Basic instruction 24137.00

Software 3408.00

Title I – Part C – Migrant Program:

District funds are used to purchase:

- School supplies,
- Fund a Migrant Liaison that works with schools and families to identify students and provide need referrals for families

Referrals to After School Tutorial Program to improve grades, increase promotion, improve attendance and reduce the dropout rate.

Families must meet the federal eligibility to participate in the program.

Title I –Part D- Neglected and Delinquent

Title II – Part A: - District provides staff development activities to improve basic educational programs and to assist administrators and teachers in meeting highly qualified status.

Title III – Part A: Services are provided through the District, for education materials and ELL district support services on an as needed basis to improve the education of immigrant and English Language Learners.

Title X: District Homeless Social Worker provides resources (Clothing, school supplies, social services referrals....) for students identified homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.

Supplemental Academic Instruction (SAI)

Dropout prevention and academic intervention programs are funded through the Florida Education Finance Program (FEFP) and Supplemental Academic Instruction categorical funds. School districts have flexibility in how SAI funds may be expended as long as dollars are used to help students gain at least a year of knowledge for each year in school and to help students not be left behind.

Supplemental instruction strategies may include, but are not limited to (modified curriculum, reading instruction, after-school instruction, tutoring, mentoring, class size reduction, extended school year, intensive skills development in summer school and other methods to improve student achievement.

Exceptional Student Education: The Florida Diagnostic Learning Resource System is funded through EHA-Part B as amended by PL94-142, to provide Support Services to Exceptional Student Education Programs.

Vocations Education: Proposals are submitted annually to enhance selected Vocational Programs for regular, disadvantaged and handicapped students in grades 7-12.

Health Department: District and schools coordinate with the Health Department for Absences Programs, Asthma Programs and Nurses that oversee school health clinics.

Head Start: Pre-Kindergarten program offered at selected school sites

Voluntary Pre-Kindergarten Program: State funded Pre-K program offered at select school sites during the school year and summer.

Law Enforcement-Ocala Police Department and Marion County Sheriff's Department: Bike Safety Week, Walk your Child to School....

Other agencies that you may be collaborating with for various programs:

Marion County Children's Alliance

Education Foundation

Early Learning Coalition of Marion County

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Julia Alston	Parent
Steve Collings	Business/Community
George Collins	Teacher
Donnette John	Parent
Rosann Lalgie	Parent
Lourdes Manresa	Principal
Diane Mason	Business/Community
Agustina Ortiz	Parent
Linda Paglia	Parent
Peggy Ritch	Education Support Employee
Maria Roman	Parent
Anne Dolan	Education Support Employee
Julia Alston	Parent
Tracy Bravo	Teacher
Jamie Giordano	Parent
Rose Ortiz	Parent
Tammy Quick	Parent
Dianna Peltier	Parent
Abygail Santana	Parent
Megan Shipe	Parent
Makia Smith	Parent
Jessica Stewart	Teacher
Stephanie Thomson	Parent
Brandy Williams	Parent
Rachel Wire	Parent
	Student

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

At the first SAC meeting, held in October, SAC members reviewed the budget and a copy of the 2014-2015 proposed CIM. Suggestions, adjustments and corrections were taken into consideration and any necessary changes were made. Recommended changes and adjustments were considered for the 2015-2016 CIM.

Development of this school improvement plan

The SAC helps with the SIP by determining areas of student need related to academic improvement. This has been especially helpful in the purchase of assistive technology, specifically related to interactive SMART Boards. In addition, the SAC was instrumental in the decision to utilize the Unique Learning System for improving scores on the Florida Alternate Assessment in the areas of reading, math, writing, and science. This was clearly evident in raising overall FAA scores last year and although we continue to struggle making AYP, we did demonstrate more areas of growth than regression. The SAC also works to communicate their overall plan to the community by posting the SIP on the school website with a clear explanation of the goals and purpose. To keep parents involved in SAC a notice is sent home at the beginning of the year encouraging parental involvement.

Preparation of the school's annual budget and plan

Hillcrest School Advisory Council (SAC) convenes quarterly. The meetings will be held from 3:15 pm to 4:15 pm in the school cafeteria. SAC members are provided with an update of the School Improvement plan and address concerns that may arise school wide. SAC members receive information regarding the necessity of purchases and give input into those plans. SAC member approval is necessary before the purchases are made. School improvement funds are used for classroom needs, as well as student incentives, classroom materials and supplies

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

SAC funds are used for staff and student incentives, classroom materials and supplies.

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership:

Name	Title
Manresa, Lourdes	Principal
Collins, George	Assistant Principal
Tatro, Tammy	Guidance Counselor

Duties

Describe how the LLT promotes literacy within the school

The leadership team meets bi-weekly and goes over minutes and notes from the department meetings. Feedback is given by the leadership team of changes and adjustments that need to be made.

All teachers have access and utilize ULS (Unique Learning System) pre and posttest to ensure student gains.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

Teachers within their curriculum teams meet on a bi-monthly basis in team meetings. The rationale of the team meetings is to discuss curriculum, student behaviors, general and specific concerns with students, interventions being utilized individually or within the class. After teachers meet and identify needs a Student Assistance Team (SAT) will meet to identify any additional areas of concern based on student academic performance, behavioral or medical issues in order to improve outcomes for students. The goal of Hillcrest staff is to assist each student to be as independent as possible after they transition from high school to the community. The SAT team consists of the school administration, guidance counselor, District Behavior Specialist, Behavior Tech, District Social Worker, School Psychologist, and classroom teachers. Ancillary members of the SAT team may include, but not be limited to school nurse, support staff, speech therapist, occupational therapist, and physical therapist

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

Description of Strategy, Person Responsible, Projected Completion Date

- 1.Recrut: Utilize the district on-line system to screen for qualified applicants: Principal, Assistant Principal, On-going
- 2.Recrut: Utilize Continuing Substitutes and Classroom Substitutes to avoid hastiness of hiring "marginal" teacher applicants when openings occur. Principal, Assistant Principal, On-going
- 3.Retain: Maintain optimum staff morale and a positive atmosphere for learning through on-going daily activities, special events, customized staff development, special events, PBS and recognition. Principal, Assistant Principal. On-going
- 4.Retain: Provide support to teachers from each program to address challenges they may experience with students in the classroom. New teachers attend beginning teacher program and assigned a new teacher mentor. Principal, Assistant Principal and New Teacher Mentor, On-going.

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

The rationale for pairing veteran teachers with beginning teachers is to support the beginning teacher with issues from county and state directives, as well as, the challenges of his/her classroom. There are so many issues that a new teacher will face, having someone to ask questions and bounce ideas off of helps put them at ease and makes the transition smoother.

Some of the activities scheduled for assisting new teachers will be carried out through bi-monthly team meetings, bi-monthly planning meetings, informal observations, meetings with Behavior Support Team as needed and follow MCIES category 1 teacher certification.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

Because of the nature of the disabilities of our students, Hillcrest uses alternative, state approved, curriculum materials such as Unique Learning System and Handwritng without Tears, in an effort to support our students' involvement in alternative assessment protocols.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Based upon student IEP's students are placed into the most appropriate program for instructional growth. IEP's are constantly being monitored and revised to reflect changes in those requirements for effective instruction, including behavioral necessities. The nature of our students' disabilities directs them toward alternative state assessments. Every effort is made to provide opportunities for the academic growth of every student on our campus.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Summer Program

Minutes added to school year: 4,200

Teachers collect data on each students current levels prior to an extended break to assess weather a student regresses (loses the same skills they had proir to break). If a student regresses, that student will benefit from ESY (extended school year). ULS (Unique Learning System) Pre/Post test are used to monitor progress.

Strategy Rationale

Teacher observation, student portfolio, behavior charts, and ULS (Unique Learning System) pretest and post test provide evidence of student learning.

Strategy Purpose(s)

- Enrichment activities that contribute to a well-rounded education

Person(s) responsible for monitoring implementation of the strategy

Collins, George, george.collins@marion.k12.fl.us

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Teacher observation, student portfolio, behavior charts and ULS (Unique Learning system) pre-test, post-test.

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

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

Students are placed at Hillcrest based upon individual needs and instructional requirements, and is driven by IEP goals. Hillcrest presents social stories to students coming to Hillcrest which helps with the transition. Usually the parents also bring the student to Hillcrest before starting and we take them for a tour of the school. We have middle school students (6th grade) in the sixth grade and remain at our school until their twenty second birthday.

College and Career Readiness

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

The goal of Hillcrest's staff is to assist each student to be as independent as possible as they transition from high school to the community. CBI(Community Based Instruction), CBVT(Community

Based Vocational Training) instruct students in functioning within the community as adults. The Life Skills environment in which student are able to practice household projects, such as making beds, washing dishes, setting a table, minor cooking and cleaning techniques, and other common household chores to allow a smoother transition into the community. Students secure employment through a CBVT coach at community businesses and practice real world employment skills, such as using a time card, taking a break, following directions of the employer, and practicing customer service etiquette.

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

Our CBI and CBVT programs address student needs which are served in this setting. Our students are welcome to achieve certification at other institutions which offer appropriate instruction.

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

Students are given opportunities to work on computers, to interact with those around them, to function in recycling programs, agricultural projects, and mock business endeavors. Shops are set up to allow students to learn to work together toward a goal by utilizing various skills and working as a team. Skills such as money counting, serving customers, and maintaining products are parts of these projects. .

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

Hillcrest is not included in the High School Feedback Report.

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** If students are instructed using the ULS, then learning gains will show an increase throughout the school year.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. If students are instructed using the ULS, then learning gains will show an increase throughout the school year. 1a

G072501

Targets Supported 1b

Indicator	Annual Target
-----------	---------------

Resources Available to Support the Goal 2

- Resources include staff training in the ULS
- The ULS updates and changes

Targeted Barriers to Achieving the Goal 3

- Academic engagement during instruction

Plan to Monitor Progress Toward G1. 8

Student work, anecdotal records, behavior referral occurrences, walk through notes

Person Responsible

George Collins

Schedule

Weekly, from 9/2/2015 to 6/1/2016

Evidence of Completion

Student assessments, referrals, teacher reactions and responses

Plan to Monitor Progress Toward G1. 8

Person Responsible

Schedule

Evidence of Completion

Plan to Monitor Progress Toward G1. 8

Person Responsible

Schedule

Evidence of Completion

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. If students are instructed using the ULS, then learning gains will show an increase throughout the school year. **1**

 G072501

G1.B2 Academic engagement during instruction **2**

 B188914

G1.B2.S1 Professional development in classroom management strategies and techniques **4**

 S200398

Strategy Rationale

High levels of classroom management allows for higher student engagement and increased student learning.

Action Step 1 **5**

FDLRS will provide professional development to all staff to increase understanding of new system

Person Responsible

George Collins

Schedule

Every 6 Weeks, from 9/16/2015 to 6/1/2016

Evidence of Completion

Teacher sign in sheets, teacher surveys on TNL, walk throughs demonstrating implementation of the program

Action Step 2 5

Teachers will implement ULS strategies in their classrooms on a daily basis.

Person Responsible

George Collins

Schedule

Weekly, from 9/16/2015 to 6/1/2016

Evidence of Completion

Walk throughs demonstrating teacher proficiency in utilizing the ULS system, student work and progress evidenced in classrooms

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Walk throughs and ask fors concerning implementation of the curriculum, observations regarding student engagement and classroom management

Person Responsible

George Collins

Schedule

Weekly, from 10/27/2014 to 6/5/2015

Evidence of Completion

Student work, student assessment results, classroom anecdotal records, behavior referrals

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Person Responsible

Schedule

Evidence of Completion

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B2.S1.A1	FDLRS will provide professional development to all staff to increase understanding of new system	Collins, George	9/16/2015	Teacher sign in sheets, teacher surveys on TNL, walk throughs demonstrating implementation of the program	6/1/2016 every-6-weeks
G1.B2.S1.A2	Teachers will implement ULS strategies in their classrooms on a daily basis.	Collins, George	9/16/2015	Walk throughs demonstrating teacher proficiency in utilizing the ULS system, student work and progress evidenced in classrooms	6/1/2016 weekly
G1.MA1	Student work, anecdotal records, behavior referral occurrences, walk through notes	Collins, George	9/2/2015	Student assessments, referrals, teacher reactions and responses	6/1/2016 weekly
G1.MA2	[no content entered]			one-time	
G1.MA3	[no content entered]			one-time	
G1.B2.S1.MA1	[no content entered]			one-time	
G1.B2.S1.MA1	Walk throughs and ask fors concerning implementation of the curriculum, observations regarding student engagement and classroom management	Collins, George	10/27/2014	Student work, student assessment results, classroom anecdotal records, behavior referrals	6/5/2015 weekly

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. If students are instructed using the ULS, then learning gains will show an increase throughout the school year.

G1.B2 Academic engagement during instruction

G1.B2.S1 Professional development in classroom management strategies and techniques

PD Opportunity 1

FDLRS will provide professional development to all staff to increase understanding of new system

Facilitator

FDLRS trainer

Participants

Teachers and paraprofessionals, support staff, and administrators

Schedule

Every 6 Weeks, from 9/16/2015 to 6/1/2016

PD Opportunity 2

Teachers will implement ULS strategies in their classrooms on a daily basis.

Facilitator

Hillcrest administration

Participants

Teachers, paraprofessionals, support staff

Schedule

Weekly, from 9/16/2015 to 6/1/2016

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget

Budget Data

1	G1.B2.S1.A1	FDLRS will provide professional development to all staff to increase understanding of new system	\$0.00
2	G1.B2.S1.A2	Teachers will implement ULS strategies in their classrooms on a daily basis.	\$0.00
Total:			\$0.00