

Marion County Public Schools

Hillcrest



2022-23 Ungraded Schoolwide Improvement Plan

Table of Contents

| | |
|--|-----------|
| School Demographics | 3 |
| Purpose and Outline of the Ungraded SIP | 4 |
| School Information | 5 |
| Needs Assessment | 9 |
| Planning for Improvement | 13 |
| R.A.I.S.E | 0 |
| Positive Culture & Environment | 17 |

Hillcrest

3143 SE 17TH ST, Ocala, FL 34471

[no web address on file]

Demographics

Principal: Lori Manresa

Start Date for this Principal: 10/13/2022

| | |
|--|--|
| 2021-22 Status (per MSID File) | Active |
| School Function (per accountability file) | ESE |
| School Type and Grades Served (per MSID File) | High School 6-12 |
| Primary Service Type (per MSID File) | Special Education |
| 2021-22 Title I School | Yes |
| 2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3) | 87% |
| 2021-22 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 Improvement Rating History | 2021-22: Maintaining 2020-21: No Rating 2018-19: Maintaining 2017-18: Maintaining 2016-17: No Rating |
| DJJ Accountability Rating | 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"> • Assist in the development, implementation, and assessment of the instructional program. • Assist in the administration of the testing program. • Assist in establishing a vision and mission statement. • Assist in the development of the School Improvement Plan. • Assist in the development of the Master Schedule and assignment of staff. • Assist in developing the best possible environment for teaching and learning. • Supervise assigned personnel, conduct annual performance appraisals, and make recommendations for appropriate employment actions. • Assist in implementing and administering negotiated employee contracts. • Assist in providing staff development through in-service training and other developmental activities. • Assist in managing student conduct on school grounds, buses, and after-school activities. • Supervise and monitor the accurate and timely completion of data collection and reporting requirements. • Assist in providing a comprehensive student services plan including guidance, dropout prevention, health services, and attendance. |
| Hilton, Kelly | 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.</p> <p>Knowledge and understanding of guidance 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</p> |

| Name | Position Title | Job Duties and Responsibilities |
|------|----------------|---|
| | | <p>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, 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.

na

Demographic Information

Principal start date

Thursday 10/13/2022, Lori Manresa

Total number of students enrolled at the school.

156

Total number of teacher positions allocated to the school.

35

Number of teachers with professional teaching certificates?

33

Number of teachers with temporary teaching certificates?

2

Number of teachers with ESE certification?

35

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

2

Identify the number of instructional staff who joined the school during the 2022-23 school year.

2

Demographic Data

Early Warning Systems

2022-23

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 | 5 | 14 | 13 | 19 | 17 | 19 | 57 | 144 | |
| Attendance below 90 percent | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 9 | 7 | 8 | 11 | 10 | 29 | 77 | |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 4 | 0 | 1 | 7 | 14 | |
| 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 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 2 | |
| 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 | 1 | 2 | 2 | 3 | 3 | 3 | 10 | 24 |

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 | 3 | 3 | |
| 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 6/20/2022

2021-22 - 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 | 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 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 | | |
| 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 | 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 | | |

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 | 2022 | | | 2021 | | | 2019 | | |
|-----------------------------|--------|----------|-------|--------|----------|-------|--------|----------|-------|
| | School | District | State | School | District | State | School | District | State |
| ELA Achievement | | 46% | 51% | | | | | 46% | 56% |
| ELA Learning Gains | | | | | | | | 48% | 51% |
| ELA Lowest 25th Percentile | | | | | | | | 39% | 42% |
| Math Achievement | | 38% | 38% | | | | | 40% | 51% |
| Math Learning Gains | | | | | | | | 43% | 48% |
| Math Lowest 25th Percentile | | | | | | | | 37% | 45% |
| Science Achievement | | 31% | 40% | | | | | 61% | 68% |
| Social Studies Achievement | | 41% | 48% | | | | | 71% | 73% |

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 | 2022 | | | | | |
| | 2019 | | | | | |
| Cohort Comparison | | | | | | |
| 07 | 2022 | | | | | |
| | 2019 | | | | | |
| Cohort Comparison | | 0% | | | | |
| 08 | 2022 | | | | | |
| | 2019 | | | | | |
| Cohort Comparison | | 0% | | | | |

| MATH | | | | | | |
|-------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 06 | 2022 | | | | | |
| | 2019 | | | | | |
| Cohort Comparison | | | | | | |
| 07 | 2022 | | | | | |
| | 2019 | | | | | |
| Cohort Comparison | | 0% | | | | |
| 08 | 2022 | | | | | |
| | 2019 | | | | | |
| Cohort Comparison | | 0% | | | | |

| SCIENCE | | | | | | |
|-------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 06 | 2022 | | | | | |
| | 2019 | | | | | |
| Cohort Comparison | | | | | | |
| 07 | 2022 | | | | | |
| | 2019 | | | | | |
| Cohort Comparison | | 0% | | | | |
| 08 | 2022 | | | | | |
| | 2019 | | | | | |
| Cohort Comparison | | 0% | | | | |

| BIOLOGY EOC | | | | | |
|--------------|--------|----------|-----------------------|-------|--------------------|
| Year | School | District | School Minus District | State | School Minus State |
| 2022 | | | | | |
| 2019 | | | | | |
| CIVICS EOC | | | | | |
| Year | School | District | School Minus District | State | School Minus State |
| 2022 | | | | | |
| 2019 | | | | | |
| HISTORY EOC | | | | | |
| Year | School | District | School Minus District | State | School Minus State |
| 2022 | | | | | |
| 2019 | | | | | |
| ALGEBRA EOC | | | | | |
| Year | School | District | School Minus District | State | School Minus State |
| 2022 | | | | | |
| 2019 | | | | | |
| GEOMETRY EOC | | | | | |
| Year | School | District | School Minus District | State | School Minus State |
| 2022 | | | | | |
| 2019 | | | | | |

Subgroup Data Review

| 2022 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 2020-21 | C & C Accel 2020-21 |
| SWD | 6 | 18 | 33 | 7 | 38 | 48 | 8 | 8 | | 94 | |
| BLK | | 36 | | | 31 | | | | | | |
| HSP | 11 | 13 | | 15 | 33 | | | | | | |
| WHT | 3 | 16 | | 6 | 44 | 50 | | | | | |
| FRL | 5 | 22 | | 8 | 44 | 40 | | | | 91 | |
| 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 | | | | | | |

ESSA Data Review

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) | CSI |
| OVERALL Federal Index – All Students | 26 |
| 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 | 260 |
| Total Components for the Federal Index | 10 |
| Percent Tested | 99% |
| Subgroup Data | |
| Students With Disabilities | |
| Federal Index - Students With Disabilities | 26 |
| Students With Disabilities Subgroup Below 41% in the Current Year? | YES |
| Number of Consecutive Years Students With Disabilities Subgroup Below 32% | 3 |
| 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% | 0 |
| 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% | 0 |

| 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% | 0 |
| Black/African American Students | |
| Federal Index - Black/African American Students | 17 |
| Black/African American Students Subgroup Below 41% in the Current Year? | YES |
| Number of Consecutive Years Black/African American Students Subgroup Below 32% | 3 |
| Hispanic Students | |
| Federal Index - Hispanic Students | 18 |
| Hispanic Students Subgroup Below 41% in the Current Year? | YES |
| Number of Consecutive Years Hispanic Students Subgroup Below 32% | 3 |
| 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% | 0 |
| 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% | 0 |
| White Students | |
| Federal Index - White Students | 24 |
| White Students Subgroup Below 41% in the Current Year? | YES |
| Number of Consecutive Years White Students Subgroup Below 32% | 3 |
| Economically Disadvantaged Students | |
| Federal Index - Economically Disadvantaged Students | 30 |
| Economically Disadvantaged Students Subgroup Below 41% in the Current Year? | YES |
| Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32% | 3 |

Part III: Planning for Improvement

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 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.

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. Out of the 77 students tested in ELA, 5 students scored proficient. Out of the 108 students tested in Math, 8 students scored proficient as demonstrated through FSAA scores in the 21-22 school year. Although both subject areas showed growth, Math showed the most improvement. To account for Covid regression, teachers taught math explicitly with a circular review interwoven in an attempt to recoup basic math skills. Select teachers updated curriculum mapping in both ELA and Math to reflect BEST standards.

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. The majority of our students perform at Level 1 as measured by the FSAA. Students with communication deficits and significant cognitive disabilities struggle to demonstrate what they comprehend. We integrate core vocabulary and communication skill development into all academic areas.

FSAA ELA Results are as follows: In grades 6th-8th, 37 students were tested. 25 scored Level 1, 9 scored level 2, and 3 scored level 3. In grades 9th-12th, 40 students were tested. 28 scored Level 1, 10 scored level 2, 1 scored level 3 and 1 scored level 4.

FSAA Math/Algebra EOC results are as follows: In grades 6th-8th, 37 students were tested. 28 scored level 1, 4 scored level 2, and 5 scored level 3. In grades 9th-12th, 71 students were tested, 33 scored level 1, 35 scored level 2 and 3 scored level 3.

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. Trends are difficult to identify due to the significant cognitive impairments of our students. Our instructional focus first targets communication skills through any means possible (core boards, picture supports, augmentative devices) in order to ascertain student comprehension of core content areas.

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 to support teachers and leaders.

Instructional personnel participate in professional development including curriculum mapping in Academic and Transition aligning curriculum to the Access Points standards. All staff participate 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.

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.

FSAA scores in ELA and Math increased in comparison to scores from last year.

19-20: no testing

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

21-22: 1 student scored a level 4 in ELA, 4 students scored a level 3 in ELA, 7 students scored a 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 3% 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% threshold according to the Federal Index.

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

Positive Culture & Environment

A positive school culture and environment is critical in supporting sustainable schoolwide improvement initiatives. When schools implement a shared focus on improving school culture and environment, students are more likely to engage academically. A positive school culture and environment can also increase staff satisfaction and retention.

Select a targeted element from the menu to develop a system or process to be implemented for schoolwide improvement related to positive culture and environment.

PBIS linked to classroom management strategies

Describe how data will be collected and analyzed to guide decision making related to the selected target.

Data will be collected through the monitoring of student behavior plans and office discipline referrals to guide convening problem-solving team meetings to address student's behavioral needs.

Describe how the target area, related data and resulting action steps will be communicated to stakeholders.

The Positive Behavior Intervention System will be addressed through quarterly newsletters, at Individual Education Plan meetings as well as Problem-solving Team Meetings.

Describe how implementation will be progress monitored.

Data collection forms are available in SharePoint for all teachers to complete to submit to the Behavior Specialist to share at faculty meetings.

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.

| Action Step | Person Responsible for Monitoring |
|---|---|
| Teachers collect data to submit to the Behavior Specialist, who in turn will report to Administration to be shared with stakeholders. | Lowe, Cindy, cindy.lowe@marion.k12.fl.us |