

Marion County Public Schools

# Hillcrest



## 2021-22 Ungraded 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: 7/13/2008

<b>2021-22 Status</b> (per MSID File)	Active
<b>School Function</b> (per accountability file)	ESE
<b>School Type and Grades Served</b> (per MSID File)	High School 6-12
<b>Primary Service Type</b> (per MSID File)	Special Education
<b>2020-21 Title I School</b>	Yes
<b>2020-21 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	87%
<b>2020-21 ESSA Subgroups Represented</b> (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*
<b>School Improvement Rating History</b>	2021-22: Maintaining 2020-21: No Rating 2018-19: Maintaining 2017-18: Maintaining 2016-17: No Rating
<b>DJJ Accountability Rating</b>	2023-24: No Rating

### School Board Approval

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

### SIP Authority

A Schoolwide Improvement Plan (SIP) is a requirement for Comprehensive Support and Improvement (CSI) ungraded schools pursuant to 1001.42 F.S. and the Every Student Succeeds Act (ESSA) and for DJJ schools

receiving a rating of Unsatisfactory pursuant to Sections 1003.51 and 1003.52, F.S. and Rule 6A-1.099813, F.A.C.

CSI schools can be designated as such in 2 ways:

1. Have a graduation of 67% or lower; or
2. Have an overall Federal Index below 41%.

DJJ Unsatisfactory Ratings are based on percentages by program type:

- Prevention and Intervention: 0%-50%
- Nonsecure Programs: 0%-59%
- Secure Programs: 0%-53%

SIP Plans for Ungraded CSI schools and DJJ schools receiving an Unsatisfactory rating must be approved by the district and reviewed by the state.

### **Purpose and Outline of the SIP**

The School Improvement Plan (SIP) provides schools and Local Educational Agencies (LEAs) the opportunity to identify the academic and priority goals along with strategies for each school. School leadership teams may refine their SIP annually to define their school's academic and priority goals to increase student achievement.

Schools and LEAs are strongly encouraged to collaborate in the development and implementation of this plan.

## Part I: School Information

### School Mission and Vision

#### **Provide the school's mission statement.**

The mission of Hillcrest is to create an environment that fosters individual student growth through the use of integrated curriculum, technology, and a comprehensive social-emotional program along with school, family, and community partnerships.

#### **Provide the school's vision statement.**

We are dedicated to creating a learning environment, which would best benefit all students with disabilities. 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. It is our ultimate goal to help all students of Hillcrest develop their own sense of worth by training them to function as independently as they are individually capable of doing.

#### **Briefly discuss the population unique to your school and the specific supports provided to meet the mission and vision.**

Hillcrest School serves 6-12 grade students, as well as qualified transition students up to their 22nd birthday. All students have significant cognitive disabilities and includes students with autism spectrum disorder, intellectual disabilities, orthopedic impairments, and communication deficits.

### School Leadership Team

#### **Membership**

Identify the name, email address, position title, and job duties/responsibilities as it relates to SIP implementation for each member of the school leadership team.:

Name	Position 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 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 have 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 the 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>
Lowe, Cindy	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> <ul style="list-style-type: none"> <li>• Assist in the development, implementation, and assessment of the instructional program.</li> <li>• Assist in the administration of the testing program.</li> <li>• Assist in establishing a vision and mission statement.</li> <li>• Assist in the development of the School Improvement Plan.</li> <li>• Assist in the development of the Master Schedule and assignment of staff.</li> <li>• Assist in developing the best possible environment for teaching and learning.</li> <li>• Supervise assigned personnel, conduct annual performance appraisals, and make recommendations for appropriate employment actions.</li> <li>• Assist in implementing and administering negotiated employee contracts.</li> <li>• Assist in providing staff development through in-service training and other developmental activities.</li> <li>• Assist in managing student conduct on school grounds, buses, and after-school activities.</li> <li>• Supervise and monitor the accurate and timely completion of data collection and reporting requirements.</li> <li>• Assist in providing a comprehensive student services plan including guidance, dropout prevention, health services, and attendance.</li> </ul>
Lindsey, Mary	School Counselor	<p>Read, interpret, and follow State Board rules, Code of Ethics, School Board policies, and appropriate state and federal statutes.</p> <p>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. Ability to analyze and use data. Ability to verbally communicate and consult with parents,</p>

Name	Position Title	Job Duties and Responsibilities
		<p>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 schoolwide 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>

**Is education provided through contract for educational services?**

No

**If yes, name of the contracted education provider.**

### Demographic Information

**Principal start date**

Sunday 7/13/2008, Lori Manresa

**Number of teachers with professional teaching certificates?**

32

**Number of teachers with temporary teaching certificates?**

1

**Total number of teacher positions allocated to the school.**

33

**Total number of students enrolled at the school.**

154

**Identify the number of instructional staff who left the school during the 2020-21 school year.**

2

**Identify the number of instructional staff who joined the school during the 2021-22 school year.**

1

**Demographic Data**

### Early Warning Systems

**2021-22**

**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	12	13	16	20	18	21	54	154	
Attendance below 90 percent	0	0	0	0	0	0	5	7	5	13	7	10	19	66	
One or more suspensions	0	0	0	0	0	0	0	3	1	2	1	3	1	11	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0		
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0		
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0		
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0		
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0		

**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	0	0	1	0	0	0	2	3

**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	7	7	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0		

**Date this data was collected or last updated**

Monday 7/12/2021

**2020-21 - 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		
Number of students enrolled	0	0	0	0	0	0	0	0	1	0	0	0	2	3	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0		
One or more suspensions	0	0	0	0	0	0	0	0	1	0	0	0	0	1	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0		
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	1	1	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0		
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0		

**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	0	0	0	0	0	0	0	

**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	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

**Part II: Needs Assessment/Analysis**
**School Data Review**

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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement					46%	56%		44%	56%
ELA Learning Gains					48%	51%		48%	53%
ELA Lowest 25th Percentile					39%	42%		37%	44%
Math Achievement					40%	51%		44%	51%
Math Learning Gains					43%	48%		42%	48%
Math Lowest 25th Percentile					37%	45%		31%	45%
Science Achievement					61%	68%		60%	67%
Social Studies Achievement					71%	73%		67%	71%

**Grade Level Data Review - State Assessments**

**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	2021					
	2019					
Cohort Comparison						
07	2021					
	2019					
Cohort Comparison		0%				
08	2021					
	2019					
Cohort Comparison		0%				
09	2021					
	2019					
Cohort Comparison		0%				

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
10	2021					
	2019					
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019					
Cohort Comparison						
07	2021					
	2019					
Cohort Comparison		0%				
08	2021					
	2019					
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2021					
	2019					
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					

### Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD	1	16	14	1	25	60	1	8		67	
BLK		9			27						
HSP		14			27						
WHT		17			22		2			75	
FRL		18			29		2			64	
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

### ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	19
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	

ESSA Federal Index	
Total Points Earned for the Federal Index	193
Total Components for the Federal Index	10
Percent Tested	95%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	19
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	7
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	8
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	

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	19
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	19
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

## Analysis

### Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

#### Reflect on the Areas of Focus from the previous school year. What progress monitoring was in place for low performing ESSA subgroups related to the Areas of Focus?

Hillcrest School serves 6-12 grade students, as well as qualified transition students up to their 22nd birthday. All students have significant cognitive disabilities and includes students with autism spectrum disorder, intellectual disabilities, orthopedic impairments, and communication deficits. Student progress is monitored monthly through Unique Learning Systems (ULS) pre and post-tests and yearly through the FSAA.

#### Based on ESSA subgroup progress monitoring, which data component showed the most improvement? What new actions did your school take in this area?

All Hillcrest ESSA subgroups are comprised of students with significant cognitive delays and communication deficits. Minimal proficiency was noted in the 20-21 school year.

#### What area is in the greatest need of improvement? What specific component of this area is most problematic? What is your basis (data, progress monitoring) for this conclusion?

All core academic areas are in need of improvement as measured by FSAA results.

#### What trends emerge across grade levels, subgroups and core content areas?

Due to the unique student population, all grade levels and subgroups demonstrated limited proficiency.

**What strategies need to be implemented in order to accelerate learning?**

Strategies that are continuously implemented to accelerate learning: augmentative communication, visual supports, extended time, direct instruction, small group instruction, hand-over-hand assistance, errorless learning, and physical prompts.

**Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.**

Instructional personnel participates in professional development including curriculum mapping in Academic and Transition aligning curriculum to the Access Points standards. All staff participates in de-escalation training to build skills to proactively support behavior. Environmental communication training is provided to support students with communication deficits, utilizing Core Boards, Picture Exchange Communication Systems (PECS), and augmentative communication devices.

**Part III: Planning for Improvement**

**Areas of Focus:**

**#1. ESSA Subgroup specifically relating to Students with Disabilities****Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Hillcrest School serves students with disabilities who have significant cognitive disabilities and includes students with autism spectrum disorder, intellectual disabilities, orthopedic impairments, and communication deficits. Less than 1% of the students tested scored a level three on ELA and Math assessments, as measured by the FSAA.

FSAA scores in ELA and Math have decreased over the last three years (no testing in 19-20).

18-19: 2 students scored a level 3 in ELA, 2 students scored a level 3 in Math

19-20: no testing

20-21: 3 students scored a level 3 in ELA, 1 student scored a level 3 in Math

**Measurable Outcome:**

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

If we provide all instructional personnel professional development on explicit instruction for students with disabilities, then our FSAA scores will increase by 1% in ELA and Math.

**Monitoring:**

Describe how this Area of Focus will be monitored for the desired outcome.

Student progress will be monitored through monthly pre and post-tests from Unique Learning Systems (ULS) data, Individual Education Plans (IEP), teacher observations, teacher administered assessments, and curriculum rubrics.

**Person responsible for monitoring outcome:**

Lourdes Manresa (lourdes.manresa@marion.k12.fl.us)

**Evidence-based Strategy:**

Describe the evidence-based strategy being implemented for this Area of Focus.

Teachers will provide explicit instruction following curriculum mapping to ensure that access point standards are being taught to meet the individual academic needs of students.

**Rationale for Evidence-based Strategy:**

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Explicit teaching: When teachers adopt explicit teaching practices they clearly show students what to do and how to do it. The teacher decides on learning intentions and success criteria make them transparent to students and demonstrate them by modeling. The teacher checks for understanding, and at the end of each lesson revisits what was covered and ties it all together (Hattie, 2009).

**Action Steps to Implement:**

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Strategies include curriculum program meetings, Individual Education Plan (IEP) reviews, lesson plans, progress monitoring, pre and post-test results, and classroom grading rubrics.

**Person Responsible**

Cindy Lowe (cindy.lowe@marion.k12.fl.us)

**Monitoring ESSA Impact:**

If this Area of Focus is not related to one or more ESSA subgroups, please describe the process for progress monitoring the impact of the Area of Focus as it relates to all ESSA subgroups not meeting the 41%

Hillcrest School students are 100% students with disabilities covering all subgroups.

threshold according to the Federal Index.

#### **Part IV: Positive Culture & Environment**

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

#### **Describe how the school addresses building a positive school culture and environment.**

We are dedicated to creating a learning situation, which would best benefit all handicapped children. We incorporate careful planning with knowledge of each individual child's physical, emotional, social, and educational background in order to produce a balanced program that creates a positive school culture and environment.

#### **Identify the stakeholders and their role in promoting a positive culture and environment at the school.**

Hillcrest stakeholders:

Business Partner - Volunteers, supports industries, in-kind donations, and provide staff and student incentives

Community Businesses - Supports vocational training to students in transitional programs

Community Agencies - Provide resources to families

Non-Profit Organizations - Provides post-graduate opportunities that include adult day training opportunities