

Marion County Public Schools

# Hillcrest



2016-17 Schoolwide Improvement Plan

## Hillcrest

3143 SE 17TH ST, Ocala, FL 34471

[ no web address on file ]

### School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 6-12	No	83%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
Special Education	No	49%

### School Grades History

Year  
Grade

### School Board Approval

This plan was approved by the Marion County School Board on 1/24/2017.

### 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 a monitoring status of "Former F" (see page 4). 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>.

---

## Table of Contents

---

<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>Differentiated Accountability</b>	<b>5</b>
<b>Current School Status</b>	<b>6</b>
Supportive Environment	6
Family and Community Engagement	8
Effective Leadership	8
Public and Collaborative Teaching	12
Ambitious Instruction and Learning	12
<b>8-Step Planning and Problem Solving Implementation</b>	<b>16</b>
Goals Summary	16
Goals Detail	16
Action Plan for Improvement	19
<b>Appendix 1: Implementation Timeline</b>	<b>22</b>
<b>Appendix 2: Professional Development and Technical Assistance Outlines</b>	<b>23</b>
Professional Development Opportunities	23
Technical Assistance Items	24
<b>Appendix 3: Budget to Support Goals</b>	<b>24</b>

## 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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

### DA Regions

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

### DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

### DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

### 2016-17 DA Category and Statuses for Hillcrest

DA Region and RED	DA Category and Turnaround Status
Northeast - <a href="#">Cassandra Brusca</a>	Not In DA - N/A

## I. Part I: Current School Status

### A. Supportive Environment

#### 1. School Mission and Vision

##### a. 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.

##### b. 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.

#### 2. School Environment

##### a. 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. Hillcrest has an extensive Positive Behavior Support (PBS) system that provides a positive culture which helps build staff student relationships.

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

Supervision is a top priority at Hillcrest to ensure student safety. 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 at the front door by office staff. Students that are not capable of getting themselves to class are escorted to class, others are able to walk independently, but still supervised by staff even if from a distance. Respect, responsible and helpful are the key words posted on the Hillcrest campus and monitored through our PBS infused in every program.

##### c. 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 (Techniques for Effective Adult and Child Handling) trained, a system designed to deescalate and prevent student physical altercations. Teachers are constantly redirecting students to stay on task with visuals supports. Hillcrest also has a discipline flow chart that is provided to staff to follow the school protocol. Each student has an Individual Educational Plan; therefore, discipline is viewed differently taking into account the students cognitive level of understanding while maintaining district policy.

**d. 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 a lower staff to student ratio which makes it easier to have a close working relationship with each student. Communication folders go home with every student every day which allows teachers and parents to communicate about students academic, behavioral and medical needs. Hillcrest also has a behavior specialist, guidance counselor, behavior tech, speech pathologist, and physical and occupational therapist that all work very close with students, parents and teachers to help our students with their individual needs.

**3. Early Warning Systems**

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

**a. 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 (PECS), 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.

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

**1. 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	0	0	0	0	0	0	4	5	8	9	5	3	16	50	
One or more suspensions	0	0	0	0	0	0	3	2	0	8	5	3	5	26	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0		
Level 1 on statewide assessment	0	0	0	0	0	0	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
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students exhibiting two or more indicators	0	0	0	0	0	0	2	2	0	1	2	0	7	14	

**c. 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 has 14 students exhibiting three or more early warning indicators. Most of these students participate in our therapeutic unit of behavior (TUB) and are our more challenging students with some of our most severe behavioral disabilities.

## B. Family and Community Engagement

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

### 1. 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. Â§ 6314(b)(1)(F).

#### a. Will the school use its PIP to satisfy this question?

No

#### 1. PIP Link

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

#### 2. 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>.

### 2. 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. MTRA (Marion Therapeutic Riding Association) is housed on our campus and provides therapeutic riding lessons on a weekly basis. Several local churches provide volunteers for pep rallies, festivals, special events and provide school supplies. Interfaith provides us with backpacks full of food every weekend for specific 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.

## C. Effective Leadership

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

### 1. School Leadership Team

#### a. Membership

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



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

## **b. Duties**

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

Principal: Ensure that the school based team is implementing proper procedures. Provides support and resources to the MTSS (Multi Tiered Support System) team to meet the needs of the student. Communicates with the parent concerning the MTSS procedure and implementation plan.

Assistant Principal: Reviews data collection, and collaborates with team in developing a plan; and facilitates and supports resources and ideas to teachers, and parents on appropriate interventions. Over sees all facility and maintenance issues through work orders and emails. Evaluations of teachers and support staff, monitoring of committee's and extra curricular activities and document and report fire drills.

Guidance Counselor: Facilitates coordination of meetings. Provides hands on assistance and guidance with intervention plans.

### **2. 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.**

Anytime Hillcrest staff perceives an issue with a student whether it be educational, behavioral or medical, that person contacts administration or guidance and a SAT (student assistance team) meeting is set up. The team may consist of teacher, support staff, guidance, therapist, social worker, psychologist, behavior specialist or anyone else that can assist in helping the student be successful. At the meeting decisions are made to collect data, do observations, determine what materials may be needed, collaborate with team and develop a plan.

## **2. School Advisory Council (SAC)**

### **a. Membership**

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
	Parent
Steve Collings	Business/Community
George Collins	Teacher
Lourdes Manresa	Principal
Diane Mason	Business/Community
Linda Paglia	Parent
Peggy Ritch	Education Support Employee
Maria Roman	Parent
Anne Dolan	Education Support Employee
Tracy Bravo	Teacher
Tammy Quick	Parent
Abygail Santana	Parent
Nakia Smith	Parent
Jessica Stewart	Teacher
Brandy Williams	Parent
Rachel Wire	Parent
Skye Barz	Teacher
Bobby Boswell	Teacher
Allen Caldwell	Student
Evelyn Cheshire	Parent
Kim Christie	Teacher
Iris Cintron-Duran	Student
Vilmaris Colon-Gomez	Parent
Jeimmy Espina	Parent
Lisa Greene	Parent
Danelle Harwell	Teacher
Shelley Hurtt-Mallory	Parent
Donnette John	Parent
Crystal Jordan	Parent
Sharon Lord	Teacher
Sandra Porter	Parent
Rose Tirado	Parent

## **b. Duties**

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

**a. Evaluation of last year's school improvement plan**

At the first SAC meeting, held in October, SAC members will review the budget and a copy of the 2016-2017 proposed SIP. Suggestions, adjustments and corrections will be taken into consideration and any necessary changes will be made.

*b. 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/Panels. In addition, the SAC was instrumental in the decision to utilize the Unique Learning System for improving scores on the Florida Standards Alternate Assessment in the areas of reading, math, writing, and science. This was clearly evident in raising overall FSAA scores last year and although we continue to struggle making progress, 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.

*c. 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. School improvement funds are used for classroom needs, communication needs, as well as, student incentives, classroom materials and supplies.

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

SAC funds were used for supplemental curriculum, classroom materials, and supplies.

15-16 Budget w/ Carry forward from previous year = \$2163.00

Project: Curriculum Materials Purchased: Handwriting without Tears, Skyfall and ink cartridges for network printer to print web-based curriculum materials from Unique Learning System.

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

Yes

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

**3. Literacy Leadership Team (LLT)**

**a. Membership**

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

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

**b. Duties**

**1. Describe how the LLT or similar group promotes literacy within the school, if applicable.**

The leadership team meets bi-weekly and goes over minutes and notes from the program 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) curriculum using pre and posttest to monitor student progress.

## D. Public and Collaborative Teaching

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

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

Teachers within their program 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, ESE Behavior Specialist, ESE 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.

### 2. 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, and Staff Services Committee. 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 are assigned a teacher mentor. Principal, Assistant Principal and Teacher Mentor. On-going.

### 3. 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. The pairing is designated by a Highly Qualified Teacher in a similar program that would be able to facilitate topics appropriately due to similar student population.

Some of the activities scheduled for assisting new teachers will be carried out through the Professional Education Competence Program (PEC) as well as teacher mentor meetings, bi-monthly program planning meetings, informal observations, meetings with Behavior Support Team as needed, and administration support.

## E. Ambitious Instruction and Learning

## 1. Instructional Programs and Strategies

### a. Instructional Programs

#### **1. 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 Strategies, which is aligned to the standards, in an effort to support our students' involvement in alternative assessment protocols.

### b. Instructional Strategies

#### **1. 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.**

A student's IEP drives placement which would also include programming to ensure instructional growth. IEP's are constantly being monitored and revised to reflect changes needed to support effective instruction including behavioral interventions. Our students are significantly cognitively delayed which supports the IEP decision to administer the Florida Standards Alternate Assessment. Every effort is made to provide opportunities for the academic growth of every student on our campus. Social and daily living skills is infused in the curriculum to promote independent functioning which continues to be an on-going challenge for our students success.

#### **2. 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:** Extended School Year

**Minutes added to school year:** 4,200

If a student regresses, that student should benefit from ESY (extended school year). Teachers will reteach utilizing ULS (Unique Learning System) Pre/Post test, teacher observation, behavior charts, and other manipulative to avoid regression and monitor progress.

#### **Strategy Rationale**

Teacher observation, student portfolio, behavior charts, and ULS (Unique Learning System) pretest and post test provide evidence of student learning. Teachers collect data on each student's current levels prior to an extended break to assess whether a student regresses (loses the same skills they had prior to break). If a student regresses, that student should benefit from ESY (extended school year).

#### **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](mailto: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 is the data that is reviewed to determine effectiveness of strategies.

## 2. Student Transition and Readiness

### a. PreK-12 Transition

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

#### **1. 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. Placement decisions are made by the IEP team and must be approved by the parent. Parent permission to attend a center- school is required at the IEP meeting. Hillcrest presents social stories to students coming to Hillcrest which helps with the transition process. A tour is made available to students assigned to Hillcrest prior to their starting date to ease with the transition. This is organized with collaboration of administration and the behavior support team. We have middle school students starting in the sixth grade and can remain at Hillcrest until their twenty second birthday.

### b. College and Career Readiness

#### **1. 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) help to 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 may 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.

#### **2. 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 and ability which are served in this setting. Our students are welcome to achieve certification at other institutions which offer appropriate instruction.

#### **3. 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. .

#### **4. 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.

## II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

### A. Problem Identification

## 1. Data to Support Problem Identification

### b. 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:

*No files were uploaded*

## 2. 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.

### B. 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.

### C. Strategic Goals

## 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.** Teachers instruct students using the ULS (Unique Learning Strategies) which is our curriculum base for instruction for all Hillcrest students. If our teachers instruct with fidelity then learning gains will show an increase throughout the school year. Gains will be evident by comparison of pretest and post-test in the ULS system.

## Strategic Goals Detail

*For each strategic goal, this section lists the associated targets (i.e., “SMART goals”), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.*



**G1.** Teachers instruct students using the ULS (Unique Learning Strategies) which is our curriculum base for instruction for all Hillcrest students. If our teachers instruct with fidelity then learning gains will show an increase throughout the school year. Gains will be evident by comparison of pretest and post-test in the ULS system. 1a

G087368

**Targets Supported** 1b

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	15.0

**Targeted Barriers to Achieving the Goal** 3

- Academic engagement during instruction

**Resources Available to Help Reduce or Eliminate the Barriers** 2

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

**Plan to Monitor Progress Toward G1.** 8

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

**Person Responsible**

George Collins

**Schedule**

Weekly, from 8/15/2016 to 5/25/2017

**Evidence of Completion**

Student assessments, referrals, teacher reactions and responses

**Plan to Monitor Progress Toward G1.** 8

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

**Person Responsible**

George Collins

**Schedule**

Annually, from 8/24/2016 to 5/31/2017

**Evidence of Completion**

Student assessments, referrals, teacher reactions and responses

**Plan to Monitor Progress Toward G1.** 8

Florida Standards Alternative Assessment

**Person Responsible**

George Collins

**Schedule**

On 6/30/2017

***Evidence of Completion***

Florida Alternative Assessment results

## 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

 = Problem Solving Step     S123456 = Quick Key

**G1.** Teachers instruct students using the ULS (Unique Learning Strategies) which is our curriculum base for instruction for all Hillcrest students. If our teachers instruct with fidelity then learning gains will show an increase throughout the school year. Gains will be evident by comparison of pretest and post-test in the ULS system. **1**

 G087368

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

 B232180

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

 S245039

### **Strategy Rationale**

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

### **Action Step 1** **5**

FDLRS/ District staff will provide professional development to all staff to increase understanding of changes within curriculum.

#### **Person Responsible**

George Collins

#### **Schedule**

Quarterly, from 8/31/2016 to 5/19/2017

#### **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 with fidelity ULS strategies, Handwriting without Tears, Teachtown, and Starfall in their classrooms on a daily basis.

#### **Person Responsible**

George Collins

#### **Schedule**

Daily, from 8/10/2016 to 5/19/2017

#### **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 8/17/2016 to 5/24/2017

### **Evidence of Completion**

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

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

Walk through's, look for's, monthly data reports on ULS (Unique Learning Strategies), staff training's and staff development.

### **Person Responsible**

George Collins








### **Schedule**

Quarterly, from 8/24/2016 to 5/17/2017

### **Evidence of Completion**

ULS (Unique Learning Strategies) data reports will be run and placed in teachers file, documentation on walk through's will be on their MCIES (Marion County Instructional Evaluation System) evaluation and the results of the FSAA (Florida Standards Alternative Assessment) which is the states standard test for ESE (Exceptional Students Education).

## IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
<b>2017</b>					
G1.B2.S1.MA1  M329961	Walk through's, look for's, monthly data reports on ULS (Unique Learning Strategies), staff...	Collins, George	8/24/2016	ULS (Unique Learning Strategies) data reports will be run and placed in teachers file, documentation on walk through's will be on their MCIES (Marion County Instructional Evaluation System) evaluation and the results of the FSAA (Florida Standards Alternative Assessment) which is the states standard test for ESE (Exceptional Students Education).	5/17/2017 quarterly
G1.B2.S1.A1  A317246	FDLRS/ District staff will provide professional development to all staff to increase understanding...	Collins, George	8/31/2016	Teacher sign in sheets, teacher surveys on TNL, walk throughs demonstrating implementation of the program	5/19/2017 quarterly
G1.B2.S1.A2  A317247	Teachers will implement with fidelity ULS strategies, Handwriting without Tears, Teachtown, and...	Collins, George	8/10/2016	Walk throughs demonstrating teacher proficiency in utilizing the ULS system, student work and progress evidenced in classrooms	5/19/2017 daily
G1.B2.S1.MA1  M329962	Walk throughs and ask fors concerning implementation of the curriculum, observations regarding...	Collins, George	8/17/2016	Student work, student assessment results, classroom anecdotal records, behavior referrals	5/24/2017 weekly
G1.MA1  M329963	Student work, anecdotal records, behavior referral occurrences, walk through notes	Collins, George	8/15/2016	Student assessments, referrals, teacher reactions and responses	5/25/2017 weekly
G1.MA2  M329964	Student work, anecdotal records, behavior referral occurrences, walk through notes	Collins, George	8/24/2016	Student assessments, referrals, teacher reactions and responses	5/31/2017 annually
G1.MA3  M329965	Florida Standards Alternative Assessment	Collins, George	2/1/2017	Florida Alternative Assessment results	6/30/2017 one-time

## V. Professional Development Opportunities

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

**G1.** Teachers instruct students using the ULS (Unique Learning Strategies) which is our curriculum base for instruction for all Hillcrest students. If our teachers instruct with fidelity then learning gains will show an increase throughout the school year. Gains will be evident by comparison of pretest and post-test in the ULS system.

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

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

##### **PD Opportunity 1**

FDLRS/ District staff will provide professional development to all staff to increase understanding of changes within curriculum.

##### **Facilitator**

FDLRS/ District Trainers

##### **Participants**

Teachers, Special Needs Para-Pro's, Administration

##### **Schedule**

Quarterly, from 8/31/2016 to 5/19/2017

##### **PD Opportunity 2**

Teachers will implement with fidelity ULS strategies, Handwriting without Tears, Teachtown, and Starfall in their classrooms on a daily basis.

##### **Facilitator**

Hillcrest administration

##### **Participants**

Teachers & Special Needs Para-Professionals

##### **Schedule**

Daily, from 8/10/2016 to 5/19/2017

## VI. Technical Assistance Items

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

## VII. Budget

1	G1.B2.S1.A1	FDLRS/ District staff will provide professional development to all staff to increase understanding of changes within curriculum.				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0471 - Hillcrest	Other		\$0.00
			Notes: ULS purchased by ESE Department - IDEA B Funds			
2	G1.B2.S1.A2	Teachers will implement with fidelity ULS strategies, Handwriting without Tears, Teachtown, and Starfall in their classrooms on a daily basis.				\$1,940.64
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5200	690-Computer Software	0471 - Hillcrest	School Improvement Funds		\$1,035.64
			Notes: Handwriting without Tears - 765.64 Starfall - 270.00			
	5200	500-Materials and Supplies	0471 - Hillcrest	School Improvement Funds		\$905.00
			Notes: Ink Cartridges			
Total:						\$1,940.64