

## 2013-2014 SCHOOL IMPROVEMENT PLAN

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Hillcrest  
3143 SE 17TH ST  
Ocala, FL 34471  
352-671-6800

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### School Demographics

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<b>School Type</b> High School	<b>Title I</b> No	<b>Free and Reduced Lunch Rate</b> <i>[Data Not Available]</i>
<b>Alternative/ESE Center</b> No	<b>Charter School</b> No	<b>Minority Rate</b> <i>[Data Not Available]</i>

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### School Grades History

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### SIP Authority and Template

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Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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## Purpose and Outline of the SIP

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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

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Part I summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

### Part II: Expected Improvements

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Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

### Part III: Coordination and Integration

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Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

### Appendix 1: Professional Development Plan to Support Goals

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Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

### Appendix 2: Budget to Support Goals

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Appendix 2 is the budget needed to implement the strategies identified in the plan.

## Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

### DA Regions

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

### DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
  - Year 1 – declined to D, or first-time graded schools receiving a D
  - Year 2 – second consecutive D, or F followed by a D
  - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
  - Year 1 – declined to F, or first-time graded schools receiving an F
  - Year 2 or more – second or more consecutive F

### DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

### 2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

  

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

## Current School Status

### School Information

#### School-Level Information

##### School

Hillcrest

##### Principal

Lori Manresa

##### School Advisory Council chair

Matt Shrimplin

#### Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Lourdes Manresa	Principal
Mike Collins	Assistant Principal
Tammy Tatro	Guidance Counselor

#### District-Level Information

##### District

Marion

##### Superintendent

Mr. George D Tomy

##### Date of school board approval of SIP

11/12/2013

### School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

#### Membership of the SAC

Axlerod Meryle Parent ✓  
 Arnao-Bentsen Toni Parent ✓  
 Brewer Valarie Parent ✓  
 Caraballo Lourdes Parent ✓  
 Cherabin Danielle Parent ✓  
 Christie Kim Teacher Co-Chair ✓  
 Collings Steve Comm. Mem. ✓  
 Collins Mike Administration ✓  
 Dolan Anne Non-Instruct ✓  
 Coney Hattie Parent ✓  
 Ferrall Theresa Parent ✓  
 Hopp Nancy Non-Instruct ✓  
 Landry Cathy Parent ✓  
 Leyva Kristy Parent ✓  
 Manresa Lourdes Administration ✓

Martin Lisa Parent ✓  
 Mason Diane Comm. Mem.  
 McKeon Anesa Parent ✓  
 Miller Sylvia Parent ✓  
 O'Neal Bonnie Parent ✓  
 Ortiz Azntina Parent ✓  
 Owen Betty J. Teacher ✓  
 Paglia Linda Parent ✓  
 Pitman Keri Parent ✓  
 Ritch Peggy Non-Instruct ✓  
 Roman Conny Parent ✓  
 Roymonde Kerlyne Parent ✓  
 Shrimplin Matt Teacher Chair ✓  
 Surgeont Nevadnie Parent ✓  
 Szabados Karena Parent ✓  
 Tucker Priscilla Parent ✓  
 Williams Brandy Parent ✓

### **Involvement of the SAC in the development of the SIP**

The SAC helps with the SIP by determining areas of student need relating to academic improvement. This has been especially helpful in the purchase of assistive technology, specifically related to interactive SMART Boards. In addition, the SAC was instrumental in the decision to utilize the Unique Learning System for improving scores on the Florida Alternate Assessment in the areas of reading, math, writing, and science. This was clearly evident in raising overall FAA scores last year and although we continue to struggle making AYP, 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. Let me know if this helps or not.

### **Activities of the SAC for the upcoming school year**

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.

### **Projected use of school improvement funds, including the amount allocated to each project**

SAC funds are used for staff and student incentives, classroom materials and supplies  
100.00

### **Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC**

In Compliance

### **If not in compliance, describe the measures being taken to comply with SAC requirements**

### **Highly Qualified Staff**

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### **Administrators**

#### **# of administrators**

2

**# receiving effective rating or higher**

(not entered because basis is &lt; 10)

**Administrator Information:****Lori Manresa**

Principal

Years as Administrator: 13

Years at Current School: 13

**Credentials**

A.A., B.S., M.S., Ed. Leadership Certification, School Principal Certification, E.S.O.L. Endorsed

**Performance Record**

Hillcrest is a Center School for students with significant cognitive disabilities and is a non-graded school. All students are alternately assessed.

AYP Status: All Hillcrest students are SWD

2007-2008 AYP (Yes)

2008-2009 AYP (No) 77% of Criteria Met.

2009-2010 AYP (No) 85% of Criteria Met

2010-2011 AYP (No) 77% of Criteria Met

2011-2012 AYP (No) 79% of Criteria Met

2012-2013 AYP (No) 81% of Criteria Met

**George Collins**

Asst Principal

Years as Administrator: 6

Years at Current School: 0

**Credentials**

B.S.; Emotionally Handicapped, Physical Education 6-12, Educational Leadership, Middle Grades Endorsement

**Performance Record**

Hillcrest is a Center School for students with significant cognitive disabilities and is a non-graded school. All students are alternately assessed.

**Classroom Teachers****# of classroom teachers**

28

**# receiving effective rating or higher**

28, 100%

**# Highly Qualified Teachers**

93%

**# certified in-field**

27, 96%

**# ESOL endorsed**

3, 11%

**# reading endorsed**

1, 4%

**# with advanced degrees**

9, 32%

**# National Board Certified**

2, 7%

**# first-year teachers**

1, 4%

**# with 1-5 years of experience**

3, 11%

**# with 6-14 years of experience**

7, 25%

**# with 15 or more years of experience**

17, 61%

**Education Paraprofessionals****# of paraprofessionals**

39

**# Highly Qualified**

39, 100%

**Other Instructional Personnel****# of instructional personnel not captured in the sections above**

1

**# receiving effective rating or higher**

(not entered because basis is &lt; 10)

**Teacher Recruitment and Retention Strategies**

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible**

Description of Strategy Person Responsible Projected Completion Date

1.Recrut: Utilize the district on-line system to screen for qualified applicants: Principal, Assistant Principal. On-going

2.Recrut: Utilize Continuing Substitutes and Classroom Substitutes to avoid hastiness of hiring "marginal" teacher applicants when openings occur. Principal, Assistant Principal. On-going

3.Retain: Maintain optimum staff morale and a positive atmosphere for learning through on-going daily activities, special events, customized staff development, special events, PBS and recognition. Principal, Assistant Principal. 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 assigned a new teacher mentor. Principal, Assistant Principal, New Teacher Mentor; Jessica Stewart On-going

**Teacher Mentoring Program/Plan**

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### **Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities**

The mentors name is Jessica Stewart and the Mentee assigned is Danelle Harwell. The rationale for pairing

Mrs. Stewart with Mrs. Harwell is that Mrs. Stewart has the experience of teaching ASD students ranging from K-12 grades. She has been the teacher for the Therapeutic Unit for Behavior for the past 4 years. Assistance will be through bi-monthly team meetings, bi-monthly planning meetings, informal observations, meetings with Behavior Support Team as needed and follow MCIES category 1 teacher certification.

### **Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)**

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

#### **Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs**

Principal and Assistant Principal: Ensures that the school based team is implementing proper procedures. Provides support and resources to the RTI team to meet the needs of the student.

Communicates with the parent the RTI procedure and implementation plan.

Exceptional Student Education Teacher: Participates in student data collection. Collaborates with team to provide appropriate tier implementation.

Behavior Specialist: Reviews data collection, conducts student observation, and collaborates with team in developing a plan. Facilitates and supports resources and ideas to teachers, administrators, and parents on appropriate interventions.

Behavior Technician: Provides in house hands on assistance. Creates necessary tools and visual supports for implementation of plan. Monitors data collection, daily and forwards to Behavior Specialists

Social Worker: Provides resources to the school and family to support the child's medical, emotional, behavioral and social success.

Guidance Counselor: Facilitates coordination of meetings. Provides hands on assistance on intervention plan.

School Psychologist: Facilitates and provides support for the intervention plan. Assist with problem solving and data analysis.

The Hillcrest RtI team's primary focus is on behavior. Our meetings may occur weekly or monthly depending on the severity of the need.

#### **Function and responsibility of each school-based leadership team member as related to MTSS and the SIP**

Principal and Assistant Principal: Ensures that the school based team is implementing proper procedures. Provides support and resources to the RTI team to meet the needs of the student.

Communicates with the parent the RTI procedure and implementation plan.

Exceptional Student Education Teacher: Participates in student data collection. Collaborates with team to provide appropriate tier implementation.

Behavior Specialist: Reviews data collection, conducts student observation, and collaborates with team in developing a plan. Facilitates and supports resources and ideas to teachers, administrators, and parents on appropriate interventions.

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plan.

School Psychologist: Facilitates and provides support for the intervention plan. Assist with problem solving and data analysis.

The Hillcrest RtI team's primary focus is on behavior. Our meetings may occur weekly or monthly depending on the severity of the need.

### **Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP**

Hillcrest's student population consists of 100% student with disabilities; therefore, our RtI team begins with the Student Assistance Team (SAT). The main goal of the SAT is 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, District Behavior Specialist, Behavior Tech, District Social Worker, School Psychologist, and Classroom teacher. Ancillary members of the SAT team may consist of, but not limited to; School Nurse, Support Staff, Speech Therapist, Occupational Therapist and Physical Therapist. The team identifies the problem, explores possible causes of the concern, reviews interventions already implemented, and determines what and if any new interventions need to be implemented. Finally, the team creates a monitoring plan to ensure support for the classroom teacher as well as student success.

Additionally, our RtI team is a large part of the behavioral crisis team. The training offered is Teaching Effective Adult Child Handling (TEACH), Treatment and Education of Autistic and related Communication Handicapped Children (TEACCH) for Autistic Spectrum Disorder (ASD) students, and crisis team reviews.

### **Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement**

The SAT team reviews the student's cumulative folder and reviews the IEP goals. Additional data utilized by the SAT team consists of, but not limited to; behavioral logs, discipline referrals, bus logs, attendance, any information provided by the parent/guardian, and student performance. Continue to promote student progress through curriculum check points and progress monitoring that will be reflective in the Florida Alternate Assessment results.

### **Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents**

Hillcrest's student population consists of 100% students with disabilities; therefore academic Teir III interventions have been met before the students were placed at Hillcrest. However, in order to provide students with high quality instruction, teachers within their curriculum meet on a bi-monthly basis in team meetings. The rationale of the team meetings is to discuss curriculum, student behaviors, general and specific concerns with students, interventions being utilized individually and within the class.

### **Increased Learning Time/Extended Learning Opportunities**

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### **Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:**

**Strategy: Summer Program****Minutes added to school year:** 4,200

Teachers take data on each students current levels prior to an extended break to assess weather a student regresses (loses the same skills they had prior to break). If a student regresses, that student will benefit from ESY (extended school year). ULS (Unique Learning System) Pre/Post test are used to monitor progress.

**Strategy Purpose(s)**

- Enrichment activities that contribute to a well-rounded education

**How is data collected and analyzed to determine the effectiveness of this strategy?**

Teacher observation, student portfolio, behavior charts and ULS (Unique Learning system) pre-test, post-test.

**Who is responsible for monitoring implementation of this strategy?**

Administration, Teachers, Behavior Specialist and Resource Compliance Specialist

**Literacy Leadership Team (LLT)****Names and position titles of the members of the school-based LLT**

Name	Title
Lourdes Manresa	Principal
George Collins	Assistant Principal

**How the school-based LLT functions**

The leadership team meets bi-weekly and goes over minutes and notes from the department meetings. Feedback is given by the leadership team of changes and adjustments that need to be made.

**Major initiatives of the LLT**

Maintain and improve reading scores on the FAA by 1%.

**Every Teacher Contributes to Reading Instruction****How the school ensures every teacher contributes to the reading improvement of every student**

All teachers have access and utilize ULS (Unique Learning System).

## Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### Area 1: Reading

#### Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	26	33%	55%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		5%

#### Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	44	50%	52%
Students in lowest 25% making learning gains (FCAT 2.0)			

### Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5			
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		10%

### Area 3: Mathematics

#### Elementary and Middle School Mathematics

##### Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	31	35%	38%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		1%

##### Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	29	33%	35%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)			

#### High School Mathematics

**Florida Alternate Assessment (FAA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	11	32%	35%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		10%

**Learning Gains**

	2012 Actual #	2012 Actual %	2014 Target %
Students making learning gains (EOC and FAA)	16	47%	48%
Students in lowest 25% making learning gains (EOC)			

**Area 4: Science****Middle School Science****Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

**Florida Alternate Assessment (FAA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	12	67%	69%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		1%

**High School Science****Florida Alternate Assessment (FAA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		40%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		18%

**Area 8: Early Warning Systems**

**Middle School Indicators**

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	6	3%	2%
Students who fail a mathematics course	0	0%	0%
Students who fail an English Language Arts course	0	0%	0%
Students who fail two or more courses in any subject	0	0%	0%
Students who receive two or more behavior referrals	7	4%	3%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	5	2%	1%

**High School Indicators**

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	3	2%	1%
Students in ninth grade with one or more absences within the first 20 days	0	0%	0%
Students in ninth grade who fail two or more courses in any subject	0	0%	0%
Students with grade point average less than 2.0	0	0%	0%
Students who fail to progress on-time to tenth grade	0	0%	0%
Students who receive two or more behavior referrals	9	5%	4%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	7	4%	3%

**Area 9: Parent Involvement**

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Parental involvement targets for the school**

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>.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
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## Goals Summary

- G1.** In 2013-2014, in grades 6-10, students will increase the level of performance in learning gains to 45%(15) in the area of writting.
- G2.** In 2013-14, Middle school students will increase proficiency to 35% from 32% in 2012-2013.
- G3.** In 2013-14, the students will increase the level of proficiency at the middle school level to 69% from 67%.
- G4.** In 2013-2014, in grades 6-10, students will increase the level of performance in learning gains to 52%(49) in the area of reading.

## Goals Detail

**G1.** In 2013-2014, in grades 6-10, students will increase the level of performance in learning gains to 45%(15) in the area of writting.

### Targets Supported

- Writing

### Resources Available to Support the Goal

- Unique Learning System (Web-Based Program) Without Handwriting Tears (Research Based Program)

### Targeted Barriers to Achieving the Goal

- The anticipated barriers to increasing the percentage of students maintaining proficiency or moving above proficiency on the 2014 FAA is extremely challenging due to students significant cognitive delays

### Plan to Monitor Progress Toward the Goal

To assure that students are progressing towards Proficiency.

### Person or Persons Responsible

Principal and Assistant Principal

### Target Dates or Schedule:

Quaterly

### Evidence of Completion:

IEP Progress Reports and Walk Throughs by Administration

**G2.** In 2013-14, Middle school students will increase proficiency to 35% from 32% in 2012-2013.

**Targets Supported**

- Math (Elementary and Middle School, Elementary and Middle FAA, Elementary and Middle Learning Gains, High School, High School FAA, High School FAA)

**Resources Available to Support the Goal**

- Unique Learning Curriculum which is a Web-Based Program and Assistive Technology which is Adaptive Materials.

**Targeted Barriers to Achieving the Goal**

- Increasing the percentage of students maintaining proficiency or moving above proficiency on the 2014 FAA is extremely challenging due to students significant cognitive delays.

**Plan to Monitor Progress Toward the Goal**

In 2013-14, High school students will increase proficiency to 35%.

**Person or Persons Responsible**

Administrators, Program Teams and Support Staff.

**Target Dates or Schedule:**

Monthly and quaterly

**Evidence of Completion:**

Unique Learning System, IEP progress reports, Florida Alternate Assessment and mastery of Teacher made tests.

**G3.** In 2013-14, the students will increase the level of proficiency at the middle school level to 69% from 67%.

**Targets Supported**

- Science
- Science - Middle School
- Science - High School

**Resources Available to Support the Goal**

- Unique Learning Curriculum, Assistive Technology and Color Copies for PEC system

**Targeted Barriers to Achieving the Goal**

- Increasing the percentage of students maintaining proficiency or moving above proficiency on the 2014 FAA is extremely challenging due to students significant cognitive delays and physical disabilities.

### Plan to Monitor Progress Toward the Goal

By administrators doing walk throughs, checking lesson plans, input of grades and informal and formal evaluations.

**Person or Persons Responsible**

Administrators, Program Teams, Teachers, Support Staff and Therapists.

**Target Dates or Schedule:**

Monthly and quarterly

**Evidence of Completion:**

Unique Learning System, IEP progress reports, Florida Alternate Assessment and mastery of Access points, Teacher made tests.

**G4.** In 2013-2014, in grades 6-10, students will increase the level of performance in learning gains to 52%(49) in the area of reading.

**Targets Supported**

- Reading (FAA, Learning Gains)

**Resources Available to Support the Goal**

- Unique Learning System, IEP progress reports, Florida Alternate Assessment and mastery of Access points, Teacher made tests

**Targeted Barriers to Achieving the Goal**

- The anticipated barriers to increasing the percentage of students maintaining proficiency or moving above proficiency on the 2013 FAA is extremely challenging due to students significant cognitive delays.

### Plan to Monitor Progress Toward the Goal

documentation in lessons plans, administrative walkthroughs

**Person or Persons Responsible**

Principal, Assistant Principal

**Target Dates or Schedule:**

quarterly

**Evidence of Completion:**

Marion County Instructional Evaluation System

## Action Plan for Improvement

### Problem Solving Key

**G** = Goal

**B** = Barrier

**S** = Strategy

**G1.** In 2013-2014, in grades 6-10, students will increase the level of performance in learning gains to 45%(15) in the area of writing.

**G1.B1** The anticipated barriers to increasing the percentage of students maintaining proficiency or moving above proficiency on the 2014 FAA is extremely challenging due to students significant cognitive delays

**G1.B1.S1** Instructional lessons maintain a consistent format so instructional targets are taught each month, continue small group learning centers using systematic instruction, direct instruction, ensuring the support services (Occupational Therapy, Physical Therapy, Assistive Technology, Behaviors , Speech/ Language) strategies are implemented throughout daily instruction

### Action Step 1

45% (15 students) scored at or above proficient level on the FAA

#### Person or Persons Responsible

Administrators, Program Teams, Support Staff, Therapists

#### Target Dates or Schedule

Monthly pre and post tests to monitor progress, Grading Rubric, Teacher Observation and Assessment, Progress Reports, Alternate Assessment

#### Evidence of Completion

Unique Learning System, IEP progress reports, Florida Alternate Assessment and mastery of Access points, Teacher made tests

#### Facilitator:

Principal and Assistant Principal

#### Participants:

School Wide

### **Plan to Monitor Fidelity of Implementation of G1.B1.S1**

The expected level of performance is 48% at or above proficient level on the FAA.

#### **Person or Persons Responsible**

Principal and Assistant Principal

#### **Target Dates or Schedule**

Quaterly

#### **Evidence of Completion**

Walk throughs per the Marion County Instructional Evaluation System and Lesson Plans

### **Plan to Monitor Effectiveness of G1.B1.S1**

To increase the number of students being proficient on the FAA.

#### **Person or Persons Responsible**

Principal and Assistant Principal

#### **Target Dates or Schedule**

Quaterly

#### **Evidence of Completion**

Monthly pre and post-tests to monitor progress, Grading Rubric, Teacher Observation and Assessment, Progress Reports, Alternate Assessment

**G2.** In 2013-14, Middle school students will increase proficiency to 35% from 32% in 2012-2013.

**G2.B1** Increasing the percentage of students maintaining proficiency or moving above proficiency on the 2014 FAA is extremely challenging due to students significant cognitive delays.

**G2.B1.S1** Instructional lessons maintain a consistent format so instructional targets are taught each month, continue small group learning centers using systematic instruction, direct instruction, ensuring the support services (Occupational Therapy, Physical Therapy, Assistive Technology, Behaviors , Speech/ Language) strategies are implemented throughout daily instruction.

### **Action Step 1**

In 2013-14, High school students will increase proficiency to 35% from 32% on the FAA.

#### **Person or Persons Responsible**

Administrators, Program Teams, Support Staff, Therapists

#### **Target Dates or Schedule**

Monthly Pre and Posttests to monitor student progress, Grading Rubric, Teacher Observation and Progress Reports.

#### **Evidence of Completion**

Unique Learning System, IEP progress reports, Florida Alternate Assessment and mastery of Access points, Teacher made tests

#### **Facilitator:**

Principal and Assistant Principal

#### **Participants:**

School wide

### **Plan to Monitor Fidelity of Implementation of G2.B1.S1**

That administration can monitor that High school students are making gains towards increase in proficiency.

#### **Person or Persons Responsible**

Principal and Assistant Principal

#### **Target Dates or Schedule**

Quarterly and Monthly through grades and administrative walk throughs.

#### **Evidence of Completion**

IEP progress reports, and teacher evaluations.

## Plan to Monitor Effectiveness of G2.B1.S1

That students are making adequate progress toward proficiency.

### Person or Persons Responsible

Principal, Assistant Principal, Teachers and Support Staff.

### Target Dates or Schedule

Monthly and quaterly

### Evidence of Completion

Unique Learning System, IEP progress reports, Florida Alternate Assessment and mastery of Access Points and Teacher made tests.

**G3.** In 2013-14, the students will increase the level of proficiency at the middle school level to 69% from 67%.

**G3.B1** Increasing the percentage of students maintaining proficiency or moving above proficiency on the 2014 FAA is extremely challenging due to students significant cognitive delays and physical disabilities.

**G3.B1.S1** Instructional lessons maintain a consistent format so instructional targets are taught each month; continue small group learning centers using systematic instruction and direct instruction. Ensuring the support services (Occupational Therapy, Physical Therapy, Assistive Technology, Behaviors and Speech/Language) so that strategies are implemented throughout daily instruction.

### Action Step 1

Walk throuhgns, informal and formal teacher observations.

### Person or Persons Responsible

Administrators, Program Teams, Support Staff and Therapists

### Target Dates or Schedule

Monthly pre and post tests to monitor progress, Grading Rubric, Teacher Observation and Assessment, Progress Reports and Alternate Assessment.

### Evidence of Completion

Unique Learning System, IEP progress reports, Florida Alternate Assessment and mastery of Teacher made tests.

### Facilitator:

Principal and Assistant Principal

### Participants:

School Wide

### **Plan to Monitor Fidelity of Implementation of G3.B1.S1**

To ensure that students are making proficient gains on the FAA.

#### **Person or Persons Responsible**

Principal and Assistant Principal

#### **Target Dates or Schedule**

Monthly

#### **Evidence of Completion**

Teachers evaluations on the rubrics of the Marion County Instructional Evaluation System (MCIES).

### **Plan to Monitor Effectiveness of G3.B1.S1**

By administrators doing walk throughs, checking lesson plans, input of grades and informal and formal evaluations.

#### **Person or Persons Responsible**

Administrators, Program Teams, Teachers, Support Staff and Therapists.

#### **Target Dates or Schedule**

Quarterly and monthly.

#### **Evidence of Completion**

Unique Learning System, IEP progress reports, Florida Alternate Assessment and mastery of Access points, Teacher made tests

**G4.** In 2013-2014, in grades 6-10, students will increase the level of performance in learning gains to 52%(49) in the area of reading.

**G4.B1** The anticipated barriers to increasing the percentage of students maintaining proficiency or moving above proficiency on the 2013 FAA is extremely challenging due to students significant cognitive delays.

**G4.B1.S1** Instructional lessons maintain a consistent format so instructional targets are taught each month, continue small group learning centers using systematic instruction, direct instruction, ensuring the support services (Occupational Therapy, Physical Therapy, Assistive Technology, Behaviors , Speech/ Language) strategies are implemented throughout daily instruction.

### **Action Step 1**

Bi-monthly department meetings, collaborative planning, monitor student progress utilizing ULS

#### **Person or Persons Responsible**

Administrators, Program Teams, Support Staff, Therapists

#### **Target Dates or Schedule**

Monthly

#### **Evidence of Completion**

Pre and Posttests to monitor student progress, Grading Rubric, Teacher Observation, Progress Reports

#### **Facilitator:**

Principal, Assistant Principal, FDLRS, InD Program Specialist

#### **Participants:**

School Wide

### **Plan to Monitor Fidelity of Implementation of G4.B1.S1**

Utilization of ULS and student progress

#### **Person or Persons Responsible**

Principal, Assistant Principal

#### **Target Dates or Schedule**

Quarterly

#### **Evidence of Completion**

Administrative walkthroughs

## **Plan to Monitor Effectiveness of G4.B1.S1**

Monitor lesson plans, student progress on pretest/posttest

### **Person or Persons Responsible**

Principal, Assistant Principal

### **Target Dates or Schedule**

quarterly

### **Evidence of Completion**

IEP progress reports

## Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### How federal, state, and local funds, services, and programs are coordinated and integrated at the school

#### Title I Part A

Title I funds are being used in the following: areas

Educational materials 7505.00

Engaged classroom 13109.00

Parent involvement 625.00

Staff development 1250.00

Basic instruction 24137.00

Software 3408.00

Title I – Part C – Migrant Program:

District funds are used to purchase:

- School supplies,
- Fund a Migrant Liaison that works with schools and families to identify students and provide need referrals for families

Referrals to After School Tutorial Program to improve grades, increase promotion, improve attendance and reduce the dropout rate.

Families must meet the federal eligibility to participate in the program.

Title I –Part D- Neglected and Delinquent

Title II – Part A: - District provides staff development activities to improve basic educational programs and to assist administrators and teachers in meeting highly qualified status.

Title III – Part A: Services are provided through the District, for education materials and ELL district support services on an as needed basis to improve the education of immigrant and English Language Learners.

Title X: District Homeless Social Worker provides resources (Clothing, school supplies, social services referrals....) for students identified homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.

Supplemental Academic Instruction (SAI)

Dropout prevention and academic intervention programs are funded through the Florida Education Finance Program (FEFP) and Supplemental Academic Instruction categorical funds. School districts have flexibility in how SAI funds may be expended as long as dollars are used to help students gain at least a year of knowledge for each year in school and to help students not be left behind. Supplemental instruction strategies may include, but are not limited to (modified curriculum, reading instruction, after-school instruction, tutoring, mentoring, class size reduction, extended school year, intensive skills development in summer school and other methods to improve student achievement.

Exceptional Student Education: The Florida Diagnostic Learning Resource System is funded through EHA-Part B as amended by PL94-142, to provide Support Services to Exceptional Student Education Programs.

Vocations Education: Proposals are submitted annually to enhance selected Vocational Programs for regular, disadvantaged and handicapped students in grades 7-12.

Health Department: District and schools coordinate with the Health Department for Absences Programs, Asthma Programs and Nurses that oversee school health clinics.

Head Start: Pre-Kindergarten program offered at selected school sites

Voluntary Pre-Kindergarten Program: State funded Pre-K program offered at select school sites during the school year and summer.

Law Enforcement-Ocala Police Department and Marion County Sheriff's Department: Bike Safety Week, Walk your Child to School....

Other agencies that you may be collaborating with for various programs:

Marion County Children's Alliance

Education Foundation  
Early Learning Coalition of Marion County

## Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

**G1.** In 2013-2014, in grades 6-10, students will increase the level of performance in learning gains to 45%(15) in the area of writing.

**G1.B1** The anticipated barriers to increasing the percentage of students maintaining proficiency or moving above proficiency on the 2014 FAA is extremely challenging due to students significant cognitive delays

**G1.B1.S1** Instructional lessons maintain a consistent format so instructional targets are taught each month, continue small group learning centers using systematic instruction, direct instruction, ensuring the support services (Occupational Therapy, Physical Therapy, Assistive Technology, Behaviors , Speech/ Language) strategies are implemented throughout daily instruction

### PD Opportunity 1

45% (15 students) scored at or above proficient level on the FAA

#### Facilitator

Principal and Assistant Principal

#### Participants

School Wide

#### Target Dates or Schedule

Monthly pre and post tests to monitor progress, Grading Rubric, Teacher Observation and Assessment, Progress Reports, Alternate Assessment

#### Evidence of Completion

Unique Learning System, IEP progress reports, Florida Alternate Assessment and mastery of Access points, Teacher made tests

**G2.** In 2013-14, Middle school students will increase proficiency to 35% from 32% in 2012-2013.

**G2.B1** Increasing the percentage of students maintaining proficiency or moving above proficiency on the 2014 FAA is extremely challenging due to students significant cognitive delays.

**G2.B1.S1** Instructional lessons maintain a consistent format so instructional targets are taught each month, continue small group learning centers using systematic instruction, direct instruction, ensuring the support services (Occupational Therapy, Physical Therapy, Assistive Technology, Behaviors , Speech/ Language) strategies are implemented throughout daily instruction.

### **PD Opportunity 1**

In 2013-14, High school students will increase proficiency to 35% from 32% on the FAA.

#### **Facilitator**

Principal and Assistant Principal

#### **Participants**

School wide

#### **Target Dates or Schedule**

Monthly Pre and Posttests to monitor student progress, Grading Rubric, Teacher Observation and Progress Reports.

#### **Evidence of Completion**

Unique Learning System, IEP progress reports, Florida Alternate Assessment and mastery of Access points, Teacher made tests

**G3.** In 2013-14, the students will increase the level of proficiency at the middle school level to 69% from 67%.

**G3.B1** Increasing the percentage of students maintaining proficiency or moving above proficiency on the 2014 FAA is extremely challenging due to students significant cognitive delays and physical disabilities.

**G3.B1.S1** Instructional lessons maintain a consistent format so instructional targets are taught each month; continue small group learning centers using systematic instruction and direct instruction. Ensuring the support services (Occupational Therapy, Physical Therapy, Assistive Technology, Behaviors and Speech/Language) so that strategies are implemented throughout daily instruction.

### **PD Opportunity 1**

Walk throughs, informal and formal teacher observations.

#### **Facilitator**

Principal and Assistant Principal

#### **Participants**

School Wide

#### **Target Dates or Schedule**

Monthly pre and post tests to monitor progress, Grading Rubric, Teacher Observation and Assessment, Progress Reports and Alternate Assessment.

#### **Evidence of Completion**

Unique Learning System, IEP progress reports, Florida Alternate Assessment and mastery of Teacher made tests.

**G4.** In 2013-2014, in grades 6-10, students will increase the level of performance in learning gains to 52%(49) in the area of reading.

**G4.B1** The anticipated barriers to increasing the percentage of students maintaining proficiency or moving above proficiency on the 2013 FAA is extremely challenging due to students significant cognitive delays.

**G4.B1.S1** Instructional lessons maintain a consistent format so instructional targets are taught each month, continue small group learning centers using systematic instruction, direct instruction, ensuring the support services (Occupational Therapy, Physical Therapy, Assistive Technology, Behaviors , Speech/ Language) strategies are implemented throughout daily instruction.

### **PD Opportunity 1**

Bi-monthly department meetings, collaborative planning, monitor student progress utilizing ULS

#### **Facilitator**

Principal, Assistant Principal, FDLRS, InD Program Specialist

#### **Participants**

School Wide

#### **Target Dates or Schedule**

Monthly

#### **Evidence of Completion**

Pre and Posttests to monitor student progress, Grading Rubric, Teacher Observation, Progress Reports

## Appendix 2: Budget to Support School Improvement Goals

### Budget Summary by Goal

Goal	Description	Total
G1.	In 2013-2014, in grades 6-10, students will increase the level of performance in learning gains to 45%(15) in the area of writing.	\$10,000
G2.	In 2013-14, Middle school students will increase proficiency to 35% from 32% in 2012-2013.	\$11,000
G3.	In 2013-14, the students will increase the level of proficiency at the middle school level to 69% from 67%.	\$10,000
G4.	In 2013-2014, in grades 6-10, students will increase the level of performance in learning gains to 52%(49) in the area of reading.	\$14,608
Total		\$45,608

### Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Total
Student Incentive Internal Accounts/Parents Donations/Coupons for Education, District Funding and Title I	\$14,608	\$14,608
ESE (District Funds)and Without Handwriting Tears is continuing to be utilized	\$10,000	\$10,000
Distict Funds and Internal Funds	\$11,000	\$11,000
District Funds	\$10,000	\$10,000
Total	\$45,608	\$45,608

### Budget Details

*Budget items identified in the SIP as necessary to achieve the school's goals.*

**G1.** In 2013-2014, in grades 6-10, students will increase the level of performance in learning gains to 45%(15) in the area of writing.

**G1.B1** The anticipated barriers to increasing the percentage of students maintaining proficiency or moving above proficiency on the 2014 FAA is extremely challenging due to students significant cognitive delays

**G1.B1.S1** Instructional lessons maintain a consistent format so instructional targets are taught each month, continue small group learning centers using systematic instruction, direct instruction, ensuring the support services (Occupational Therapy, Physical Therapy, Assistive Technology, Behaviors , Speech/ Language) strategies are implemented throughout daily instruction

**Action Step 1**

45% (15 students) scored at or above proficient level on the FAA

**Resource Type**

Evidence-Based Program

**Resource**

Unique Learning Curriculum (Web-Based Program and Without Handwriting Tears a Research Based Program

**Funding Source**

ESE (District Funds)and Without Handwriting Tears is continuing to be utilized

**Amount Needed**

\$10,000

**G2.** In 2013-14, Middle school students will increase proficiency to 35% from 32% in 2012-2013.

**G2.B1** Increasing the percentage of students maintaining proficiency or moving above proficiency on the 2014 FAA is extremely challenging due to students significant cognitive delays.

**G2.B1.S1** Instructional lessons maintain a consistent format so instructional targets are taught each month, continue small group learning centers using systematic instruction, direct instruction, ensuring the support services (Occupational Therapy, Physical Therapy, Assistive Technology, Behaviors , Speech/ Language) strategies are implemented throughout daily instruction.

**Action Step 1**

In 2013-14, High school students will increase proficiency to 35% from 32% on the FAA.

**Resource Type**

Evidence-Based Program

**Resource**

Unique Learning Curriculum and Assistive Technology

**Funding Source**

Distict Funds and Internal Funds

**Amount Needed**

\$11,000

**G3.** In 2013-14, the students will increase the level of proficiency at the middle school level to 69% from 67%.

**G3.B1** Increasing the percentage of students maintaining proficiency or moving above proficiency on the 2014 FAA is extremely challenging due to students significant cognitive delays and physical disabilities.

**G3.B1.S1** Instructional lessons maintain a consistent format so instructional targets are taught each month; continue small group learning centers using systematic instruction and direct instruction. Ensuring the support services (Occupational Therapy, Physical Therapy, Assistive Technology, Behaviors and Speech/Language) so that strategies are implemented throughout daily instruction.

**Action Step 1**

Walk throughs, informal and formal teacher observations.

**Resource Type**

Evidence-Based Program

**Resource**

Unique Learning Curriculum

**Funding Source**

District Funds

**Amount Needed**

\$10,000

**G4.** In 2013-2014, in grades 6-10, students will increase the level of performance in learning gains to 52%(49) in the area of reading.

**G4.B1** The anticipated barriers to increasing the percentage of students maintaining proficiency or moving above proficiency on the 2013 FAA is extremely challenging due to students significant cognitive delays.

**G4.B1.S1** Instructional lessons maintain a consistent format so instructional targets are taught each month, continue small group learning centers using systematic instruction, direct instruction, ensuring the support services (Occupational Therapy, Physical Therapy, Assistive Technology, Behaviors , Speech/ Language) strategies are implemented throughout daily instruction.

#### **Action Step 1**

Bi-monthly department meetings, collaborative planning, monitor student progress utilizing ULS

#### **Resource Type**

Evidence-Based Program

#### **Resource**

Donations/ESE Resources/Publix Purchases, Web-Based Program and Software License Supplemental Material

#### **Funding Source**

Student Incentive Internal Accounts/Parents Donations/Coupons for Education, District Funding and Title I

#### **Amount Needed**

\$14,608