

Marion County Public Schools

Hillcrest



2019-20 Schoolwide Improvement Plan

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Hillcrest

3143 SE 17TH ST, Ocala, FL 34471

[no web address on file]

Demographics

Principal: Lori Manresa

Start Date for this Principal: 7/22/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 6-12
Primary Service Type (per MSID File)	Special Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	87%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* Hispanic Students* White Students* Economically Disadvantaged Students*
School Grades History	2018-19: No Grade 2017-18: No Grade 2016-17: No Grade 2015-16: No Grade 2014-15: No Grade
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	CS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

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 Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at 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.

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School Demographics

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

School Grades History

Year

Grade

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<https://www.floridacims.org>.

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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	Job Duties and Responsibilities
Manresa, Lourdes	Principal	<p>To provide the visionary leadership necessary to design, develop, and implement a comprehensive program of instructional and support services which optimize available resources and to provide successful high quality experiences for students in a safe and orderly environment. Supervise all Administrative, Instructional, and Non-Instructional Personnel assigned to the school.</p> <p>(1) Manage and administer the instructional program so as to ensure all students the opportunity to learn.</p> <p>(2) Provide leadership and direction for the implementation and evaluation of curriculum and instruction at the assigned school consistent with the District's goals and priorities.</p> <p>(3) Use current research, performance data, and feedback from students, teachers, parents, and community to make decisions related to improvement of instruction and student performance.</p> <p>(4) Oversee the administration of the testing program for the school.</p>
Collins, George	Assistant Principal	<p>To aid the Principal in providing leadership and vision necessary to create an atmosphere conducive to students learning at the highest possible level and assist in the operation of all aspects of the school.</p> <p>? Assist in the development, implementation and assessment of the instructional program.</p> <p>? Assist in the administration of the testing program.</p> <p>? Assist in establishing a vision and mission statement.</p> <p>? Assist in the development of the School Improvement Plan.</p> <p>? Assist in the development of the Master Schedule and assignment of staff.</p> <p>? Assist in developing the best possible environment for teaching and learning.</p> <p>? Supervise assigned personnel, conduct annual performance appraisals, and make recommendations for appropriate employment actions.</p> <p>? Assist in implementing and administering negotiated employee contracts.</p> <p>? Assist in providing staff development through in-service training and other developmental activities.</p> <p>Assist in managing student conduct on school grounds, buses, and after-school activities.</p> <p>? Supervise and monitor the accurate and timely completion of data collection and reporting requirements.</p> <p>? Assist in providing a comprehensive student services plan including</p>

Name	Title	Job Duties and Responsibilities
		guidance, drop-out prevention, health services, and attendance.
Lindsey, Mary	School Counselor	<p>Read, interpret, and follow State Board rules, Code of Ethics, School Board policies, and appropriate state and federal statutes. Knowledge and understanding of child development and the unique needs and characteristics of students served. Knowledge and understanding of guidance and counseling principles, programs, and services. Knowledge of tests and measurement theory, and of community resources and services available for student assistance. Ability to counsel and assist students, parents, and school personnel in the resolution of problems in student learning, behavior, and mental health.</p> <p>Ability to administer student assessment and evaluation instruments.</p> <p>Ability to analyze and use data. Ability to verbally communicate and consult with parents, school personnel, and the public. Ability to maintain sensitivity to multicultural issues.</p> <p>(1) Develop guidance programs based on developmental needs of students, needs assessments, and school, district and state priorities.</p> <p>* (2) Establish priorities through short and long range plans based on student needs as well as school, district, and state priorities.</p> <p>* (3) Communicate goals and services of the counseling programs to school administration, staff, students, and parents.</p> <p>* (4) Review, evaluate, and select a variety of materials to support a well balanced counseling program.</p> <p>* (5) Establish, implement, coordinate, and monitor effective school-wide counseling services and activities.</p> <p>* (6) Establish and follow procedures for appropriate intervention in accordance with school, district, and state guidelines.</p> <p>* (7) Maintain student records according to established guidelines.</p>

Early Warning Systems

Current Year

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Number of students enrolled	0	0	0	0	0	0	11	17	13	17	15	17	82	172	
Attendance below 90 percent	0	0	0	0	0	0	2	3	0	3	0	3	7	18	
One or more suspensions	0	0	0	0	0	0	7	3	4	1	0	2	7	24	
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	16	25	18	11	12	0	0	82	

The number of students with two or more early warning indicators:

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students with two or more indicators	0	0	0	0	0	0	1	1	0	2	1	0	3	8	

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	6	6	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	4	4	

FTE units allocated to school (total number of teacher units)

35

Date this data was collected or last updated

Monday 7/22/2019

Prior Year - 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	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	0	
Level 1 on statewide assessment	0	0	0	0	0	0	9	14	14	11	11	9	28	96

The number of students with two or more early warning indicators:

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students with two or more indicators	0	0	0	0	0	0	3	4	2	0	0	1	2	12	

Prior Year - 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	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	0	
Level 1 on statewide assessment	0	0	0	0	0	0	9	14	14	11	11	9	28	96

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	3	4	2	0	0	1	2	12

Part II: Needs Assessment/Analysis

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	2019			2018		
	School	District	State	School	District	State
ELA Achievement	0%	46%	56%	0%	43%	53%
ELA Learning Gains	0%	48%	51%	0%	46%	49%
ELA Lowest 25th Percentile	0%	39%	42%	0%	40%	41%
Math Achievement	0%	40%	51%	0%	37%	49%
Math Learning Gains	0%	43%	48%	0%	38%	44%
Math Lowest 25th Percentile	0%	37%	45%	0%	37%	39%
Science Achievement	0%	61%	68%	0%	59%	65%
Social Studies Achievement	0%	71%	73%	0%	70%	70%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)							Total
	6	7	8	9	10	11	12	
Number of students enrolled	11 (0)	17 (0)	13 (0)	17 (0)	15 (0)	17 (0)	82 (0)	172 (0)
Attendance below 90 percent	2 (6)	3 (8)	0 (6)	3 (5)	0 (6)	3 (4)	7 (18)	18 (53)
One or more suspensions	7 (3)	3 (4)	4 (4)	1 (0)	0 (2)	2 (1)	7 (6)	24 (20)
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	16 (9)	25 (14)	18 (14)	11 (11)	12 (11)	0 (9)	0 (28)	82 (96)

Grade Level Data

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

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019					
	2018					
Cohort Comparison						
07	2019					
	2018					
Cohort Comparison		0%				
08	2019					
	2018					
Cohort Comparison		0%				
09	2019					
	2018					
Cohort Comparison		0%				
10	2019					
	2018					
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019					
	2018					
Cohort Comparison						
07	2019					
	2018					
Cohort Comparison		0%				
08	2019					
	2018					
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2019					
	2018					
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

Subgroup Data

2019 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 2017-18	C & C Accel 2017-18
SWD	6	28	38	4	28	42	6	5			
BLK	7	8									
HSP	6	35		10	10						
WHT	6	29	30	3	28			8			
FRL	6	26	31		20						
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

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	CS&I

ESSA Federal Index	
OVERALL Federal Index – All Students	17
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	5
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	157
Total Components for the Federal Index	9
Percent Tested	98%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	17
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	8
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	15
Hispanic Students Subgroup Below 41% in the Current Year?	YES

Hispanic Students	
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	13
White Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	12
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Hillcrest receives a school improvement rating and based on the 2017-2018 results the ELA learning gains were 25% and gains improved to 28% in 2018-2019. Math learning gains for 2017-2018 were 27.3% and gains improved to 28% in 2018-2019. Math gains went up by .7% and ELA gains went up by 3%. Improvement ratings were not available 2016-2017 in order to identify trends in student achievement data. Because of our students severe cognitive disabilities concrete concepts may be more difficult to grasp.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

N/A

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

N/A

Which data component showed the most improvement? What new actions did your school take in this area?

N/A

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

Math and ELA are our two area's of concern. Our students with their severe intellectual disability always struggle with these two area's.

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

1. ELA scores on ULS monthly post test and FSAA test scores.
2. Math scores on ULS monthly post test and FSAA test scores.
3. Parent engagement
- 4.
- 5.

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Process: Parent Training
Rationale	In order to support students social emotional growth and development, parent training is a vital component of school based parent and family engagement program.
State the measurable outcome the school plans to achieve	<p>If we build our parent and family capacity in Social Emotional Learning (SEL) strategies, then there will be fewer disruptions to the learning environment allowing for a decrease of 3% in discipline referrals, thus allowing students to maximize their learning potential in and out of school.</p> <p>Hillcrest's 504 discipline referrals during the 2018-19 school year will be reduced by 3% in 19-20.</p>
Person responsible for monitoring outcome	George Collins (george.collins@marion.k12.fl.us)
Evidence-based Strategy	<p>CARD training for parent support to teach social emotional skills to students. Positive behavior support strategies are implemented at school and strategies that align with PBS are communicated to parents daily for social emotional learning development.</p>
Rationale for Evidence-based Strategy	<p>CARD is a not for profit agency that supports individuals with disabilities through training, technical assistance and consultation services as well as referrals to other agencies, and public education. http://card.ufl.edu/about-card/</p> <p>PBS is used in conjunction with specialized behavioral strategies implemented on campus that support social emotional development. https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5048254/</p>
Action Step	
Description	<ol style="list-style-type: none"> 1. CARD (Center for Autism and Related Disabilities) Training and parental support for behavior 2. Daily communication regarding positive behavior support (PBS) that align with school and home. 3. 4. 5.
Person Responsible	George Collins (george.collins@marion.k12.fl.us)

#2	
Title	Curriculum Mapping
Rationale	To improve our students test scores on the FSAA and the ULS post test it is critical that we give teachers the tools to correlate their daily teaching strategies to the state standards.
State the measurable outcome the school plans to achieve	<p>If we create and provide curriculum mapping to teachers that address access points of the Florida Standards then students will increase the FSAA ELA scores from 28% to 29% and math scores from 28% to 29% and target each ESSA subgroup currently below 41% as follows:</p> <p>Students with Disabilities 17% to 18% Black/African American 8% to 9% Hispanic 15% to 16% White 13% to 14% Economically Disadvantaged 12% to 13%</p>
Person responsible for monitoring outcome	George Collins (george.collins@marion.k12.fl.us)
Evidence-based Strategy	<p>Collaborative planning Professional development on curriculum mapping, assessment options, lesson planning and additional curriculum resources.</p>
Rationale for Evidence-based Strategy	<p>nsuworks.nova.edu/cgi/viewcontent.cgi?article=1008&context=law_facarticles Curriculum mapping is a coordinated effort conducted by faculty members to better understand the scope and sequence of making sure that our teaching strategies and materials are directly in correlation with state standards with will directly correlate with the FSAA (Florida State Alternative Assessment).</p>
Action Step	
Description	<ol style="list-style-type: none"> 1. Professional Development on the new curriculum mapping, covering new courses and state standards 2. Collaborative planning 3. Curriculum committee to align access points to DOE state standards in the all academic areas 4. 5.
Person Responsible	George Collins (george.collins@marion.k12.fl.us)

#3	
Title	Real-world Outcome
Rationale	All Hillcrest students meet graduation criteria upon receipt of their 24 credits, however, they are provided with the option to defer into a structured work study program. Family and community engagement in education is increasingly recognized as a vital contributor to student academic achievement.
State the measurable outcome the school plans to achieve	If our work-study teachers consistently deliver Unique Learning System Transition Program then students will demonstrate mastery by 1% on post testing.
Person responsible for monitoring outcome	Mike Collins (michael.collins@marion.k12.fl.us)
Evidence-based Strategy	Community engagement Work study
Rationale for Evidence-based Strategy	Hanover Research, (2014). Effective family and community engagement strategies. Retrieved from https://ctschoolorchange.org/app/uploads/Hanover-Effective-Family-and-Community-Engagement-Strategies-LEAD-Connecticut.pdf
Action Step	
Description	1. Work study program 2. Parent Forums 3. Community based Instruction (CBI) 4. Community Based Vocational Training (CBVT) 5.
Person Responsible	George Collins (george.collins@marion.k12.fl.us)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

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 Schoolwide Improvement Plan to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 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.

Our site-based Parent & Family Engagement Plan (PFEP) will describe our commitment to engage parents and families in the education of their children and to build the capacity to implement family engagement strategies and activities designed to achieve the school and student academic achievement

goals. Through the following capacity building events; we will build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

Title I Annual Meeting

To provide an explanation of Title I and begin the ongoing discussion on schoolwide participation and of its link to student achievement.

September 11, 2019

Parent Forum #1

Center for Autism and Related Disabilities Presentation to provide support and assistance with the goal of optimizing the potential of people with autism and related disabilities.

September 2019

Parent Forum #2

Increased understanding of the Agency for Persons with Disabilities (APD) and their ability to collaborate with local communities and private providers to assist people who have developmental disabilities and their families. APD also provides assistance in identifying the needs of people with developmental disabilities for supports and services.

November 2019

Parent Forum #3

Vocational Rehabilitation Presentation to provide support and assistance in helping people with disabilities find and maintain employment.

January 2020

Parent Forum #4

Guardianship Process Provide legal advice on the understanding and process of guardianship to support student's financial and medical well-being.

March 2020

Parent Forum #5

Post School Transition Options: TLC & ARC for students that employment is not appropriate.

April 2020

PFEP Goal: If we develop shared responsibility with parents to increase student achievement by creating a two-way method of communication that provides interactive collaboration with parents, educators and outside agencies enabling an increase in post-secondary outcomes measured by students placed in transitional programs and work programs.

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.

MCPS Psychological Services supports the united efforts of parents, educators, and the community to raise student performance. Psychological Services provides assessment, consultation, progress monitoring, and mental health services to improve the academic and emotional well-being of all students. Crisis Response Resources:

Information and resources to assist parents and educators help students through a time of crisis:

Talking to Children About Violence: Tips for Parents and Teachers

Bullies and Victims: A Primer for Parents

When Grief/Loss Hits Close to Home: Tips for Caregivers

Care for the Caregiver: Tips for Families and Educators

What You CAN Do - Meaningful Action Matters in the Face of Violence

Helping Children Cope With Traumatic Events

Trauma Informed Care Resources

Suicide Prevention - 13 Reasons Why: Information Sheet and Resource Guide
Prevenção del Suicidio Juvenil: Consejos para Padres y Educadores?

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.

Each site Principal is responsible for site-based inventory of resources/services as well as necessary problem solving and application.

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.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Process: Parent Training	\$0.00
2	III.A.	Areas of Focus: Curriculum Mapping	\$0.00
3	III.A.	Areas of Focus: Real-world Outcome	\$0.00
Total:			\$0.00