Hillcrest Elementary School

2023-24

Schoolwide Improvement Plan (SIP)

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Hillcrest Elementary

1010 E CONCORD ST, Orlando, FL 32803

https://hillcrestes.ocps.net/

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and

Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), https://www.floridacims.org, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Department 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.

I. School Information

School Mission and Vision

Provide the school's mission statement.

With the support of families and the community, we create enriching and diverse pathways that lead our students to success.

Provide the school's vision statement.

To ensure every student has a promising and successful future.

School Leadership Team, Stakeholder Involvement and SIP Monitoring

School Leadership Team
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the 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
Tanenbaum, Stacey	Principal	Stacey Tanenbaum, School Principal, ensures a productive learning environment through continual collaboration with teachers, students, and parents. Facilitates opportunities to connect with students by being present and available during arrival and dismissal, by appearing at school functions, and by meeting with students. Enforces disciplinary policies and procedures with students. Participates in parent meetings and conferences and acts as intermediary between parents, teachers, and students to deal with a variety of needs or issues. Maintains competency and student academic achievement as prescribed by the school board. Presides over staff meetings. Ensures completion of routine and required paperwork including attendance reports, test results, and licensing information for students, educators, staff, and school management. Ensures that necessary maintenance and repairs to the school property are performed. Coordinates staff development for faculty and staff; provides instruction if needed. Oversees the allocation of supplies and equipment. Oversees and implements the school budget, approving new programs and expenditures as appropriate. Represents the school in community activities and meetings. Interacts with various stakeholders to foster a positive relationship between the school and community including the PTA, community organizations, and leaders. Acts as liaison between the district and the school; communicates needs and information to both sides Samantha Guise is the assistant principal and works as an instructional leader while ensuring that operational functions of the school are at the highest level to guarantee that students have the best learning environment possible. She assists in coordinating schedules, works closely with teachers through the PLC process, and monitors data to target areas needed for growth and enrichment throughout the school year. She also evaluates teachers and provides specific feedback in areas of growth using the OCPS Instructional Framework.
Guise, Samantha	Assistant Principal	Samantha Guise is the assistant principal and works as an instructional leader while ensuring that operational functions of the school are at the highest level to guarantee that students have the best learning environment possible. She assists in coordinating schedules, works closely with teachers through the PLC process, and monitors data to target areas needed for growth and enrichment throughout the school year. She also evaluates teachers and provides specific feedback in areas of growth using the OCPS Instructional Framework.
Matthews, Laura	Curriculum Resource Teacher	The Curriculum Resource Teacher, Laura Matthews, analyzes data, participates in progress monitoring, assists teachers with data-based lesson planning, serves as Science and Math Contact, and supports PLC meetings. She coordinates school-wide professional development and peer-to-peer teacher observations to increase professional growth. She keeps an inventory of core curriculum and intervention materials, as well as coordinates testing for the school.

Name	Position Title	Job Duties and Responsibilities
Fenton, Colleen	Other	Colleen Fenton serves as the school SLD teacher and MTSS Support Teacher. In addition to monitoring core programs, she supports Tier II and Tier III interventions. She coordinates the tutoring program with the supervision of the principal. She serves as a grade-level liaison and PLC member to provide two-way communication and ongoing input from all staff members in shared decision-making. She works to facilitate the MTSS process with teachers. The focus is on all students. She works with the leadership team to consistently review and monitor enrichment and intervention plans to determine their efficacy and adjust plans as needed. She serves as the ELA contact for Hillcrest.
Holt, Michael	School Counselor	The School Counselor, Michael Holt, serves on the Threat Assessment team. Provides, crisis intervention services, e.g. suicide prevention, child abuse, health concerns, substance abuse and follow-up services as appropriate. Conducts individual conferences and group meetings with parents to effectively communicate with and involve parents in improving student performance. This also includes the referral of students and parents to appropriate specialists in keeping with district guidelines. Maintains student guidance records with confidentiality and provides career counseling to students as assigned.
Scotchie, Wendy	Staffing Specialist	Wendy Scotchie, Staffing Specialist and ESOL Compliance Teacher, participates in weekly leadership PLC meetings to stay abreast of school issues and collaborate on problem solving techniques for schoolwide concerns. She monitors errors and compliance with all ESOL documentation. She serves as ESE support; holding all ESE meetings, monitoring compliance and offering support facilitation to students on an as needed basis. She serves as a grade level liaison and PLC member to provide two-way communication and ongoing input from all staff members in shared decision making. She works with the leadership team to consistently review and monitor enrichment and intervention plans to determine their efficacy and adjust plans as needed.
Pace, Sarah	Other	Sarah Pace, Media Specialist, serves as asset manager including textbooks, technology and curriculum materials. Maintains updated media center inventory that complies with state requirements. She works with the leadership team to consistently review and monitor enrichment and intervention plans to determine their efficacy and adjust plans as needed. In addition, she conducts weekly media lessons coordinated with B.E.S.T.

Stakeholder Involvement and SIP Development
Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

The School Advisory Committee (SAC) consists of all mandatory stakeholders. SAC met to review the 2022-2023 school improvement plan, as well as, assessment data to identify areas of strength and areas where Hillcrest needs additional focus and resources. SAC meetings were held during the 2022-2023 school year. Meetings included evaluation of the School Improvement Plan and input on the creation of the 2023-2024 SIP including, but not limited to, school and community surveys. SAC meets regularly to discuss the school's progress towards the goals addressed and makes adjustments throughout the year that are then compiled and used to create the current school improvement plan. Preparation of the school's annual budget and plan the general budget, specifically the funds to which SAC gives input, are reviewed with SAC throughout the school year.

SIP Monitoring
Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

Hillcrest utilizes a problem-solving approach. Students' prior year data, current baseline data and current diagnostic assessment data are triangulated to identify students who are at risk, on target or in need of enrichment opportunities. This data is then used to formulate instructional plans. All students receive access to core instruction. If needed, at-risk students are provided scaffolding and additional instructional support. During this time, at risk students receive targeted intervention to close the achievement gap, on target students receive instruction with a focus on maintaining and increasing academic strengths and the above target students receive enrichment through project-based instruction such as STEM. All classrooms incorporate best practices, ELL and ESE strategies. Data is reviewed bi-weekly and instructional plans are monitored and adjusted as needed based on the new data. This data is used quarterly to revisit School Improvement Goals and make adjustments as needed.

Demographic Data Only ESSA identification and school grade history updated 3/11/2024	
2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School KG-5
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	No
2022-23 Minority Rate	57%
2022-23 Economically Disadvantaged (FRL) Rate	28%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	N/A
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	English Language Learners (ELL) Black/African American Students (BLK) Hispanic Students (HSP) Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)

School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: A 2019-20: A 2018-19: A 2017-18: B
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	3	7	5	5	4	0	0	0	24
One or more suspensions	0	0	0	0	3	4	0	0	0	7
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	0	6	4	0	0	0	10
Level 1 on statewide Math assessment	0	0	0	0	8	12	0	0	0	20
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	3	3	6	0	0	0	0	12

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

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

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	1	6	6	6	2	8	0	0	0	29
One or more suspensions	0	0	0	0	0	1	0	0	0	1
Course failure in ELA	0	0	0	0	0	2	0	0	0	2
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	0	3	4	0	0	0	7
Level 1 on statewide Math assessment	0	0	0	0	5	5	0	0	0	10
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	2	4	0	0	0	6

The number of students by current grade level that had two or more early warning indicators:

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

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	

Prior Year (2022-23) Updated (pre-populated)
Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	1	6	6	6	2	8	0	0	0	29
One or more suspensions	0	0	0	0	0	1	0	0	0	1
Course failure in ELA	0	0	0	0	0	2	0	0	0	2
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	0	3	4	0	0	0	7
Level 1 on statewide Math assessment	0	0	0	0	5	5	0	0	0	10
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	2	4	0	0	0	6

The number of students by current grade level that had two or more early warning indicators:

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

| The number of students identified retained: |

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	76	57	53	87	56	56	86		
ELA Learning Gains				80			59		
ELA Lowest 25th Percentile				71			27		
Math Achievement*	72	60	59	84	46	50	71		
Math Learning Gains				86			47		
Math Lowest 25th Percentile				77			27		
Science Achievement*	82	63	54	88	61	59	73		
Social Studies Achievement*					66	64			
Middle School Acceleration					51	52			
Graduation Rate					55	50			
College and Career Acceleration						80			
ELP Progress		59	59						

In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	76
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	305
Total Components for the Federal Index	4
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	82
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	573
Total Components for the Federal Index	7
Percent Tested	100
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	33	Yes	1	
ELL	60			
AMI				
ASN				
BLK	71			
HSP	69			
MUL	86			
PAC				
WHT	85			

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
FRL	62			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD				
ELL	73			
AMI				
ASN				
BLK	87			
HSP	81			
MUL	95			
PAC				
WHT	82			
FRL	77			

Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	76			72			82					
SWD	36			29							2	
ELL	55			64							2	
AMI												
ASN												
BLK	70			58			85				4	
HSP	68			67			75				4	
MUL	86			86							2	

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
PAC												
WHT	84			81			88				4	
FRL	62			56			78				4	

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	87	80	71	84	86	77	88					
SWD												
ELL	64			82								
AMI												
ASN												
BLK	83	75		90	100							
HSP	80	76		82	83		86					
MUL	100			90								
PAC												
WHT	90	80		83	84	60	93					
FRL	70	71	67	77	86	80	91					

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	86	59	27	71	47	27	73					
SWD	40			30								
ELL												
AMI												
ASN												
BLK	71	40		48	50		60					
HSP	86			73								
MUL												
PAC												
WHT	88	68		73	50		85					
FRL	77			58								

Grade Level Data Review– State Assessments (pre-populated)
The data are raw data and include ALL students who tested at the school. This is not school grade data.
The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	82%	54%	28%	54%	28%
04	2023 - Spring	75%	60%	15%	58%	17%
03	2023 - Spring	72%	52%	20%	50%	22%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	76%	59%	17%	59%	17%
04	2023 - Spring	70%	62%	8%	61%	9%
05	2023 - Spring	75%	55%	20%	55%	20%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	82%	59%	23%	51%	31%

III. Planning for Improvement

Data Analysis/Reflection
Answer the following reflection prompts after examining any/all relevant school data sources.

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

Based on FAST 2022-2023 proficiency data, the lowest data component was math. Third grade student proficiency was 78%, fourth grade proficiency was 69% and fifth grade proficiency was 75% for a total proficiency of 73% in math. This is a decrease in math proficiency of 11% based on FSA 2021-2022 level 3 and above. Contributing factors include change of paper-based to computer-based testing, introduction of new standards and a weakness in number sense.

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

Based on the comparison between proficiency levels of FAST 2022-2023 to 2021-2022 FSA, both ELA and math indicate a decrease of 11%. The decrease in math proficiency is contributed to the following factors: change of paper-based to computer-based testing, introduction of new standards and a weakness in number sense. The decrease in reading proficiency is contributed to the introduction of new standards, new testing format (paper-based to computer-based), and limited time for intervention due to the foreign language component in the Hillcrest schedule.

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

Based on FAST 2022-2023 proficiency data in ELA and math, Hillcrest surpassed the state proficiency in both areas. 75% of students at Hillcrest in grades three through five scored at or above proficiency in ELA and 72% scored at or above proficiency in math. Compared to the state average of 57% at or above proficiency in ELA and 55% at or above proficiency in math.

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

Based on 2022-2023 Statewide Science Assessment (SSA) data and FSA ELA and Math proficiency data compared to the 2021-2022 proficiency data, all components decreased. Math and ELA proficiency decreased by 11% and science proficiency decreased by 6%.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

School suspensions total 7. Promoting school-wide positive behavior choices is an area of concern.

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

The highest priorities for Hillcrest are; math proficiency, ELA proficiency and positive behavior campus-wide.

Area of Focus (Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Positive Culture and Environment specifically relating to Early Warning System

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Hillcrest had a total of seven student suspensions during the 2022-2023 school year. Research indicates suspensions are ineffective for changing student behavior and can lead to worse student outcomes such as negative effects on academic success, attendance, and future behavior.

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

Student suspensions will decrease during the 2023-2024 school year from seven student suspensions to four.

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

Suspensions and discipline data will be monitored through the student data management system.

Person responsible for monitoring outcome:

Samantha Guise (samantha.guise@ocps.net)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Hillcrest will use Positive Behavioral Interventions and Supports. Positive Behavioral Interventions and Supports (PBIS) is an evidence-based, tiered framework for supporting students' behavioral, academic, life skills, and mental health.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Hillcrest will strengthen the Positive Behavioral Interventions and Supports that are currently in place. Positive Behavioral Interventions and Supports (PBIS) is an evidence-based, tiered framework for supporting students' behavioral, academic, life skills, and mental health. When implemented with fidelity, PBIS improves life skills, academic success, and school climate. It is a way to create positive, predictable, equitable and safe learning environments where everyone thrives.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Collaborating with stakeholders to define positive school/program-wide expectations.

Person Responsible: Stacey Tanenbaum (stacey.tanenbaum@ocps.net)

By When: August 2023

Explicitly teaching expectations and skills to set all students up for success.

Person Responsible: Samantha Guise (samantha.guise@ocps.net)

By When: September 2023

Aligning classroom expectations with school/program-wide expectations.

Person Responsible: Samantha Guise (samantha.guise@ocps.net)

By When: October 2023

Creating a recognition system by encouraging and acknowledging expected behavior while preventing and responding to unwanted behavior in a respectful, instructional manner.

Person Responsible: Samantha Guise (samantha.guise@ocps.net)

By When: December 2023

#2. Instructional Practice specifically relating to Collaborative Planning

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Common planning provides time, opportunity, and expectation that teachers will place student needs and progress at the center of their work and assume collective responsibility for student learning. Due to the 11% decrease in ELA and math proficiency from 2021-2022 to 2022-2023 assessment data, teachers will need to receive professional development and support during planning to maintain the focus on rigor and the acceleration of student achievement.

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

Student proficiency data will increase 5% in the areas of math, ELA and science from the 2022-2023 FAST proficiency data compared to the 2023-2024 FAST data and 2023-2024 Statewide Science Assessment (SSA).

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

Monitoring will take place during PLC meetings. Artifacts may include, PLC notes, student data tracking sheets, lesson plans, observation data and job-embedded professional development.

Person responsible for monitoring outcome:

Laura Matthews (8420@ocps.net)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

In addition to the backward design implemented during the 2022-2023 School Improvement Plan, Hillcrest will focus on differentiating by planning for small group instruction and academic discourse during common planning.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Backward design is the process to design a lesson, unit, or course by first determining what the final outcomes are and then planning assessment strategies and finally determining methods of instruction and assignments. It allows instructors to plan lessons and courses with a focus on student learning. The benefits of a differentiated process or small group instruction in the classroom include greater student engagement, social and academic inclusivity, and greater confidence for students and teachers.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Professional development utilizing approved OCPS adopted math, reading and science materials will include backwards design. These sessions will focus on strengthening core instruction, differentiating small group instruction, increasing student collaboration, and using academic discourse.

Person Responsible: Laura Matthews (8420@ocps.net)

By When: August 2023

Structure and schedule weekly common planning meetings.

Person Responsible: Laura Matthews (8420@ocps.net)

By When: August 2023

Monitor student data and classroom instruction.

Person Responsible: Stacey Tanenbaum (stacey.tanenbaum@ocps.net)

By When: Quarterly beginning September 2023

Monitor and adjust as needed.

Person Responsible: Stacey Tanenbaum (stacey.tanenbaum@ocps.net)

By When: Quarterly beginning October 2023

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

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

1	III.B.	Area of Focus: Positive Culture and Environment: Early Warning System				$54,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	520000	4120000000	0201 - Hillcrest Elementary	General Fund		$53,000.00
			Notes: School Counselor responsible for promoting PBIS and supporting classroom expectations and lessons.			
	51000	45100000000	0201 - Hillcrest Elementary	School Improvement Funds		$1,000.00
			Notes: Positive behavior materials to include posters, charts, and recognition.			
2	III.B.	Area of Focus: Instructional Practice: Collaborative Planning				$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	630000	4160000000	0201 - Hillcrest Elementary	General Fund		$0.00
			Notes: Curriculum Resource Teacher to facilitate common planning and monitor student achievement data.			
	510000		0201 - Hillcrest Elementary	General Fund		$0.00
			Notes: Substitutes utilized to provide collaborative planning days for instructional team.			
					Total:	$54,000.00

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

No