Marion County Public Schools

Hillcrest

2018-19 Schoolwide Improvement Plan

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Hillcrest

3143 SE 17TH ST, Ocala, FL 34471

[no web address on file]

School Demographics

School Type and Grades Served (per MSID File)	**2017-18 Title I School**	**2017-18 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
High School 6-12	Yes	96%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
Special Education	No	48%

School Grades History

Year

Grade

School Board Approval

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

SIP Authority

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.

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. 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: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

We are dedicated to create a learning 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.

School Leadership Team

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

Duties

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

The Leadership Team consist 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/guardian 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 all fire and live shooter drills.

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

Early Warning Systems

Year 2017-18

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	6	8	6	5	6	4	18	53
One or more suspensions	0	0	0	0	0	0	3	4	4	0	2	1	6	20
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0		
Level 1 on statewide assessment	0	0	0	0	0	0	9	14	14	11	11	9	28	96

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	3	4	2	0	0	1	2	12

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Retained Students: Previous Year(s)	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected
Friday 7/27/2018

Year 2016-17 - As Reported

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

Year 2016-17 - Updated

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

Part II: Needs Assessment/Analysis

Assessment & Analysis
Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

Hillcrest receives a school improvement rating and based on the 2017-2018 results the ELA learning gains were rated at 25 and the Math learning gains rated at 27. Improvement ratings were not available for 2015-2016 or 2016-2017 so trends are undetermined.

Which data component showed the greatest decline from prior year?

Information unavailable.

Which data component had the biggest gap when compared to the state average?

Information unavailable.

Which data component showed the most improvement? Is this a trend?

Information unavailable.

Describe the actions or changes that led to the improvement in this area.

Not Applicable.

School Data
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	0%	44%	56%	0%	42%	52%
ELA Learning Gains	0%	48%	53%	0%	40%	46%
ELA Lowest 25th Percentile	0%	37%	44%	0%	30%	38%

School Grade Component	2018			2017		
	School	District	State	School	District	State
Math Achievement	0%	44%	51%	0%	37%	43%
Math Learning Gains	0%	42%	48%	0%	35%	39%
Math Lowest 25th Percentile	0%	31%	45%	0%	32%	38%
Science Achievement	0%	60%	67%	0%	63%	65%
Social Studies Achievement	0%	67%	71%	0%	65%	69%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)							Total
	6	7	8	9	10	11	12	
Attendance below 90 percent	6 (4)	8 (5)	6 (8)	5 (9)	6 (5)	4 (3)	18 (16)	53 (50)
One or more suspensions	3 (3)	4 (2)	4 (0)	0 (8)	2 (5)	1 (3)	6 (5)	20 (26)
Course failure in ELA or Math	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Level 1 on statewide assessment	9 (2)	14 (0)	14 (1)	11 (1)	11 (1)	9 (0)	28 (0)	96 (5)

Grade Level Data
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2018					
	2017					
Cohort Comparison						
07	2018					
	2017					
Cohort Comparison		0%				
08	2018					
	2017					
Cohort Comparison		0%				
09	2018					
	2017					
Cohort Comparison		0%				
10	2018					
	2017					
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2018					
	2017					
Cohort Comparison						

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
07	2018					
	2017					
Cohort Comparison		0%				
08	2018					
	2017					
Cohort Comparison		0%				

SCIENCE						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
08	2018					
	2017					
Cohort Comparison						

BIOLOGY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2018					
2017					
CIVICS EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2018					
2017					
HISTORY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2018					
2017					
ALGEBRA EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2018					
2017					
GEOMETRY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2018					
2017					

Subgroup Data

	2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
	2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16

Part III: Planning for Improvement
Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1

Title	Curriculum mapping
Rationale	Students with severe intellectual disability need lots of repetition and material broken down into small pieces to comprehend the material. The curriculum mapping will help teachers school wide be consistent in their delivery to their students and also allows for repetition at there specific cognitive level.
Intended Outcome	If our Hillcrest teachers consistently deliver our Florida Standards access courses through ULS and our curriculum mapping materials, our students ELA and math scores should increase in each grade level measured by school improvement rating data. Hillcrest had a school improvement rating of 25 for ELA and a rating of 27 for math so our outcome goal is to increase both ratings by 5%.
Point Person	George Collins (george.collins@marion.k12.fl.us)

Action Step

Description	Our curriculum team worked on mapping our access courses and making sure that all course materials will cover state standardized test. They gave teachers a daily, weekly and monthly lesson plans that are flexible to each teachers group of students. They also gave teachers links to additional resources to help accommodate students individual needs.
Person Responsible	George Collins (george.collins@marion.k12.fl.us)

Plan to Monitor Effectiveness

Description	Monitoring will be done through administration evaluations, ULS pre and post test and school improvement rating scores and teacher evaluations.
Person Responsible	George Collins (george.collins@marion.k12.fl.us)

Part IV: Title I Requirements

Additional Title I Requirements
This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

The following events and programs allow for parents to be a part of Hillcrest and their child's education: Parent Forums,School Advisory Council (SAC), Individual Educational Plan Meetings, Parent Conferences, Open House, Awards Day, Family Resource Center, Title I Resource Van, Vocational Breakfast, and Graduation.
These opportunities are communicated to the parents through the following methods: guidance news letter, daily notes, daily e-mails, parent conferences and phone calls.

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

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.

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.

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.

All Title 1 materials are listed on a excel spread sheet and are listed with a barcode, purchase order number, title description, description of item, area of use, date of purchase and cost.

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 ettiquette.

Part V: Budget

Total:	**$34,921.00**