

Orange County Public Schools

Hillcrest Elementary



2017-18 Schoolwide Improvement Plan

Hillcrest Elementary

1010 E CONCORD ST, Orlando, FL 32803

<https://hillcrestes.ocps.net/>

School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School KG-5	No	37%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	51%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	A	A	A*	A

**Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan is pending approval by the Orange County School Board.

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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE'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 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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

2017-18 DA Category and Statuses for Hillcrest Elementary

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

To lead our students to success with the support and involvement of families and the community

b. Provide the school's vision statement.

To be the top producer of successful students in the nation

2. School Environment

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

When reviewing the AdvancED Survey information, it indicates that the parents feel that each child has at least one adult advocate at the school. The average score for indicator 3.9 improved from 4.05 to 4.33 out of 5. In addition to the parent survey, the staff survey also supports that students are well known at the school by at least one adult advocate who supports their educational experience. The staff also improved from a 4.33 to a 4.45 out of 5. All parents are given paperwork to fill out upon registration to determine whether their student speaks, or is exposed to, a language other than English in the home. If so, the school's compliance person will follow up with testing to determine whether or not the student qualifies for an ESOL program. In addition, teachers have students fill out questionnaires dealing with student background and interests. Students are encouraged to share information about the different cultures they represent. The school celebrates African American month, Hispanic Heritage Month, and Spanish and French weeks. Our foreign language program covers many different cultures that speak the same languages. Hillcrest Elementary will be implementing a new initiative as a Culturally Responsive School. This new program will assist at risk students with mentors from the community, and help teachers hone in on their pedagogical skills to help them build relationships between students to enhance their cultural responsiveness and academic rigor.

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

Based on the AdvancED Survey, parents felt the most strongly that our school provides a safe learning environment for our students. Our overall score for indicator 4.3 stayed the same at 4.46 out of 5. The staff results showed a slight decline from last year with a 4.14 overall score for this indicator. Hillcrest Elementary works to ensure the safety of every child. Before school students are brought into secure locations to await the arrival bell. Teachers, staff members, and patrols monitor these students and assist them in knowing where to go. During school, doors are kept locked and require the use of a key to gain admittance. When not escorted by a teacher, all students travel in groups of three so that no child is ever alone. All visitors to the school must check in through the front office and have a badge. After school, students are escorted by the teacher to a dismissal location. Students are monitored by teachers at these locations. Parents in the car loop and walker parents must display the appropriate sign to have their child released to them. YMCA students are signed in by staff members. Staff members are trained in emergency procedures and drills are held periodically to practice in the event of an emergency. Teachers make sure their students are familiar with what is expected during each type of emergency situation. They provide the necessary reassurance that students need to feel safe. Teachers keep up to date, emergency folders close at hand in the case of a drill or an event.

Teachers are also required to carry their cell-phones for up to date communications from their administrator.

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.

Our AdvancED survey data indicates that our school provides professional learning opportunities to build capacity with our school wide behavior system. Our overall score average for indicator 4.2 is 4.22 out of 5. Our staff members agreed with parents under this indicator with a score of 3.88 out of 5. Our classroom teachers use a variety of strategies in conjunction with our PBIS school-wide behavior system. Teachers regularly conduct teacher-student conferences, remind students of classroom expectations, contact parents to ensure school rules and expectations are being followed. Additionally, our school sets clear expectations for what PBIS school-wide behavior should look like. Students know and understand expectations for safety, respectfulness, and responsibility around the school's campus. The expectations are reviewed with the students every 9 weeks. All staff members are trained on how to handle and de-escalate behavior situations at the school. All instructional personnel received CPI Verbal-Only training during pre-planning week. .

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.

Data from the AdvanceED survey, indicator 4.6, shows that parents feel more supported in this area when compared to surveys conducted in the past. After the results of last year's survey were tabulated, our staff made an effort to inform parents of available services through our webpage and newsletters. Our overall score for parents is 4.11 out of 5. On the other hand, the staff feels we need more support services to assist students with their social-emotional needs. The overall score was 3.68 out of 5. By providing activities that interest our students, Hillcrest is providing for students' social-emotional needs. Because Hillcrest has a very diverse population it is important to make sure we have the resources to meet the needs of our students. We utilize district employees to provide speech and language therapy, physical therapy, and behavioral counseling. ESE services are provided by a certified instructional-staff member. We also use outside agencies through SEDNET to provide our students with counseling services. We also use Wraparound Orange. Wraparound Orange is a process created to connect and support youth who have emotional health needs and their families with community-based services and other valuable resources. Because we are a magnet school, attendance is carefully monitored as it is part of the magnet contract. Excessive absences are addressed by the registrar, sending the school's social worker out to the home and/or by meetings with the teacher, administrator, social worker, registrar, and parent(s).

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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

We monitor all students' data including attendance, suspension, students performing below grade-level expectation in all subject areas and Level 1 Florida Standard Assessment (FSA) results. As a school, we analyze data of all students to identify current barriers and practices for the provision of educational services in the general education classroom. Students who are struggling in academics or behavior are placed in a Multi-Tiered System of Support (MTSS). The MTSS process allows teachers and administrative teams to place students in a research based intervention program in Tier 2 or an additional research based intervention program in Tier 3. Interpreting data allows teachers to identify the strengths and weaknesses of an entire class, individual students, and the grade level as a

whole. As they examine their data, teachers can assess students' needs and differentiate student instruction. Data is collected and shared with all teachers regarding student progress in the general education classroom and ESE classroom.

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	11	6	9	4	3	10	0	0	0	0	0	0	0	43
One or more suspensions	1	2	3	0	0	0	0	0	0	0	0	0	0	6
Course failure in ELA or Math	8	4	17	5	4	2	0	0	0	0	0	0	0	40
Level 1 on statewide assessment	0	0	0	12	14	6	0	0	0	0	0	0	0	32
Level1 on statewide assessment ELA	0	0	0	5	7	4	0	0	0	0	0	0	0	16

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	5	1	4	1	2	0	0	0	0	0	0	0	0	13

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

All teachers in our school monitor and adjust curriculum, instruction, and assessments based on data. All teachers in our school personalize instructional strategies and interventions to address the individual learning needs of all students. Students are targeted, as needed, for intervention in small group reading and math. Hillcrest utilizes a Multi-tiered System of Support (MTSS) and provides 20 minutes of Tier II support for a minimum of 3 days per week for students who have been identified as below grade level. Those students who are significantly below grade level, and need even more support, receive Tier III services, an additional 20 minutes of small group instruction for an additional minimum of three days per week. Students are also offered after-school tutoring four days a week. Hillcrest has a team of resource personnel that meet to discuss students with excessive absences. If necessary the social worker is sent to the home to determine why there have been so many absences. School leaders are critical in setting and maintaining a vision for inclusive education with all personnel and across all school classrooms and settings. Creating a climate of shared responsibility for all students in the school is a cornerstone of inclusive education.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

No

1. PFEP Link

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

2. Description

The AdvancED survey reveals that our parents feel strongly that Hillcrest has built a positive relationship with families to increase involvement and keep parents informed of their child's progress. Parents revealed in the survey that they had an excellent grasp of the school's mission and vision. Indicator 1.1 score for parents was 4.20 out of 5 and the staff followed suit at 4.39 out of 5. Our school purpose is reviewed and revised with all stakeholders. Our school leader effectively engages with all stakeholders about the school's purpose and direction and provides opportunities for all stakeholders to be involved with the school. A family-school partnership is a way of thinking about forming connections between families and the school. In general, family involvement in schooling is associated with many benefits for students and these are the kinds of benefits desired by our school. Hillcrest Elementary School works with our parents to have open lines of communication. Our families participate in Open House and two conference nights. We have monthly Student Advisory Council (SAC) and Parent Teacher Association (PTA) meetings. There are numerous nightly events, including; STEM Night, Literacy Night, Science Fair, Family Fun Dances, and more. Hillcrest will also host Honor Award Class Celebrations. Students will receive A Honor Roll, A/B Honor Roll, or Most Improved medals or pins. An Honor Award Celebration will be held in each individual classroom.

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.

Based on the AdvancED Survey, our parents strongly agree that our school provides opportunities for stakeholders to be involved in the school. The overall score for indicator 2.5 increased to a 4.34 out of 5. The staff showed that they also feel that the school provides opportunities for stakeholders' involvement in the school with an overall score of 4.52 out of 5. Hillcrest's Foundation has supported the school in raising funds to supplement curriculum needs. Hillcrest has reached out to the surrounding community through our Partner in Education, (PIE) program and with invitations to attend and/or serve on our SAC. Every year we nominate a community partner for the PIE award and we recognize their efforts and contributions at a breakfast in the spring. This year Hillcrest will be partnering with the In-Flight Youth Service Program to promote cultural awareness and responsiveness among staff. This program will mentor fourth and fifth grade male students who are at risk. The program will present specific topics to address self-esteem, bullying, and preparing students for middle school. The Hillcrest Leadership Team will analyze school data to select students who meet the criteria to participate in this program.

C. Effective Leadership

1. School Leadership Team

a. Membership

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

Name	Title
Scotchie, Wendy	Principal
Maloney, Rachel	Instructional Coach
Maldonado, Michelle	Other
Spicer, Sherri	Instructional Media
Pace, Sarah	Teacher, ESE

b. Duties

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

Ruth Ortega - Principal - Attends meetings, meets with leadership team, mediates with parents, observes and provides instructional feedback

Rachel Maloney - CRT/Instructional Coach - Coordinates testing, reviews data with teachers, provides curriculum materials when needed, meets with grade-level teams weekly, conducts teacher observations, and mentoring

Kristen Marsolek - Resource/ESE Teacher - MTSS Coach, Assists teachers with targeting Tier II and Tier III students, works with ESE students and assists staff with MTSS paperwork

Sherri Spicer - Media Specialist -Responsible for Media Center and student scheduling, prepares master schedule for all teachers and students

Cheryl Langhorst- Staffing Coordinator/ Curriculum Compliance Teacher (CCT)- Monitors and tests ESOL students, conducts and prepares for ESE meetings

Our leadership team works with the instructional staff to provide rigorous, standards-based instruction to ensure that students achieve the intended outcomes and reach their fullest potential. When we meet as a leadership team, we ask ourselves to what extent are the students learning the standards of each grade level and what steps can we, as a leadership team, take to give both the students and the teachers the additional time and support they need to improve student learning. Our leadership team is committed to providing teachers with quality feedback on the Marzano Framework for Teaching and Learning. This feedback is centered on the 26 elements in Domain I and the teachers' progress towards achieving the desired effect of each element. To ensure the instructional needs of our ESE students are being met, our staffing specialist works with the ESE staff member to make certain all students with disabilities are receiving the correct services and accommodations needed for them to be successful in the classroom.

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.

The MTSS Leadership Team will conduct meetings as needed to discuss student progress and the current intervention system in place. Selected members of the MTSS team will conduct professional development on targeted intervention strategies. An MTSS problem-solving process is consistently used by school personnel to ensure progress in the general education curriculum, across all grades and settings, for all students with and without disabilities. School personnel use a problem-solving process to identify appropriate instructional and behavioral interventions. The MTSS team will meet with Professional Learning Communities (PLCs) to discuss ongoing intervention strategies and to oversee the progress monitoring system currently in place.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Ruth Ortega	Principal
Kristen Marsolek	Teacher
Julie Colclasure	Parent
Sherri Spicer	Teacher
Curtis Sakow	Business/Community
Katelyn Nguyen	Teacher
Gazamen Brown	Teacher
Naykka Gonzalez	Teacher
David Boudreaux	Teacher
Vicki Simmons	Education Support Employee
Pam Suzio	Parent
Adams Greenwood-Ericksen	Parent
Stephanie Vanos	Parent
Ashley Simonds	Parent
Tammy Humphreys	Parent
Sara Pace	Parent
Norma Medina Ortiz	Parent
	Student

b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

a. Evaluation of last year's school improvement plan

Hillcrest's SAC met on April 4, 2017 to go over the 2016-2017 SIP. We also reviewed AdvancED data and discussed the needs of the school. Based on the findings they offered input into the 2017-2018 SIP.

b. Development of this school improvement plan

In May 2017, the SAC retreat was held in the school's Media Center. The committee looked at the 2016-2017 SIP to see what had been accomplished and what needed to be revised and/or added for the 2017-2018 school year.

c. Preparation of the school's annual budget and plan

The SAC meets to review the annual school budget and the plan for the school. This year we will also form a budget committee of teachers to assist the school in the annual budget plan.

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

N/A

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
Scotchie, Wendy	Principal
Maldonado, Michelle	Other
Pace, Sarah	Teacher, ESE
Maloney, Rachel	Instructional Coach
Spicer, Sherri	Instructional Media

b. Duties

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

After disaggregating school-wide assessment data, the LLT identified the school's strengths and weakness. The LLT has focused this year's implementation to align standards and targets to student activities to meet the trajectory of the standards. The major initiatives this year are to continue to build knowledge in the Florida Standards by providing professional development for teachers including aligning standards, targets, and goals to classroom instruction and activities. The LLT looks at data to decide what the trends and patterns are in our scores. Teachers will then focus their interventions and enrichment based on the LLT's findings. The LLT assists in the planning of Family Reading Night, Literacy Week, and the Young Authors' Celebration.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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

In the AdvancED Survey data, parents implied that they felt strongly that the school has established goals and a plan for improving student achievement with an overall score of 4.22 out of 5 for indicator 3.5. The staff signaled that they felt all teachers in our school meet regularly, both formally and informally, to participate in PLCs. Our school leader supports an innovative and collective culture. In our school, all staff members participate in continuous professional learning opportunities. In these areas, the survey shows a score of 4.05 out of 5.

Hillcrest teachers meet in their PLCs several times a week to discuss data, academic and behavioral concerns and strategies. They meet as a team for common lesson planning and creating formative assessment. The Leadership Team met with teachers weekly to review formative assessment data, I-Ready data, and standards mastery data to assist teachers in making sound, differentiated instructional decisions. All teachers serve on a committee that meets once a month. This year, our teachers will be given the opportunity to collaborate and to participate in Instructional Rounds. All of the above contribute to providing a positive working environment among teachers.

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

Our parent AdvancED data indicates, that parents feel that the school is doing an excellent job at providing qualified staff members that support student learning. Our score for indicator 4.1 increased to 4.45 out of 5. Our staff members also feel that Hillcrest was effective in this area. The overall score from the staff in this area increased to 4.32 out of 5. Our administration and all of the staff work together to recruit and recommend teachers to our school. Student interns are asked to leave copies of their resumes. Teachers are encouraged and supported in their pursuit of higher education. New research-based programs are implemented whenever applicable, and support is given for their implementation. Training is a high priority and offered on an ongoing basis. Administration meets with all teachers during the school year to discuss school issues and ways to improve student achievement. Everyone is given the opportunity to take part in school decisions. The leadership team works with all teachers and makes recommendations based on teacher observation and constructive conversations.

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

New teachers are assigned an experienced teacher as a mentor. These mentors have taken Clinical Educator training and the online mentoring course. They are paired with teachers on their grade level or those with like experience. Mentors meet with their mentees at least once a week. Mentees are given the opportunity to observe their mentors and other highly qualified teachers. All new teachers are encouraged to attend staff development training as needed. We also provide mentor to all instructional personnel who are new to Hillcrest, regardless of their years of experience. In addition, our TSR is providing technical mentoring to teachers who feel they need support in the area of technology.

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.

The AdvancED survey shows that parents feel very positive that their child's teacher provides an adequate, rigorous curriculum that meets his or her learning needs. For indicator 3.1, the survey data shows 4.30 out of 5 for the parent portion of the survey in this area. The staff concurs; they feel that they provide challenging curriculum and learning experiences for all students to develop critical thinking skills. The data for the staff is a 4.18 out of 5. The district has a rigorous adoption process that analyzes the correlation between core program materials and the Florida Standards. Core instructional resources are provided on the Instructional Management System (IMS) and are aligned to the Florida Standards. All schools are expected to utilize the standards-based resources during daily instruction. Our teachers will continue to supplement their instruction with I-Ready resources to ensure that the rigor of each standard is being met.

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.

In the parent portion of the AdvancED survey, parents confirm that all their children's teachers meet learning needs with individualized instruction. The indicator 3.3 score in this area remained the same at 4.01 out of 5. The staff signaled that they are in alignment with the parents in this area with a score of 4.12 out of 5. Our school leaders monitor data related to student achievement and use data to monitor students' readiness and success for the next level. Our school ensures staff members are

trained in the evaluation, interpretation, and use of data. Our school has a systematic process for collecting, analyzing, and using student data to drive classroom instruction. In our school, all staff members use data to address the unique learning needs of all students. In addition, related learning support services are provided for all students based on their needs. All teachers monitor and adjust curriculum based on data results.

Data meetings are held weekly with all grade levels. Teachers keep an online data spreadsheet which is used to document student performance and plan for remediation and/or enrichment based results. Tutoring groups are based on the most current data and are flexible and fluid as needed. Students needing minimal remediation are given intervention time with the classroom teacher. Those who are below grade level receive extra remediation from an intervention-partner teacher. After-school tutoring is available to those students who fall into the lowest quartile. Lesson plans are reviewed regularly which include English Language Learner (ELL) and ESE strategies which further differentiate instruction and help to close the achievement gap. Frequent classroom observations provide the school with valuable data regarding the effectiveness of the instructional strategies used with all of our students. Data is collected, analyzed, and shared with all teachers regarding achievement of students with disabilities in general education classrooms. The leadership team will work with the teachers to analyze the data of students with disabilities to assist them in finding barriers and practices for the provision of educational services.

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: After School Program

Minutes added to school year: 3,500

The Leadership Team looks at the data from teacher-made tests, formative assessments, and state standardized testing to determine which students are below grade level in reading and math. Parents are contacted and offered the opportunity to send the student to after-school tutoring. Teachers from Hillcrest Elementary School meet with students four days per week to give direct instruction to small groups of students.

Strategy Rationale

Providing after-school tutoring allows students to extend the amount of structured learning time available to them. Often it provides them with a teacher other than their regular classroom teacher for a new perspective and classroom strategies. The curriculum used is different, and being placed with like-performing students allows a child to be more comfortable asking questions.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Scotchie, Wendy, 22021@ocps.net

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

Data is collected through a pre-test and post-test given to these students. Tutors also look at data from any assessments given during the tutoring time frame to see how much progress the students are making and to find areas of weakness for instruction. All data from tutoring is shared at SAC to provide parents with information on the effectiveness of the tutoring program.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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

In the AdvancED survey, parents signaled that our school supports students in preparing for the next level of instruction. The survey score for indicator 5.4 with parents was 4.24 out of 5. Our staff agreed with our parents with a score of 4.36 out of 5 for this indicator. During the spring, tours are given to parents of incoming kindergarten students to offer the opportunity for them to see the classrooms and school campus. When students enter kindergarten in the fall they are given the Florida Kindergarten Reading Screening (FLKRS) test to determine their readiness for math and reading. This gives the teacher valuable data for classroom planning and instruction. We also partner up with our feeder middle school to offer a transition field trip to our fifth grade students. This allows the students to experience middle school and ask questions.

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.

Hillcrest continues to implement the Destination College. This program encourages teachers to share their attended colleges with students. In addition to this program students from UCF's Burnett Honor's College come to Hillcrest once a week for six weeks to promote the AVID program and talk to our students in grades one through five to discuss college and career goal setting.

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

Hillcrest students are being introduced to technology in a variety of ways. All students will participate in Project Lead the Way, a national program that will focus on structured approaches, like engineering, design processes, and employing critical thinking. They apply Science, Technology, Engineering, Math (STEM) for knowledge, skills, and habits of mind: learning that it is desirable to take risks and make mistakes. Third, fourth, and fifth grade students take turns being part of the morning news crew and experience the multimedia process of the production. In addition, students participate in a variety of group presentations in the third, fourth, and fifth grade classrooms that require the use of technology to research and present their projects. Hillcrest teachers will be exposed to the district's new learning platform, CANVAS. Teachers will have the opportunity to create unique and personalized classroom experiences for their students with this platform.

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

N/A

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.

N/A

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

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

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Implement standards-based instruction in all content areas through analysis of data to drive instruction. (Division Priority #2: Accelerate Student Performance; Division Priority #5: Invest in Human Capital)

- G2.** Develop and deliver comprehensive, standards-based, data-driven instruction that meets the complexity of the standard and is aligned to student tasks through quality collaborative planning. (Division Priority #2: Accelerate Student Performance; Division Priority #5: Invest in Human Capital)

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. Implement standards-based instruction in all content areas through analysis of data to drive instruction.
(Division Priority #2: Accelerate Student Performance; Division Priority #5: Invest in Human Capital) 1a

G095060

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	80.0

Targeted Barriers to Achieving the Goal 3

- Teachers need to deepen their understanding of the complexity of the standards to assist them in driving classroom instruction.

Resources Available to Help Reduce or Eliminate the Barriers 2

- In-school staff development, Canvas, Orange County Public Schools (OCPS) staff development, Curriculum Resources Materials (CRMs)

Plan to Monitor Progress Toward G1. 8

Administrators and Instructional Coaches will monitor student achievement data and conduct classroom walkthroughs to evaluate the effectiveness of instruction.

Person Responsible

Wendy Scotchie

Schedule

Monthly, from 8/14/2017 to 5/30/2018

Evidence of Completion

Student performance data, iObservation data

G2. Develop and deliver comprehensive, standards-based, data-driven instruction that meets the complexity of the standard and is aligned to student tasks through quality collaborative planning. (Division Priority #2: Accelerate Student Performance; Division Priority #5: Invest in Human Capital) 1a

G095061

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains	73.0
ELA/Reading Lowest 25% Gains	58.0
FSA Mathematics Achievement	87.0
Math Gains	79.0
Math Lowest 25% Gains	75.0
FCAT 2.0 Science Proficiency	69.0
FSA ELA Achievement	80.0

Targeted Barriers to Achieving the Goal 3

- Teachers need to work collaboratively to understand multiple steps and complexity of each standard.

Resources Available to Help Reduce or Eliminate the Barriers 2

- student performance data
- Curriculum Resource Materials (CRMs)
- deconstructed standards with learning targets

Plan to Monitor Progress Toward G2. 8

Administrators and Instructional Coaches will regularly monitor student achievement and classroom walkthrough data to evaluate the effectiveness of the progress toward the goal and/or targets.

Person Responsible

Wendy Scotchie

Schedule

Biweekly, from 8/14/2017 to 5/30/2018

Evidence of Completion

Student performance data, classroom observation data, teacher's data notebooks

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. Implement standards-based instruction in all content areas through analysis of data to drive instruction. (Division Priority #2: Accelerate Student Performance; Division Priority #5: Invest in Human Capital) **1**

 G095060

G1.B1 Teachers need to deepen their understanding of the complexity of the standards to assist them in driving classroom instruction. **2**

 B255864

G1.B1.S1 Teachers will work in their PLCs to align student tasks and activities to the standards and develop formative assessments. Leadership team will provide staff development to assist teachers in the process of aligning tasks and activities to standards and developing formative assessments during PLCs. **4**

 S270431

Strategy Rationale

Aligning tasks and activities to standards and providing instruction and assessment for skills that have not been mastered will help students become more successful.

Action Step 1 **5**

Instructional Coaches will provide training to teachers on effective strategies and best practices to enhance standards-aligned instruction. Instructional Coaches will all assist with dis-aggregating data to enable teachers to pinpoint student weaknesses and provide effective, strategic instruction.

Person Responsible

Rachel Maloney

Schedule

Weekly, from 8/14/2017 to 5/30/2018

Evidence of Completion

Lesson plans, PLC notes, deconstructed standards, formative assessments, FSA Data, i-Ready data

Action Step 2 5

Teachers will administer formative assessments they have developed in order to collect data to drive and differentiate standards-aligned instruction. In conjunction with formative assessment data, teachers will incorporate i-Ready data to assist them in targeting standards for differentiated instruction.

Person Responsible

Rachel Maloney

Schedule

Biweekly, from 8/14/2017 to 5/30/2018

Evidence of Completion

Student performance data, formative assessments, lesson plans

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

The Leadership Team will conduct coaching and informal observations to ensure fidelity of standards-aligned instruction.

Person Responsible

Wendy Scotchie

Schedule

Monthly, from 8/14/2017 to 5/30/2018

Evidence of Completion

Observation Data Collected

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Administrators and Instructional Coaches will regularly monitor student achievement and classroom observation data to evaluate whether instruction is aligned to the standards as a result of teachers' development of tasks and activities and the use of formative assessments to collect and analyze data to drive instruction.

Person Responsible

Wendy Scotchie

Schedule

Biweekly, from 8/14/2017 to 5/30/2018

Evidence of Completion

Data from formative assessments, i-Ready and standardized tests.

G2. Develop and deliver comprehensive, standards-based, data-driven instruction that meets the complexity of the standard and is aligned to student tasks through quality collaborative planning. (Division Priority #2: Accelerate Student Performance; Division Priority #5: Invest in Human Capital) **1**

 G095061

G2.B1 Teachers need to work collaboratively to understand multiple steps and complexity of each standard.

2

 B255866

G2.B1.S1 Leadership team will meet weekly with teachers during PLC meetings to guide teachers through the process of aligning student tasks to the complexity of each standard. **4**

 S270432

Strategy Rationale

Teachers will understand multiple steps and complexity of standards to develop appropriate standards-aligned tasks and formative assessments to ensure student success.

Action Step 1 **5**

Instructional Coaches will schedule and deliver professional development planning days on analyzing data and using it in standards-aligned lesson planning.

Person Responsible

Rachel Maloney

Schedule

Monthly, from 8/14/2017 to 5/30/2018

Evidence of Completion

Training materials, sign-in sheets, training agendas

Action Step 2 **5**

Leadership team will meet weekly in PLCs to help teachers analyze student performance data to assist teachers in closing achievement gaps. This will enable teachers to plan for rigorous standards- based instruction.

Person Responsible

Rachel Maloney

Schedule

Weekly, from 8/14/2017 to 5/30/2018

Evidence of Completion

PLC team meeting notes, weekly lesson plans

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Leadership team will meet with teachers to analyze data from formative assessments to measure how well the instruction and assessments are meet the complexity of the standard.

Person Responsible

Rachel Maloney

Schedule

Biweekly, from 8/14/2017 to 5/30/2018

Evidence of Completion

Student performance data, i-Ready data, formative assessments, lesson plans

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Administrators and Instructional Coaches will regularly monitor student achievement and classroom walkthrough data to evaluate the effectiveness of collaborative planning in helping teachers deliver standards-aligned instruction.

Person Responsible

Wendy Scotchie

Schedule

Monthly, from 8/14/2017 to 5/30/2018

Evidence of Completion

Student achievement data on i-Ready, formative assessment, FSA 2017 student achievement data

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G1.MA1  M386893	Administrators and Instructional Coaches will monitor student achievement data and conduct...	Scotchie, Wendy	8/14/2017	Student performance data, iObservation data	5/30/2018 monthly
G2.MA1  M386896	Administrators and Instructional Coaches will regularly monitor student achievement and classroom...	Scotchie, Wendy	8/14/2017	Student performance data, classroom observation data, teacher's data notebooks	5/30/2018 biweekly
G1.B1.S1.MA1  M386891	Administrators and Instructional Coaches will regularly monitor student achievement and classroom...	Scotchie, Wendy	8/14/2017	Data from formative assessments, i-Ready and standardized tests.	5/30/2018 biweekly
G1.B1.S1.MA1  M386892	The Leadership Team will conduct coaching and informal observations to ensure fidelity of...	Scotchie, Wendy	8/14/2017	Observation Data Collected	5/30/2018 monthly
G1.B1.S1.A1  A362065	Instructional Coaches will provide training to teachers on effective strategies and best practices...	Maloney, Rachel	8/14/2017	Lesson plans, PLC notes, deconstructed standards, formative assessments, FSA Data, i-Ready data	5/30/2018 weekly
G1.B1.S1.A2  A362066	Teachers will administer formative assessments they have developed in order to collect data to...	Maloney, Rachel	8/14/2017	Student performance data, formative assessments, lesson plans	5/30/2018 biweekly
G2.B1.S1.MA1  M386894	Administrators and Instructional Coaches will regularly monitor student achievement and classroom...	Scotchie, Wendy	8/14/2017	Student achievement data on i-Ready, formative assessment, FSA 2017 student achievement data	5/30/2018 monthly
G2.B1.S1.MA1  M386895	Leadership team will meet with teachers to analyze data from formative assessments to measure how...	Maloney, Rachel	8/14/2017	Student performance data, i-Ready data, formative assessments, lesson plans	5/30/2018 biweekly
G2.B1.S1.A1  A362067	Instructional Coaches will schedule and deliver professional development planning days on analyzing...	Maloney, Rachel	8/14/2017	Training materials, sign-in sheets, training agendas	5/30/2018 monthly
G2.B1.S1.A2  A362068	Leadership team will meet weekly in PLCs to help teachers analyze student performance data to...	Maloney, Rachel	8/14/2017	PLC team meeting notes, weekly lesson plans	5/30/2018 weekly

V. Professional Development Opportunities

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

G1. Implement standards-based instruction in all content areas through analysis of data to drive instruction. (Division Priority #2: Accelerate Student Performance; Division Priority #5: Invest in Human Capital)

G1.B1 Teachers need to deepen their understanding of the complexity of the standards to assist them in driving classroom instruction.

G1.B1.S1 Teachers will work in their PLCs to align student tasks and activities to the standards and develop formative assessments. Leadership team will provide staff development to assist teachers in the process of aligning tasks and activities to standards and developing formative assessments during PLCs.

PD Opportunity 1

Instructional Coaches will provide training to teachers on effective strategies and best practices to enhance standards-aligned instruction. Instructional Coaches will all assist with dis-aggregating data to enable teachers to pinpoint student weaknesses and provide effective, strategic instruction.

Facilitator

Instructional Coaches

Participants

K-5 teachers

Schedule

Weekly, from 8/14/2017 to 5/30/2018

PD Opportunity 2

Teachers will administer formative assessments they have developed in order to collect data to drive and differentiate standards-aligned instruction. In conjunction with formative assessment data, teachers will incorporate i-Ready data to assist them in targeting standards for differentiated instruction.

Facilitator

Instructional Coaches

Participants

K-5 classroom teachers

Schedule

Biweekly, from 8/14/2017 to 5/30/2018

G2. Develop and deliver comprehensive, standards-based, data-driven instruction that meets the complexity of the standard and is aligned to student tasks through quality collaborative planning. (Division Priority #2: Accelerate Student Performance; Division Priority #5: Invest in Human Capital)

G2.B1 Teachers need to work collaboratively to understand multiple steps and complexity of each standard.

G2.B1.S1 Leadership team will meet weekly with teachers during PLC meetings to guide teachers through the process of aligning student tasks to the complexity of each standard.

PD Opportunity 1

Instructional Coaches will schedule and deliver professional development planning days on analyzing data and using it in standards-aligned lesson planning.

Facilitator

Rachel Maloney, Instructional Coach (rachel.maloney@ocps.net)

Participants

Classroom teachers K-5

Schedule

Monthly, from 8/14/2017 to 5/30/2018

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Instructional Coaches will provide training to teachers on effective strategies and best practices to enhance standards-aligned instruction. Instructional Coaches will all assist with dis-aggregating data to enable teachers to pinpoint student weaknesses and provide effective, strategic instruction.				\$50,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	1141	100-Salaries	0201 - Hillcrest Elementary	General Fund		\$50,000.00
			<i>Notes: Staff Development and Coaching: Instructional Coach MTSS Coach</i>			
2	G1.B1.S1.A2	Teachers will administer formative assessments they have developed in order to collect data to drive and differentiate standards-aligned instruction. In conjunction with formative assessment data, teachers will incorporate i-Ready data to assist them in targeting standards for differentiated instruction.				\$0.00
3	G2.B1.S1.A1	Instructional Coaches will schedule and deliver professional development planning days on analyzing data and using it in standards-aligned lesson planning.				\$12,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	1141	140-Substitute Teachers	0201 - Hillcrest Elementary	Title II		\$12,000.00
4	G2.B1.S1.A2	Leadership team will meet weekly in PLCs to help teachers analyze student performance data to assist teachers in closing achievement gaps. This will enable teachers to plan for rigorous standards- based instruction.				\$0.00
					Total:	\$62,000.00