

Marion County Public Schools

Hillcrest



2017-18 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)

High School
6-12

2016-17 Title I School

Yes

**2016-17 Economically
Disadvantaged (FRL) Rate**
(as reported on Survey 3)

83%

Primary Service Type
(per MSID File)

Special Education

Charter School

No

2018-19 Minority Rate
(Reported as Non-white
on Survey 2)

48%

School Grades History

Year

Grade

School Board Approval

This plan is pending approval by the Marion 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

| DA Region and RED | DA Category and Turnaround Status |
|--|-----------------------------------|
| Northeast - Cassandra Brusca | 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 environment, which would best benefit all handicapped children. It is our goal 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 staffing process of each student. Since every student has to be staffed to Hillcrest from their base school it allows the teachers to get to know the student before they start school. Daily communication between teachers, parents and guardians occurs 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.

In addition, Hillcrest hosts an annual Open House where families are highly encouraged to bring their child to continue to foster the relationship.

Teachers, staff and students work collaboratively on many different projects throughout the year which includes, but not limited to: Annual Dance, Southeastern Youth Fair, Graduation, Community Based Instruction, and Community Based Vocational Training throughout our school and community.

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

Hillcrest has a proactive approach to maintaining safety and respect on our campus. Supervision is a top priority 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 car line 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. Respect, responsible and helpful are the key words posted on the Hillcrest campus and monitored through our Positive Behavior Support System (PBS) infused in every program.

Some of the ways that we maintain a positive and safe school environment include:

School Safety Committee

PBS

Nursing Team

Crisis Team

Guidance Department Counseling

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.

Hillcrest utilizes our PBS approach as a means to maintain a high level of student engagement during all learning activities.

Select staff/ Crisis team are Crisis Prevention Institution (CPI) trained, a system designed to deescalate students who show an increased level of agitation. The Crisis team assists when there is a breakdown in the verbal de-escalation process and physical aggression becomes more of a concern. The team is trained in Advanced CPI techniques to provide appropriate support to maintain student and staff safety at all times.

Teachers are constantly redirecting students to stay on task with visuals and verbal supports. Hillcrest also has a discipline flow chart that is provided to staff to follow the school protocol when dealing and documenting behavior. 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.

Hillcrest is able to maintain a lower staff to student ratio which makes it easier to have a close working relationship with each student. Administration, Nursing staff, Behavior Team and the School Counselor are all involved with ensuring the social/emotional needs of the students are met.

Communication folders go home with every student every day which allows teachers and parents to communicate about students academic, behavioral and medical needs.

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.

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. Along with interactive, multisensory instructional sessions using current technology, and well trained staff members that schedule meetings as necessary regarding the effectiveness of current practices utilized with students. Teachers are encouraged to initiate those 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 but not limited to 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 18 students exhibiting three or more early warning indicators. Most of these students participate in our Intensive Intervention Program 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 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

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 welcomes any opportunity to participate in community events.

~The 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 food backpacks every weekend for specific students in need to take home.

~Numerous service groups provide, services, food and supplies for pep rallies and various events.

~Surrounding high schools participate in pep rallies providing numerous activities and inclusion opportunities for our students.

~Local businesses allow or students training opportunities at their worksites.

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 |
|------------------|---------------------|
| 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.

The Leadership Team consists of:

Lori Manresa, 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.

The Leadership Team meets to evaluate data collected in order to identify problem areas, develop and create plans and to deliver strategies that will assist students.

Anytime Hillcrest staff has a concern with a student whether it be educational, behavioral or medical, that person contacts administration or guidance and a Student Assistant Team (SAT) meeting is conducted. 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, conduct 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 |
|-------------------------|----------------------------|
| Kim Christie | Teacher |
| Lourdes Manresa | Principal |
| Diane Mason | Business/Community |
| Linda Paglia | Parent |
| Maria Roman | Parent |
| Anne Dolan | Education Support Employee |
| Abygail Santana | Parent |
| Nakia Smith | Parent |
| Rachel Wire | Parent |
| Crystal Jordan | Parent |
| Sharon Lord | Teacher |
| Sandra Porter | Parent |
| Toni Arnao | Parent |
| Sabrina Fletcher | Parent |
| JOhn Donnette | Student |
| Chantee Joyner | Parent |
| Sara Long | Parent |
| Maria Lugo-Vallejo Poga | Parent |
| Pedro Ortiz | Parent |
| Augustina Ortiz | Parent |
| Shelly Palmatier | Parent |
| Tyrone Piner | Parent |
| Troy Propper | Parent |
| Tammy Quick | Parent |
| Bobbie Runnels | Parent |
| Ann Marie Sossong | Parent |
| Preble Spring | Parent |
| Pracilla Tucker | Parent |
| Kathleen Woodard | Parent |
| George Collins | 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

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

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 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. Hillcrest annual school budget, various funding resources and planned expenditures are shared with SAC members during the meetings and updated throughout the year.

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

There were no SAC fund expenditures for the 2016-2017 school year.

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.**

Continue development of curriculum mapping to align NGSSS.

Encourage Teachers to implement use of curriculum maps.

Continue use of the Unique Learning System curriculum using pre and posttest to monitor student progress.

Introduce ACCESS training opportunities and training to teachers and therapist.

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.

Teachers within their program teams meet on a bi-monthly basis. 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's, 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.Recruit: Utilize the district on-line system to screen for qualified applicants: Principal, Assistant Principal, On-going

2.Recruit: 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.

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.

The team has developed and continues to modify the Curriculum Maps that are developed to align to the Florida Standards and Access Points for Students with severe Cognitive Disabilities.

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 are 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.

In addition, Hillcrest hosts eligible students from around our district to join us for ESY. We run a full school program both during the year and for the ESY program.

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

Manresa, Lourdes, lourdes.manresa@marion.k12.fl.us

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

Both academic and IEP data is reviewed on a regular basis. Teacher observation, student portfolio, behavior charts and ULS (Unique Learning system) pre-test, post-test is used to determine effectiveness of strategies. All data is reported to the parents at the end of the ESY session.

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.

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.

All students at Hillcrest have Individual Education Plans. Academic and career planning goals are incorporated into student's IEP's and monitored by daily IEP data collection.

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 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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Teachers will 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 will 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

G095896

Targets Supported 1b

| Indicator | Annual Target |
|------------------------------|---------------|
| ELA/Reading Lowest 25% Gains | 15.0 |

Targeted Barriers to Achieving the Goal 3

- Due to all of our students having significant cognitive disabilities we have multiple levels of learning in every classroom and requires differentiated instruction and individualized instruction for all students.

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 8/14/2017 to 5/10/2018

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 5/10/2018

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 will 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**

 G095896

G1.B2 Due to all of our students having significant cognitive disabilities we have multiple levels of learning in every classroom and requires differentiated instruction and individualized instruction for all students. **2**

 B258097

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

 S273219

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 8/14/2017 to 5/10/2018

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, Teachtown, and Starfall in their classrooms on a daily basis.

Person Responsible

George Collins

Schedule

Daily, from 8/14/2017 to 5/10/2018

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 8/14/2017 to 5/10/2018

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 8/14/2017 to 5/10/2018

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 |
|-------------------------|---|-----------------|-------------------------------|---|---------------------|
| 2018 | | | | | |
| G1.MA1 M393184 | Student work, anecdotal records, behavior referral occurrences, walk through notes | Collins, George | 8/14/2017 | Student assessments, referrals, teacher reactions and responses | 5/10/2018 weekly |
| G1.MA2 M393185 | Florida Standards Alternative Assessment | Collins, George | 2/1/2017 | Florida Alternative Assessment results | 5/10/2018 one-time |
| G1.B2.S1.MA1 M393182 | Walk through's, look for's, monthly data reports on ULS (Unique Learning Strategies), staff... | Collins, George | 8/14/2017 | 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). | 5/10/2018 quarterly |
| G1.B2.S1.MA1 M393183 | Walk throughs and ask fors concerning implementation of the curriculum, observations regarding... | Collins, George | 8/14/2017 | Student work, student assessment results, classroom anecdotal records, behavior referrals | 5/10/2018 weekly |
| G1.B2.S1.A1 A366748 | FDLRS/ District staff will provide professional development to all staff to increase understanding... | Collins, George | 8/14/2017 | Teacher sign in sheets, teacher surveys on TNL, walk throughs demonstrating implementation of the program | 5/10/2018 quarterly |
| G1.B2.S1.A2 A366749 | Teachers will implement with fidelity ULS strategies, Teachtown, and Starfall in their classrooms... | Collins, George | 8/14/2017 | Walk throughs demonstrating teacher proficiency in utilizing the ULS system, student work and progress evidenced in classrooms | 5/10/2018 daily |

V. Professional Development Opportunities

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

G1. Teachers will 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 Due to all of our students having significant cognitive disabilities we have multiple levels of learning in every classroom and requires differentiated instruction and individualized instruction for all students.

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 8/14/2017 to 5/10/2018

PD Opportunity 2

Teachers will implement with fidelity ULS strategies, Teachtown, and Starfall in their classrooms on a daily basis.

Facilitator

Hillcrest administration

Participants

Teachers & Special Needs Para-Professionals

Schedule

Daily, from 8/14/2017 to 5/10/2018

VI. Technical Assistance Items

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

VII. Budget

| | | | | | | |
|--------|-------------|--|---|--------------------------|-----|------------|
| 1 | G1.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 | 2017-18 |
| | | | 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, Teachtown, and Starfall in their classrooms on a daily basis. | | | | \$1,940.64 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2017-18 |
| | 5200 | 690-Computer Software | 0471 - Hillcrest | School Improvement Funds | | \$1,035.64 |
| | | | Notes: Starfall - 270.00 | | | |
| | 5200 | 500-Materials and Supplies | 0471 - Hillcrest | School Improvement Funds | | \$905.00 |
| | | | Notes: Ink Cartridges | | | |
| Total: | | | | | | \$1,940.64 |