Marion County Public Schools

HILLCREST

Your opinion matters!

Click here to let us know your thoughts about our Schoolwide Improvement Plan and Parent and Family Engagement Plan.

2026-27 Schoolwide Improvement Plan

Table of Contents

SIP Authority 1

I. School Information 2

A. School Mission and Vision 2

B. School Leadership Team, Stakeholder Involvement and SIP Monitoring 2

C. Demographic Data 6

D. Early Warning Systems 7

II. Needs Assessment/Data Review 11

A. ESSA School, District, State Comparison 12

B. ESSA School-Level Data Review 13

C. ESSA Subgroup Data Review 14

D. Accountability Components by Subgroup 15

E. Grade Level Data Review 18

III. Planning for Improvement 19

IV. Positive Learning Environment 22

V. Title I Requirements (optional) 25

VI. ATSI, TSI and CSI Resource Review 29

VII. Budget to Support Areas of Focus 30

School Board Approval

A "Record School Board Approval Date" tracking event has not been added this plan. Add this tracking event with the board approval date in the notes field to update this section.

SIP Authority

Section (s.) 1001.42(18)(a), 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, F.S., by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S. Code (U.S.C.) § 6311(c)(2); 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, F.S., and as calculated under s. 1008.34(3)(b), F.S., 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, F.S.; or has significantly lower graduation rates for a subgroup when compared to the state’s graduation rate.

SIP Template in Florida Continuous Improvement Management System Version 2 (CIMS2)

The Department's SIP template meets:

1. All state and rule requirements for public district and charter schools.
2. ESEA components for targeted or comprehensive support and improvement plans required for public district and charter schools identified as Additional Targeted Support and Improvement (ATSI), Targeted Support and Improvement (TSI), and Comprehensive Support and Improvement (CSI).
3. Application requirements for eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

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.

I. School Information

A. 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, that 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 supporting them to function as independently as they are individually capable of doing

B. School Leadership Team, Stakeholder Involvement and SIP Monitoring

1. School Leadership Membership

School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

Leadership Team Member #1

Employee's Name

Cindy Lowe

cindy.lowe@marion.k12.fl.us

Position Title

Principal

Job Duties and Responsibilities

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. Administrative,

Instructional, and Non-Instructional Personnel assigned to the school. (1) Manage and administer the instructional program so as to ensure all students have the opportunity to learn. (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. (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. (4) Oversee the administration of the testing program for the school.

Leadership Team Member #2

Employee's Name
Ashley Branson

ashley.branson@marion.k12.fl.us

Position Title
Assistant Principal

Job Duties and Responsibilities

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. • 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.

Leadership Team Member #3

Employee's Name
Kelly Hilton

kelly.hilton@marion.k12.fl.us

Position Title
School Counselor

Job Duties and Responsibilities

Read, interpret, and follow State Board rules, Code of Ethics, School Board policies, and appropriate state and federal statutes. Knowledge and understanding of child development and the unique needs and characteristics of students served. Knowledge and understanding of guidance 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. 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. (1) Develop guidance programs based on developmental needs of students, needs assessments, and school, district, and state priorities. (2) Establish priorities through short and long-range plans based on student needs as well as school, district, and state priorities. (3) Communicate goals and services of the counseling programs to school administration, staff, students, and parents. (4) Review, evaluate, and select a variety of materials to support a well-balanced counseling program. (5) Establish, implement, coordinate, and monitor effective schoolwide counseling services and activities. (6) Establish and follow procedures for appropriate intervention in accordance with school, district, and state guidelines. (7) Maintain student records

2. Stakeholder Involvement

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 (20 U.S.C. § 6314(b)(2), ESEA Section 1114(b)(2).

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

Invitations went out to the School Advisory Council members, business partners, instructional and support staff to review and revise the School Improvement Plan for the 2026-2027 school year. The meeting took place on May 6, 2026. A review of pre and post-testing data from Unique Learning Systems helped to determine projections for student growth for the 2026-2027 school year.

3. 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 academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with

stakeholder feedback, as necessary, to ensure continuous improvement (20 U.S.C. § 6314(b)(3), ESEA Section 1114(b)(3)).

Student data will be reviewed quarterly using pre and post testing data from Unique Learning Systems during SAC meetings, IEP meetings, program meetings and Faculty meetings. Following the review, program collaboration meetings will be conducted to determine areas that need improvement and the plan adjusted accordingly.

C. Demographic Data

2026-27 STATUS (PER MSID FILE)	**ACTIVE**
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	**SENIOR HIGH** **6-12**
PRIMARY SERVICE TYPE (PER MSID FILE)	**SPECIAL EDUCATION**
2025-26 TITLE I SCHOOL STATUS	
2025-26 ECONOMICALLY DISADVANTAGED (FRL) RATE	**72.3%**
CHARTER SCHOOL	**NO**
RAISE SCHOOL	**NO**
2025-26 ESSA IDENTIFICATION *UPDATED AS OF 07/09/2026	**CSI**
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2025-26 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	**STUDENTS WITH DISABILITIES (SWD)*** **BLACK/AFRICAN AMERICAN STUDENTS (BLK)*** **HISPANIC STUDENTS (HSP)*** **WHITE STUDENTS (WHT)*** **ECONOMICALLY DISADVANTAGED STUDENTS (FRL)***
SCHOOL IMPROVEMENT RATING HISTORY	**2025-26:** **2024-25: MAINTAINING** **2023-24:** **2022-23:** **2021-22: MAINTAINING**

D. Early Warning Systems

1. Grades K-8

Current Year 2026-27

Using 2025-26 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	
School Enrollment							21	20	15	56
Absent 10% or more school days							7	5	6	18
One or more suspensions							6	7	2	15
Course failure in English Language Arts (ELA)							0	0	1	1
Course failure in Math							0	0	1	1
Level 1 on statewide ELA assessment							16	9	12	37
Level 1 on statewide Math assessment							18	13	11	42
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)							0	0	0	0
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)							0	0	0	0

Current Year 2026-27

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							8	6	7	21

Current Year 2026-27

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year							0	0	1	1
Students retained two or more times							0	0	0	0

Prior Year (2025-26) As Last 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	
School Enrollment							19	15	17	51
Absent 10% or more school days							10	8	9	27
One or more suspensions							5	5	2	12
Course failure in English Language Arts (ELA)										0
Course failure in Math										0
Level 1 on statewide ELA assessment							12	10	13	35
Level 1 on statewide Math assessment							13	11	14	38
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)										0
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

Prior Year (2025-26) As Last Reported (pre-populated)

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							2	2	2	6

Prior Year (2025-26) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year										0
Students retained two or more times										0

2. Grades 9-12 (optional)

Current Year (2026-27)

Using 2025-26 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
	9	10	11	12	
School Enrollment					0
Absent 10% or more school days					0
One or more suspensions					0
Course failure in English Language Arts (ELA)					0
Course failure in Math					0
Level 1 on statewide ELA assessment					0
Level 1 on statewide Algebra assessment					0

Current Year (2026-27)

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
	9	10	11	12	
Students with two or more indicators					0

Prior Year (2025-26) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Absent 10% or more school days	[]	[]	[]	[]	0
One or more suspensions	[]	[]	[]	[]	0
Course failure in English Language Arts (ELA)	[]	[]	[]	[]	0
Course failure in Math	[]	[]	[]	[]	0
Level 1 on statewide ELA assessment	[]	[]	[]	[]	0
Level 1 on statewide Algebra assessment	[]	[]	[]	[]	0

Prior Year (2025-26) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Students with two or more indicators					0

Prior Year (2025-26) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Retained students: current year	[]	[]	[]	[]	0
Students retained two or more times	[]	[]	[]	[]	0

II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))

A. ESSA School, District, State Comparison

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.

Data for 2025-26 had not been fully loaded to CIMS at time of printing.

ACCOUNTABILITY COMPONENT	2026			2025			2024		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	8	55	62	8	52	59		50	55
Grade 3 ELA Achievement									
ELA Learning Gains	33	56	59	31	55	58		55	57
ELA Lowest 25th Percentile	53	55	55	47	54	56		54	55
Math Achievement*	4	38	52	5	34	49		35	45
Math Learning Gains	25	37	45	30	41	47		42	47
Math Lowest 25th Percentile	42	36	44	44	44	49		44	49
Science Achievement	6	66	74	6	67	72		61	68
Social Studies Achievement*	13	71	76	0	69	75		67	71
Graduation Rate	90	90	94	83	86	92	84	80	90
Middle School Acceleration									
College and Career Acceleration	0	65	74	0	65	69	0	68	67
Progress of ELLs in Achieving English Language Proficiency (ELP)					59	52		51	49

*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.

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2025-26 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL FPPI – All Students	27%
OVERALL FPPI Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	5
Total Points Earned for the FPPI	274
Total Components for the FPPI	10
Percent Tested	98%
Graduation Rate	90%

ESSA OVERALL FPPI HISTORY						
2025-26	**2024-25**	**2023-24**	**2022-23**	**2021-22**	**2020-21****	**2019-20***
27%	25%	42%	15%	26%	19%	

C. ESSA Subgroup Data Review (pre-populated)

2025-26 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%
Students With Disabilities	27%	Yes	2	2
Black/African American Students	18%	Yes	2	2
Hispanic Students	15%	Yes	2	2
White Students	25%	Yes	2	2
Economically Disadvantaged Students	28%	Yes	2	2

D. 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.

2025-26 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2024-25	C&C ACCEL 2024-25	ELP PROGRESS
All Students	8%		33%	53%	4%	25%	42%	6%	13%		90%	0%	
Students With Disabilities	8%		33%	53%	4%	25%	42%	6%	13%		90%	0%	
Black/African American Students	7%		36%		7%	36%			6%				
Hispanic Students	4%		42%		0%	32%		10%	0%				
White Students	14%		28%		6%	17%			20%		87%	0%	
Economically Disadvantaged Students	3%		32%	58%	3%	29%	50%	10%	4%		93%	0%	

2024-25 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2023-24	C&C ACCEL 2023-24	ELP PROGRESS
All Students	8%		31%	47%	5%	30%	44%	6%	0%		83%	0%	
Students With Disabilities	8%		31%	47%	5%	30%	44%	6%	0%		83%	0%	
Black/African American Students	8%		36%		8%	27%		0%					
Hispanic Students	5%		26%		0%	24%							
White Students	9%		25%		8%	36%		7%			82%		
Economically Disadvantaged Students	5%		39%	60%	2%	27%		0%	0%		88%	0%	

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students											84%	0%	
Students With Disabilities											84%	0%	
White Students											83%	0%	
Economically Disadvantaged Students											85%	0%	

E. 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.

There is no assessment data available for this school.

III. Planning for Improvement

A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

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

Most Improvement

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

As measured by the Florida Alternate Assessment (FAA) in ELA, 55% (11) of the seventh-grade students scored at Level 2 or above. Hillcrest updates curriculum mapping each year to stay current with standards, and professional development is provided.

Lowest Performance

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

As measured by the Florida Alternate Assessment (FAA) in ELA, 66% (37) of the students in grades 6-8 scored at Level 1. For Math, 75% (42) of the students in grades 6-8 scored at Level 1. These scores are similar year to year. Hillcrest serves the most cognitively delayed students in Marion County Public Schools. All of our students have cognitive impairments, including orthopedic impairments and communication deficits.

Greatest Decline

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

As measured by the Florida Alternate Assessment (FAA) in Math, 25% (14) of the students in grades 6-8 scored at Level 2 or above, an 8 percent decrease from last year. Contributing factors include the effects of the students' disabilities, such as challenges with behavior, communication, and comprehension.

Greatest Gap

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.

The state average is not provided for center schools.

EWS Areas of Concern

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

Absenteeism is an area of concern.

Highest Priorities

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

The 2026-2027 priority goal will be meeting or exceeding 41% FPPI. We will also continue to focus on reducing chronic absenteeism not related to student medical conditions.

B. Area(s) of Focus (Instructional Practices)

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

Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

ESSA Subgroups specifically relating to Students With Disabilities (SWD), Black/ African American Students (BLK), Hispanic Students (HSP), White Students (WHT), Economically Disadvantaged Students (FRL)

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year 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. All students are on access points curriculum and participate in the Florida Alternate Assessment.

ELA and Math will continue to be the Area of Focus. Based on the Florida Alternate Assessment data, student scores increased in ELA by 1% from the previous year, while Math declined by 8%, neither reaching our previous goal of an increase of 3% in student growth.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

For 2026-2027, the goal will be that the overal Federal Percent Points Index (FPPI) for each subgroup must meet or exceed 41%.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach 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

Cindy Lowe

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:
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:
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).

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?
Yes

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1
Monitoring Strategies

Person Monitoring:
Cindy Lowe

By When/Frequency:
Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Strategies include curriculum program meetings, Individual Education Plan (IEP) reviews, lesson plans, progress monitoring, and classroom grading rubrics. Students in all subgroups are individually considered for Extended School Year for continued support.

Action Step #2
Unique Learning Systems Data Review

Person Monitoring:
Cindy Lowe

By When/Frequency:
Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Progress monitoring will be reviewed quarterly via pre and post testing data for each student to determine growth.

IV. Positive Learning Environment

Area of Focus #1

Student Attendance

Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Student attendance will be an area of focus. Based on attendance data, 38% of 6-8 grade students are chronically absent (missing 10% of the school year or more) an increase of 5% from last year. Hillcrest students may have significant medical conditions that may require specialized care or hospitalization. Our focus will be improving attendance in chronically absent students without apparent medical conditions.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

By the end of the school year, attendance for students in grades 6-8 will increase to 90% or above.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

The School Counselor, along with District personnel, will monitor student attendance weekly to identify students in need of support. Regular school attendance has a direct correlation to student achievement.

Person responsible for monitoring outcome

Kelly Hilton

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Attendance plans will be developed to support and increase attendance.

Rationale:

Statistically, two absences a month accounts for 10% of the school year. Students with regular school attendance have better outcomes.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1
Attendance Monitoring Plan

Person Monitoring:
Kelly Hilton

By When/Frequency:
Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Attendance meetings will be held weekly to monitor student attendance. An attendance campaign will be implemented to include positive Apptegy Alerts and Positive Behavior Interventions and Supports (PBIS) to encourage consistent attendance.

Action Step #2
Individual Attendance Plans

Person Monitoring:
Kelly Hilton

By When/Frequency:
Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Individualized plans will be developed as needed to target and support specific students as a result of attendance data. Intervention strategies promoting attendance will be developed to address concerns.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in 20 U.S.C. § 6314(b) (ESEA Section 1114(b)). This section of the SIP is not required for non-Title I schools.

Dissemination Methods

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership, and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand (20 U.S.C. § 6314(b)(4), ESEA Section 1114(b)(4)).

List the school's webpage where the SIP is made publicly available.

Quarterly School Advisory Council meetings will provide information regarding the SIP and SWP to stakeholders. The SIP is also available at: www.marionschools.net/hce

Positive Relationships With Parents, Families and other Community Stakeholders

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage where the school's Parental Family Engagement Plan (PFEP) is made publicly available (20 U.S.C. § 6318(b)-(g), ESEA Section 1116(b)-(g)).

Updated information is provided to families through school counseling newsletters, daily teacher contact, the school website: www.marionschools.net/hce, Individual Education Plan meetings, and Parent conferences.

Plans to Strengthen the Academic Program

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part II of the SIP (20 U.S.C. § 6314(b)(7)(A)(ii), ESEA Section 1114(b)(7)(A)(ii)).

Providing teachers with additional time to discuss curriculum mapping and Individual Education Plans will strengthen the implementation of best practices using differentiation.

How Plan is Developed

If appropriate and applicable, describe how this plan is developed in coordination and integration with other federal, state and local services, resources and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d) (20 U.S.C. § 6314(b)(5) and §6318(e)(4), ESEA Sections 1114(b)(5) and 1116(e)(4)).

Hillcrest School partners with Fitness and Nutrition in Schools (FANS) for our agricultural programming and with the Marion Therapeutic Riding Association (MTRA) for our therapeutic riding program.

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

Improving Student's Skills Outside the Academic Subject Areas

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services and other strategies to improve students' skills outside the academic subject areas (20 U.S.C. § 6314(b)(7)(A)(iii)(I), ESEA Section 1114(b)(7)(A)(iii)(I)).

Hillcrest School provides school-based mental health services through the School Counselor who provides developmentally appropriate social-emotional programming to our diverse population.

Preparing for Postsecondary Opportunities and the Workforce

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (20 U.S.C. § 6314(b)(7)(A)(iii)(II), ESEA Section 1114(b)(7)(A)(iii)(II)).

When students meet graduation requirements, they may continue to be enrolled in a structured work-study program in order to explore work readiness skills, including on-campus and off-campus enterprises.

Addressing Problem Behavior and Early Intervening Services

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. § 6314(b)(7)(A)(iii)(III), ESEA Section 1114(b)(7)(A)(iii)(III)).

All students participate in Positive Behavioral Interventions and Supports (PBIS) at Tier 1. A student services committee creates and manages positively reinforcing opportunities for all students. In addition, many students have behavior plans as a part of their Individual Education Plans and are supported through a full-time, on-campus Behavior Specialist and Behavior Technicians.

Professional Learning and Other Activities

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high-need subjects (20 U.S.C. § 6314(b)(7)(A)(iii)(IV), ESEA Section 1114(b)(7)(A)(iii)(IV)).

All staff participate in a yearly orientation that reviews school expectations, curriculum mapping, data

reviews, and sets a vision for the upcoming year. Because we are a center school, all professional development is geared specifically for those serving students with significant cognitive delays. New and rookie teachers are provided with a mentor to support and increase retention.

Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs (20 U.S.C. § 6314(b)(7)(A)(iii)(V), ESEA Section 1114(b)(7)(A)(iii)(V)).

Not applicable.

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI, TSI, or CSI (ESEA Sections 1111(d)(1)(B)(4) and (2)(C) and 1114(b)(6).

Process to Review the Use of Resources

Describe the process you engage in with your district to review the use of resources to meet the identified needs of students.

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. All students are on access points curriculum and participate in the Florida Alternate Assessment.

Collaboration with the District Exceptional Education Department and other district experts is on-going with implementation of the core curriculum, Unique Learning Systems and other vetted resources. Training is provided annually for the curriculum and supporting resources. Student Individual Education Plans are reviewed annually with district representatives. District supports include therapeutic services such as occupational, speech, language, physical and behavior therapists to provide services designed to meet student's individual needs.

Specifics to Address the Need

Identify the specific resource(s) and rationale (i.e., data) you have determined will be used this year to address the need(s) (i.e., timeline).

Unique Learning Systems benchmarks (administered annually) and pre and most testing (administered monthly) are monitored for student growth.

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2026-27 UniSIG funds but has chosen NOT to apply.

No

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Uploaded Budget	ESSA Subgroups - Students With Disabilities (SWD) - Black/African American Students (BLK) - Hispanic Students (HSP) - White Students (WHT) - Economically Disadvantaged Students (FRL)	5200/648	UNISIG	0.0	17, 550.00
Interactive Flat Panels to support classroom instruction for students with disabilities. Two (2) - 75" New Line IFP and Ten (10) 65" New Line IFP. (District 5200 6480)					
Uploaded Budget	ESSA Subgroups - Students With Disabilities (SWD) - Black/African American Students (BLK) - Hispanic Students (HSP) - White Students (WHT) - Economically Disadvantaged Students (FRL)	5200/150	UNISIG	3.0	76, 500.00
Funds will support three (3.0 FTE) Special Needs Paraprofessionals who will provide supplemental instructional, behavioral support for students with disabilities. These positions will assist students in ELA and Math through targeted interventions and individualized supports to improve academic achievement and school improvement outcomes. Total costs include $76,500 in salaries and $74,689 in fringe benefits. (District 5200 1500) (These units were programmatically approved by BSI on 8/13/26)					
Uploaded Budget	ESSA Subgroups - Students With Disabilities (SWD) - Black/African American Students (BLK) - Hispanic Students (HSP) - White Students (WHT) - Economically Disadvantaged Students (FRL)	5200/210	UNISIG	0.0	11, 246.00
Retirement 14.7% = $11,246 (District 5200 2100)					
Uploaded Budget	ESSA Subgroups - Students With Disabilities (SWD) - Black/African American Students (BLK) - Hispanic Students (HSP) - White Students (WHT) - Economically Disadvantaged Students (FRL)	5200/220	UNISIG	0.0	4, 743.00
FICA (State Code 220): 6.2% = $4,743 (District 5200 2200)					
Uploaded Budget	ESSA Subgroups - Students With Disabilities (SWD) - Black/African American Students (BLK) -	5200/230	UNISIG	0.0	57, 000.00

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
	Hispanic Students (HSP) - White Students (WHT) - Economically Disadvantaged Students (FRL)				
Health Insurance : $57,000 (5200 2300)					
Uploaded Budget	ESSA Subgroups - Students With Disabilities (SWD) - Black/African American Students (BLK) - Hispanic Students (HSP) - White Students (WHT) - Economically Disadvantaged Students (FRL)	5200/230	UNISIG	0.0	146.00
Life Insurance 0.19% = $146 (5200 2310)					
Uploaded Budget	ESSA Subgroups - Students With Disabilities (SWD) - Black/African American Students (BLK) - Hispanic Students (HSP) - White Students (WHT) - Economically Disadvantaged Students (FRL)	5200/240	UNISIG	0.0	444.00
Workers' Compensation 0.58% = $444 (District 5200 2320)					
Uploaded Budget	ESSA Subgroups - Students With Disabilities (SWD) - Black/African American Students (BLK) - Hispanic Students (HSP) - White Students (WHT) - Economically Disadvantaged Students (FRL)	5200/220	UNISIG	0.0	1, 110.00
Medicare 1.45% = $1,110 (District 5200 2330)					
Uploaded Budget	ESSA Subgroups - Students With Disabilities (SWD) - Black/African American Students (BLK) - Hispanic Students (HSP) - White Students (WHT) - Economically Disadvantaged Students (FRL)	5200/648	UNISIG	0.0	2, 450.00
Laminator: equipment and materials to enhance instruction in ELA and Math and student commuication (District 5200 6480)					
Uploaded Budget	ESSA Subgroups - Students With Disabilities (SWD) - Black/African American Students (BLK) -	5200/510	UNISIG	0.0	5, 000.00

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
	Hispanic Students (HSP) - White Students (WHT) - Economically Disadvantaged Students (FRL)				
Consumables items for students with disabilities: Supplies: lamination rolls, paper, markers, folders, gloves, sensory wipes, disposable chew tubes, modeling clay/playdoh, crayons, velcro dots and strips, and disposable therapy putty. (District 5200 5100)					
Uploaded Budget	ESSA Subgroups - Students With Disabilities (SWD) - Black/African American Students (BLK) - Hispanic Students (HSP) - White Students (WHT) - Economically Disadvantaged Students (FRL)	5200/590	UNISIG	0.0	4, 007.00
Non-Consumables: Sensory items for students with disabilities: tools and equipment that support sensory regulation, focus, engagement, and access to learning. The following items: therapy putty, weighted lap pads and blankets, sensory brushes, tactile discs, bubble tubes, fiber optic lights, balance boards, exercise balls, chew necklaces, and resistance bands. (District 5200 5900)					
Uploaded Budget	ESSA Subgroups - Students With Disabilities (SWD) - Black/African American Students (BLK) - Hispanic Students (HSP) - White Students (WHT) - Economically Disadvantaged Students (FRL)	5200/519	UNISIG	0.0	3, 266.00
Ink and Noise Cancelling headphones (District 5200 5191)					
Total	Uploaded Budget				183, 462.00
Plan Budget Total					**183, 462.00**

Hillcrest School
Parent and Family Engagement Plan (PFEP)

About Title I, Part A

Title I, Part A provides extra support to school districts and schools to help all students receive a high-quality education and meet Florida's academic standards. These resources may include additional teachers, ongoing staff training, extended learning time, family engagement activities, and other programs designed to improve student achievement.

Research shows that when parents and families are actively involved in their child's education, students are more likely to succeed in school, regardless of family income. Because of this, Title I requires schools that receive these funds to build strong partnerships with families and provide meaningful opportunities for them to be involved in their child's learning.

What is Parent and Family Engagement?

Title I, Part A defines parent and family engagement as the active involvement of parents and family members in their child's education. This includes regular, two-way, and meaningful communication between families and school staff that supports student learning and encourages participation in school activities.

This definition aligns with the Every Student Succeeds Act, which emphasizes the importance of strong partnerships between schools and families to help students succeed both academically and socially.

About the Parent and Family Engagement Plan

This plan explains how our school will create and improve opportunities for families to be involved in supporting student learning. It outlines the different ways we encourage family engagement and how parents and family members can help plan and take part in school activities and events.

We value the important role families play in student success. Our goal is to build a strong, equal partnership between home and school to support both student achievement and overall school improvement.

You can review the District's Title I Parent and Family Engagement Plan by clicking the link or by requesting a copy from the front office.

We value our families and believe that all children can learn and succeed when schools and families work together!

Principal Name:	Cindy Lowe
School Website:	https://hce.marionschools.net/
School Year:	2026-2027

1. Parent and Family Engagement Plan Goal

1. By August of 2026, 50% of Hillcrest families will attend a curriculum presentation in order to explore strategies to support and promote student success.
2. By May of 2027, 10% of Hillcrest families will attend one or more parent forums linked to post-school outcomes. The School Counselor will monitor sign-in sheets and invitations.
3. By May of 2027, we will increase parent engagement by 25% through a variety of school events to create positive relationships to promote student success. The School Counselor will monitor invitations and sign-in sheets.

2. Jointly Developed

Please describe how the school will:

- Involve parents and family members in the development of the school's Parent and Family Engagement Plan (for example, through input, feedback, or participation in meetings).
- Share the Parent and Family Engagement Plan with families and the local community, including how and where the plan will be accessible.
- Review and update the plan each year to reflect the needs of families and the school, including how feedback and data will be used to make improvements.
- Collect and submit parent comments to the district if families are not satisfied with the Title I Schoolwide Plan.
- Provide opportunities for family involvement, including regular meetings, parent-teacher conferences, volunteer opportunities, and reasonable access to school staff upon request.

1. Parents are invited to participate in the School Advisory Council (SAC) to develop and approve the Parent and Family Engagement Plan.
2. The Parent and Family Engagement Plan will be available through our school website, School Advisory Council (SAC) meetings, and through our guidance counselor.
3. The Parent and Family Engagement Plan (PFEP) will be reviewed quarterly during the School Advisory Council meetings, and any updates will be addressed. Updates to the PFEP are provided to parents, families, and school personnel.
4. Hillcrest will address any parent concerns and contact the Title I Liaison or the Title I district office for guidance and support.
5. All meetings are scheduled to best accommodate families to promote participation. Parent input regarding scheduled meetings is gained through e-mail, telephone, Apptegy alerts, or daily communication sent home with their child.

3. Annual Title I Meeting

Describe how the school will conduct an annual meeting (before November 1st) to inform parents of the requirements of Title I, the school's participation, and the parents' rights under Title I.

The annual Title I Meeting is conducted in August immediately following Open House events for parents and families. Information will include: the parents' rights, school participation, requirements of Title I, and allocations for the Title I budget.

4. Communications

Please describe how the school will:

- Ensure the plan is written in a clear and consistent format, and how it will be provided in a language that families can understand, to the extent possible.
- Offer meetings at flexible times, such as morning and evening, to accommodate family schedules.
- Provide meetings in a variety of formats, including in-person, virtual, and individual options (such as conferences or home visits, when applicable).
- Maintain ongoing, two-way communication between families and school staff, and how communication will be provided in a language families can understand, to the extent possible.
- Monitor communication practices to ensure families receive timely responses from school staff.

1. Once the PFEP is provided to families, an Apptegy alert will be sent to families to encourage reaching out to the school for additional information. By including parents and families in the development of our PFEP, we ensure that the plan is written in a clear and understandable format, informed by parent input. Our PFEP is translated into Spanish and readily available for parents.
2. The school meetings for parent engagement will be provided at varying times based on survey results. Surveys are sent home at least annually to determine the best meeting times for parents. We ensure a flexible meeting schedule is available for parents.
3. Hillcrest provides parents with in-person meetings; however, online options are available upon request to best accommodate and promote attendance. Our Guidance Counselor will provide further information to families that may require a home visit or individual meetings.
4. Due to the population of students served, multiple modalities of communication are provided daily between instructional staff and students' families (i.e., home notes, point sheets, emails, electronic systems, etc.). Additional information is sent via Apptegy Alerts system along with quarterly newsletters.
5. Daily notes are provided by teachers to support two-way communication, addressing students' individual needs.

5. Barriers

Please respond to the following questions.

- Will the school offer transportation services to help reduce barriers to parent and family engagement? If yes, please describe.
- Will the school offer childcare services to help reduce barriers to parent and family engagement? If yes, please describe.

1. If transportation is a barrier for parents, the School Counselor will provide parents with information regarding transportation options that may be available to the families or provide virtual options, if available. Parents should contact the School Counselor to obtain any documents that were available (forms, PowerPoints, etc.) from the engagement event.
2. Most parent engagement opportunities are provided during school hours and are held in person. Child care is not provided; therefore, a virtual option is available to accommodate families.

6. School-Parent Compact

Please describe how the school will:

- Partner with families to jointly develop the School-Parent Compact.
- Clearly define shared responsibilities within the School-Parent Compact, including how parents, school staff, and students will contribute to improving student academic achievement.
- Strengthen partnerships with families to support students in meeting challenging state academic standards.

1. The 2025-2026 School Advisory Council meets in May to develop the School-Parent Compact for the following year. The School-Parent Compact is reviewed and approved again at the start of the 2026-2027 school year. Our School-Parent Compact focuses on jointly developing our student, family and teacher expectations. Teachers determine and design practical strategies for parents to use at home, parents provide feedback to the school and staff, and students will take ownership of their learning as appropriate.
2. The School-Parent Compact will be reviewed during a faculty meeting to address school and teacher responsibilities for improving student academic achievement. Parents will receive the School-Parent Compact during the first week of school, provided with daily school-home communication. The compact explains the expectations and responsibilities of parents, students, and teachers.
3. A curriculum mapping committee is established to provide the scope and sequence of academic standards. Training will be made available during pre-planning week for teachers. Also, program meetings are held bi-monthly to progress monitor student achievement and provide teachers and staff the opportunity to collaborate on highly effective teaching and instructional methods that will promote student achievement towards academic standards.

7. Coordination of Funds

Describe how the school will coordinate and connect its parent and family engagement efforts with other programs and resources. Include early childhood programs for elementary schools, college and career readiness resources for middle and high schools, parent resource centers, and any other relevant community or district programs.

Hillcrest hosts quarterly Parent Forums that integrate community resources and programs. The Parent Forums provide information and activities that are associated with post-education programs, parent resources, and other programs available within our community for our students' varying educational and personal needs (i.e., Behavior Interventions, Graduation vs. Deferral, Adult Day Training Programs, Guardianship).

8. Building Capacity of Parents

Describe how the school will build parents' understanding of their child's education by providing:

- Explanations of the curriculum and instructional resources
- Individual student assessment results, along with support to help parents understand those results

- Information about the assessments used to measure student progress and state academic standards

1. Families are invited to attend the curriculum information session at Open House and the Annual Title I Meeting, which both describe academic expectations, materials, assessments, and progress monitoring. If a parent is unable to attend Open House or the Annual Title I Meeting, parents can locate the TIPA PowerPoint on our school website or contact the Title I Liaison for a hard copy and explanation.
2. Individual student progress is provided to parents via quarterly progress reports, annual Individual Education Plan (IEP) meetings, Florida Alternate Assessment (FAA), and quarterly report cards. When parents attend their child's IEP meeting, they receive the interpretation of the child's progress toward their annual IEP goals, academic progress, and progress report.
3. An explanation of testing results is provided through the Florida Alternate Assessment (FAA) process upon receipt of the students' annual test scores. The explanation is provided by FLDOE in a written format that goes home with the child, along with their FAA scores. Additional information is available through the School Counselor or Teacher upon parent request.

9. Parent and Family Engagement Events

Please list a minimum of 4 parent and family engagement events that are planned for the 2026-27 school year. Note that 2 of these will require compliance documentation to be submitted (sign-in sheets, presentation or handouts

Title	Purpose	Quarter Date/Time
Annual Title I Meeting	The Title I Annual Meeting will share our parent and family engagement policy, the schoolwide improvement plan, the school-parent compacts, and parents' requirements. Invitations will be mailed, and an Apptegy alert will be issued.	**Quarter 1** August 7, 2026 11:00 am
Parent Forum: Graduation vs. Deferment	Families will be provided with information regarding graduation criteria versus the diploma deferment process.	**Quarter 1** September 2026 10am
Parent Forum: Behavior Interventions in the Home	Families will be provided with information regarding behavioral supports and strategies to be implemented in the home and community environment.	**Quarter 2** November 2026 10am
Parent Forum: Guardianship (hosted by Transitions Life Center)	Families will be provided with information related to the process of guardianship for students with disabilities.	**Quarter 3** January 2027 TBD
Parent Forum: Tour Adult Day Training programs for Post-school transition	Families will tour and be provided with information from various facilities for post-school transition opportunities.	**Quarter 4** May 2027 TBD

Note: The activities listed may be updated after publishing.

10. Building Capacity of School Staff

Describe how the school will build staff capacity, with input from parents, to:

- Value and include parent contributions in the school community
- Effectively communicate and work with parents as equal partners
- Implement and coordinate strong parent and family engagement activities
- Ensure information is accessible and understandable for all families and, when possible, in a language parents can understand
- Respond to parent needs and requests for engagement opportunities

1. Annual Instructional Orientation will provide Professional Development during pre-planning week, addressing “How to Collaborate with Families to Promote Student Success.”
2. Annual Instructional Orientation will provide Professional Development pre-planning week addressing “Effective Communication with Families.”
3. Annual Instructional Orientation will provide Professional Development pre-planning week addressing “Community Agencies and School Resources Bridging Home and School.”
4. Annual Instructional Orientation will provide Professional Development pre-planning week addressing “Culturally Sensitive Communication.”
5. Annual Instructional Orientation will provide Professional Development pre-planning week, addressing “Engaging Parents and Families.”

School Advisory Council (SAC) Interest Form

Hillcrest School

2026-27

The School Advisory Council (SAC) is a team of parents, school staff, and community members who work together to support student success and school improvement. The council helps review school data, provides input on plans and goals, and encourages strong communication between the school and families. SAC members share ideas, give feedback, and help make decisions that improve the learning environment for all students.

Role Interest

Please select all that apply:

☐Parent/Guardian
☐School Staff
☐Community Member
☐Business Partner

Contact Information

Name:

Student's Name (if applicable):

Student's Grade Level (if applicable):

Address:

Phone Number:

Email Address:

What is your preferred method of contact?

☐Phone Call
☐Text Message
☐Email

Parent and Family Engagement Plan Feedback Form

Thank you for taking a few minutes to provide feedback on our Parent and Family Engagement Plan (PFEP). Your input helps us better understand how well our school is supporting families and where we can improve. We value your ideas and experiences and will use your feedback to strengthen communication, involvement opportunities, and support for student success. Please write any comments in the space provided below and submit this form to the school's main office.

Name: _____

Phone Number:_____

Email Address: _____

Comments:

_____

_____

_____

_____

_____

_____