

Hillcrest School

Principal: Eitan Benzaquen

Kenosha Unified School District

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Hillcrest School Overview

Hillcrest School, as part of the Kenosha Unified School District (KUSD), offers two alternative educational opportunities to respond to the needs of struggling learners. Both programs were designed and supported in a unique collaboration the Kenosha County Department of Children and Family Services (KCDCFS) and Community Impact Programs, a not-for-profit social service agency to provide services to support students and families. Hillcrest School serves students at the middle and high school level. Hillcrest enjoys a very positive relationship with the community as exemplified by long standing partnerships. Together with teachers and administration, the community and partners have high expectations. Hillcrest School provides high quality educational experiences for all students.

Hillcrest utilizes a unique collaboration with Kenosha County Division of Children and Family Services and Community Impact Programs to provide comprehensive academic, behavioral, and community supports for students as well as outreach to families. Community Impact Programs also facilitates daily groups including Aggression Replacement Training, 7 Challenges, and Girls Circle to address specific needs and deficits of our students. Hillcrest School teachers, parents, and students have high expectations for successful outcomes.

Bridge Center Program

The Bridge Center Program, which began accepting students in 1995, was developed for students who were not successful at their homeschools for many different reasons. This program offers a smaller classroom setting, along with supports to deal with behavior problems while continuing to work towards academic success. Students here are generally coming through an order by the Administrative Review Committee (ARC) or returning to the community from an out-of-home placement. If referred by ARC, the student will most times have an abeyance or expulsion notice keeping them here for a set amount of time. After that time, it is up to the Transition Committee to decide if the student is ready and able to return to their homeschool. Before attending their first day of school at Hillcrest School, students complete intake to fill out paperwork necessary for successful transition.

Demographics:

- Expulsion/abeyances
- Students with disabilities whose actions were not part of their disability
- Returning from out-of-home placements and continue to have school difficulty (i.e. foster care, jail, etc.)

Curriculum:

- Follows District Pacing Guides
- Compass/Odyssey learning used most often (Computer-based)
- Built-in service learning projects

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- Examples: Whale Project, Planetarium Project, Social Student Reading Project

Classroom Make-up:

- Number of students and classes taught are dependent on the students enrolled each semester
- Generally, multiple courses run concurrently in each classroom
- Grouped by age (middle and high school)
- Computers in each classroom to be used for Compass/Odyssey learning

Expulsion/Abeyance Orders:

- Give detailed information about why a student received the orders
- Includes specific restrictions related to expellable offense as well as academic and behavioral expectations
- Can be extended if a student is not following the orders or being successful in school

T.I.M.E. Program

The T.I.M.E. Program, developed in 1985, was created for KUSD students with disabilities that have difficulty being successful in less restrictive environments offered or needing additional support when returning from an out-of-home placement. Students have received multiple interventions before they are referred to Hillcrest School for screening. Students screened have significant behavior or mental health problems and struggle academically and/or behaviorally in the traditional, comprehensive school setting. To attend the T.I.M.E. Program, an IEP meeting to discuss placement and a screening occur concurrently. Once the IEP team determines that the T.I.M.E. Program is in the student's best interest, an enrollment meeting is held to complete paperwork. Once in the T.I.M.E. Program, students work together with KUSD, CIP and KCDCFS staff to learn and implement new skills as a way of preparing for a successful transition. The IEP team makes the determination when a student has the skills necessary to transition back to the traditional school setting.

Demographics:

- Students who receive special education services

Curriculum:

- Modified from the district pacing guides-slower paced
- Modified to fit the IEP accommodations
- Compass/Odyssey can be used
- Textbook learning with supplementary materials to serve multiple learning styles

Classroom Make-up:

- Generally 10 or less students per classroom
- Multiple courses happening in each classroom

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- Grouped by middle and high school students

IEP/Manifestation Determination:

- All students have an IEP
- Each Special Education Teacher is assigned a caseload
 - Teacher responsibilities include:
 - Hold all meetings necessary (annual IEP, review/revise meetings, etc)
 - Write annual IEP
 - Monitor progress toward IEP annual goals
 - Monitor progress toward graduation
 - Monitor behavior
 - Distribute IEP at a Glance and Behavior Intervention Plan to each teacher/staff member that works with that student

The Circle of Courage Philosophy

The Hillcrest School philosophy is based on the book, Reclaiming Youth at Risk. Professors Brendtro, Brokenleg, and Van Bockern proposed a model of youth empowerment called the **Circle of Courage**. The model is based on: contemporary developmental research; the heritage of early youth pioneers; and Native American philosophies of child care. The model is encompassed in four core values: belonging, mastery, independence, and generosity.

Anthropologists have long known that Native Americans reared courageous, respectful children, without using aversive control, based on the values of belonging, mastery, independence, and generosity. Nevertheless, Europeans coming to North America tried to civilize indigenous children in punitive boarding schools, unaware that Natives possessed a sophisticated philosophy that empowered children. These values are validated by contemporary child research and compare favorably with Coopersmith's basis of self-esteem. Coopersmith's work identified four key components essential for a positive self-esteem: significance (Belonging), competence (Mastery), power (Independence), and virtue (Generosity).

Belonging

In Indian culture, significance was nurtured in a community that celebrated the universal need for belonging. Native American anthropologist Deloria described the core value of belonging in Indian culture using these simple words: "Be related, somehow, to everyone you know." Treating others as kin forged powerful social bonds of community that drew all into relationships of respect. Theologian Marty observed throughout history that the tribe, not the nuclear family, always ensured the survival of the culture. Though parents might fail, the tribe was always there to nourish and come to the aid of the next generation.

Mastery

Competence, in Indian culture, was ensured by guaranteed opportunity for mastery. The

first lesson in traditional Native American culture was that one should always observe those with more experience to learn from them. The child was taught to see someone with more skill as a model for learning, not as a rival. One must strive for mastery for personal reasons not to be superior to someone else. Humans have an innate drive to master their environments. When success is met, the desire to achieve is strengthened.

Independence

Power was fostered by deep respect for each person's independence. In contrast to obedience models of discipline, Native teaching was designed to build respect and teach inner discipline. From earliest childhood, children were encouraged to make decisions, solve problems, and show personal responsibility. Adults modeled, nurtured, taught values, and gave feedback, but children were given abundant opportunities to make choices without coercion.

Generosity

Finally, virtue was reflected in the preeminent value of generosity in Indian culture. The central goal in Native American child-rearing is to teach the importance of being generous and unselfish. In *The Education of Little Tree* Carter recounted his grandmother's overriding principle: "When you come on something good, first thing to do is share it with whoever you can find; that way, the good spreads out where no telling it will go." In helping others, youth create their own proof of worthiness; they have the power to make a positive contribution to another human life.

Positive Behavior Intervention Supports

PBIS (Positive Behavior Intervention System):

This is a system of behavior management that is new to Hillcrest.

What is PBIS ?

"PBIS" is a research-based *systems* approach designed to enhance the capacity of schools to:

- effectively educate all students, including students with challenging social behaviors
- adopt & sustain the use of effective instructional practices

Why a Positive Approach to Discipline?

Most common responses to at-risk students are punishment and exclusion (Lipsey, 1991; Tolan and Guerra, 1994). Punishing behaviors without a universal system of support is associated with increased occurrences of aggression, vandalism, truancy, tardiness, and dropping out (Mayer and Sulzer-Azaroff, 1991).

What Does a System Need to Include?

- Community building
- Social skills instruction
- Positive recognitions and celebrations
- Teaching procedures and routines

PBIS: The Big Ideas

1. **Decide what is important** for students to know (behavioral expectations=common standards for student behavior, similar to reading & math)
2. **Teach what is important** for students to know (high quality instruction=differentiation)
3. **Acknowledge** students for demonstrating skills
4. **Keep track** of how students are doing (data, data, data)
5. **Make changes** according to the results (interventions at three tiers give kids what they need)

Strategic Planning Goals

We will develop academic and behavioral strategies to reduce stress within the learning community in order to effectively improve attendance and decrease inappropriate behavior.

We will include students as partners in the implementation of the Circle of Courage and PBIS in order to model, reinforce and recognize responsible, respectful, and ethical behavior by everyone.

We will work collaboratively to develop Service Learning projects that align with curriculum, promote the Circle of Courage, integrate PBIS, and meet community needs.

Annual Evaluation Process for Title 1

Our Title 1 committee will meet to analyze data and make revisions to our current plan to ensure continuous academic and reading improvement. Our results are shared in our personalized contacts with parents and our community partners through our staffing process. The Title 1 committee will work with the staff to evaluate the effectiveness of the strategies and to make adjustments to the plan for the following year.

Title I School-wide Team

Name	Title
Eitan Benzaquen	Principal
Erin Sturino	Program Support Teacher
Melissa Szejna	Social Worker
Andy Nason	Intervention Specialist
Don Ketterhagen	Community Impact Supervisor
Michael Sievert	Bridge Program Chair
Jason Paproth	TIME Program Chair
Kim Beascochea	Parent Representative

Title 1 Meetings 2015-2016

Date	Topic
8/19/15	Title I School-wide Plan Review
10/27/15	Title I School-wide Plan Review
1/05/16	Mid-Year Data Review
6/07/16	Comprehensive Needs Assessment and 2016-2017 Plan Development

School-wide Plan Components

Comprehensive Needs Assessment

Process

The comprehensive needs assessment process occurs in May during professional development time. MAP, out of school suspension (OSS), in school suspension (ISS), attendance, referrals and survey information is analyzed to identify program strengths and areas of concern. Additionally the school staff collaborates weekly to review individual student data. Hillcrest has a leadership team that completes the work in a collaborative effort.

Program Strengths

- Staff has had training in addressing student behavioral needs and in response to trauma sensitive care – Capturing Kids Hearts, Non-Violent Crisis Intervention, Circle of Courage, PBIS, Response to Pathways and Service Learning.
- Collaboration with the Kenosha County Division of Children and Family Services and Community Impact Programs to provide comprehensive academic and behavioral supports for students as well as outreach to families.
- Circle of Courage is the philosophical foundation of our daily practice to reclaim and restore students’ academic and behavioral needs.
- Identify skill gaps and tailoring instruction to meet the personalized learning needs of all students.
- Low class size offer and enhanced opportunity for students to have a strong sense of belonging.
- Youth workers are available to develop appropriate social and emotional behaviors.
- Regular home visits by administration, teachers and Youth workers.
- Service learning projects provide authentic learning opportunities, integrates curriculum, engage students in community participation and builds self-esteem.
- Staff meets weekly to review individual student data and intervention needs.

Specific Areas of Need

- Advance student access to technology and improve skills in the use of technology.
- Increase student sense of belonging by contributing to school and community needs.

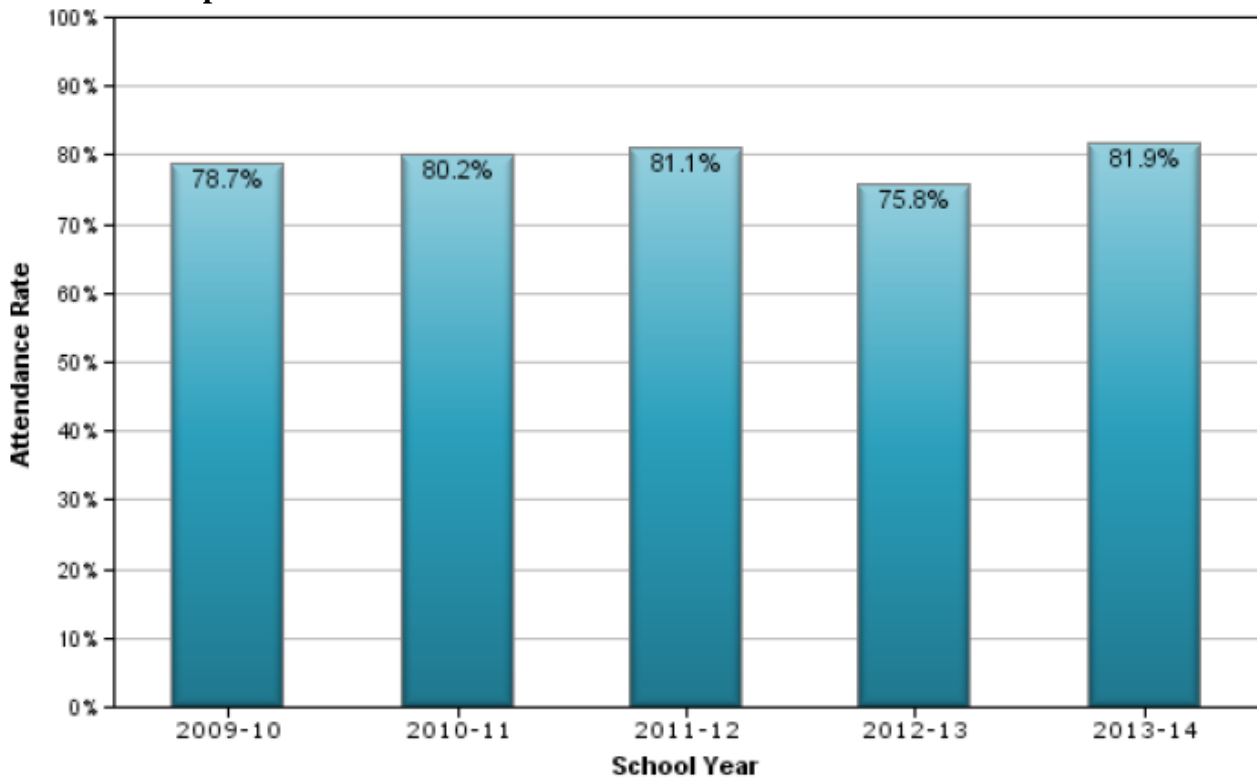
- Increase student social and emotional skills to increase learning time and to enhance student ability to transition.
- Identify and support individual student learning needs through assessment and personalization.
- Identify and support individuals with mental health and/or AODA concerns.
- Reduce skill gaps in literacy and numeracy.

2014-2015 Students Expelled or Under an Abeyance to Hillcrest

Total # of Students Served	132	100%
Expelled Students	6	4.5%
Abeyance Students	71	53.7%
Combined E&A Students	77	57.8%
Non E&A Student	55	41.6%

Attendance:

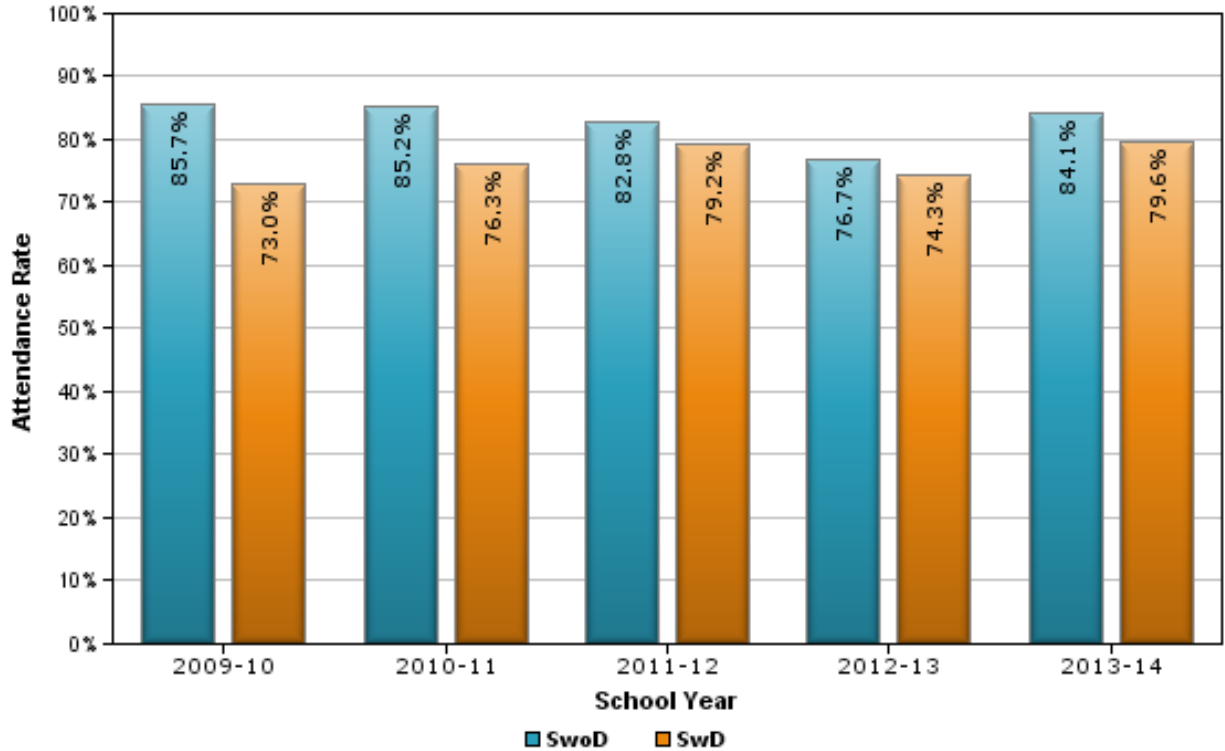
All Groups:



Total of 5 row(s) with 10000 Row Limit

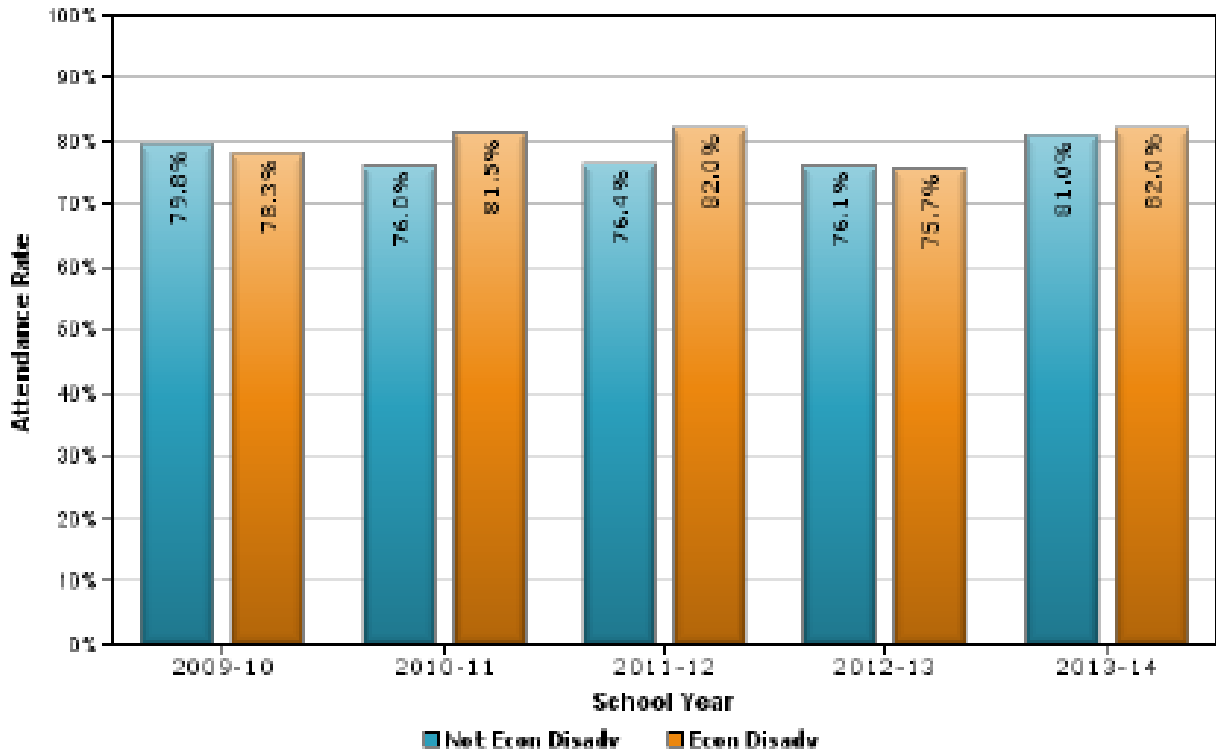
School Year	Student Count	Possible Days of Attendance	Actual Days of Attendance	Attendance Rate
2009-10	129	13541.0	10653.0	78.7%
2010-11	132	11606.0	9304.0	80.2%
2011-12	134	15474.0	12548.5	81.1%
2012-13	123	8806.5	6677.0	75.8%
2013-14	133	10520.5	8619.5	81.9%

Students with and without Disabilities:



Total of 10 row(s) with 10000 Row Limit					
School Year	Group By	Student Count	Possible Days of Attendance	Actual Days of Attendance	Attendance Rate
2009-10	SwoD	63	6035.0	5172.0	85.7%
2009-10	SwD	66	7506.0	5481.0	73.0%
2010-11	SwoD	67	5088.0	4334.0	85.2%
2010-11	SwD	65	6518.0	4970.0	76.3%
2011-12	SwoD	74	8163.0	6761.5	82.8%
2011-12	SwD	60	7311.0	5787.0	79.2%
2012-13	SwoD	69	5577.5	4276.5	76.7%
2012-13	SwD	54	3229.0	2400.5	74.3%
2013-14	SwoD	78	5497.0	4623.0	84.1%
2013-14	SwD	55	5023.5	3996.5	79.6%

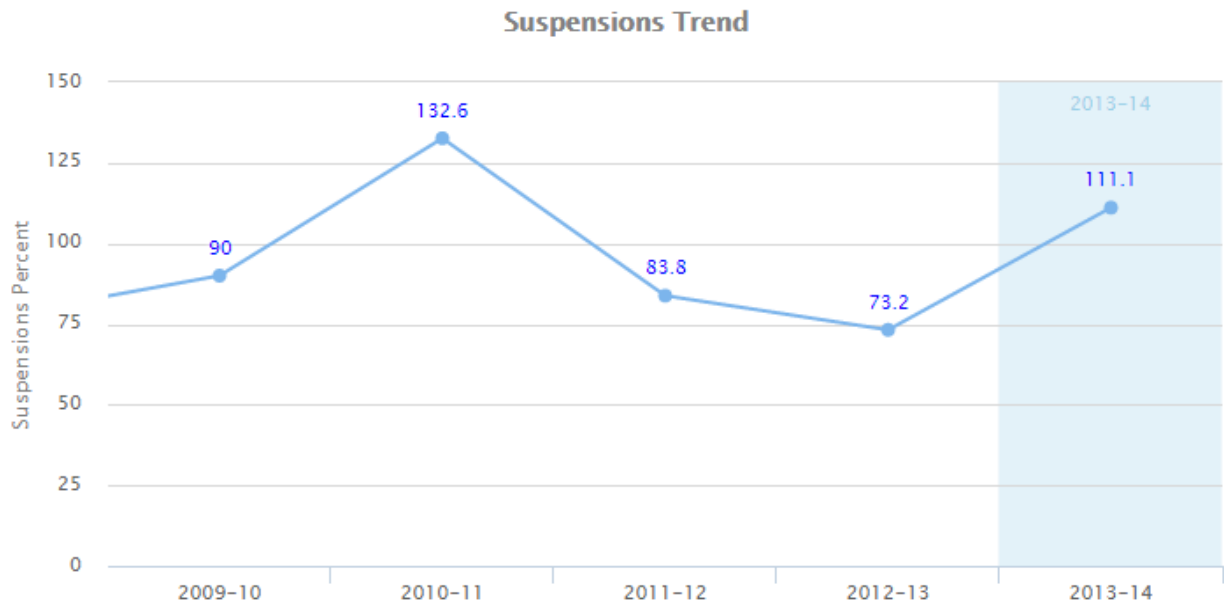
Socioeconomic:



Total of 10 row(s) with 10000 Row Limit

School Year	Group By	Student Count	Possible Days of Attendance	Actual Days of Attendance	Attendance Rate
2009-10	Not Econ Disadv	38	3342.0	2666.0	79.8%
2009-10	Econ Disadv	91	10199.0	7987.0	78.3%
2010-11	Not Econ Disadv	33	2808.0	2134.0	76.0%
2010-11	Econ Disadv	99	8798.0	7170.0	81.5%
2011-12	Not Econ Disadv	25	2499.0	1910.0	76.4%
2011-12	Econ Disadv	109	12975.0	10638.5	82.0%
2012-13	Not Econ Disadv	26	1767.0	1345.5	76.1%
2012-13	Econ Disadv	97	7039.5	5331.5	75.7%
2013-14	Not Econ Disadv	18	1213.5	983.5	81.0%
2013-14	Econ Disadv	115	9307.0	7636.0	82.0%

Suspension:



During the 2014-2015 School Year:

- T.I.M.E. Program had:
 - 32 students out of 43 total students serviced in 2014-2015 had at least one mental health diagnosis.
 - 25 students out of 43 total students serviced in 2014-2015 had at least one alcohol or other drug abuse (AODA).
- Bridge Program had:
 - 23 students out of 67 total students serviced in 2014-2015 had at least one mental health diagnosis.
 - 46 students out of 67 total students serviced in 2014-2015 had at least one alcohol or other drug abuse (AODA).

Reform Strategies

The school's Building Leadership Team, School Culture Committee, and Transition Committee are adopting and implementing the following building reform strategies:

- Measurement of Academic Progress (MAP) for assessment and linkage to Compass Learning personalized instruction for skill building in numeracy and literacy
- Increase exposure to reading material
- Circle of Courage for student engagement and social/emotional growth
- Student Opportunities for Academic Results (SOAR) for a supportive, alternate learning pathway
- Family engagement programming including family fun nights and parent learning nights
- Professional development in the areas of data analysis, social/emotional development, student and staff physical and emotional safety, and best practices surrounding instruction of at-risk students.
- Training and implementation of Trauma Sensitive strategies
- Implementation of Positive Behavior Intervention System
- Development and implementation of a rewards/acknowledgement system
- For Middle School only, Compass learning is utilized as an alternative manner of reteaching KUSD curriculum/preventing failure while supplementing the KUSD approved curriculum.

Highly Qualified Teachers

All teachers are highly qualified.

Staff Demographics*	2015-2016
Administrators	1
Teachers	10.83
Male Teachers	6
Female Teachers	5
Emergency Certified Teachers	0
Program Support Teacher	.25
LAP Teachers	0
Bilingual Teachers	.1
Special Education Teachers	4*
Counselor/Social Worker/Psychologist	1.4
Instructional Coach	0
Library Media Specialist	0
Instructional Technology Teacher	0
Educational Assistants	0.50
Behavioral Interventionist	0
Intervention Specialist	1
Total Staff	14.33

**Results are duplicated*

Strategies to Attract Highly Qualified Teachers

Kenosha Unified School District actively seeks and recruits highly qualified teachers. New teachers to the district participate in a five day New Teacher Orientation prior to the start of the school year. This orientation sets the tone for district expectations with regard to curriculum, effective instruction designed to meet individual student needs, and professional responsibilities.

Initial educators are assigned a mentor for the first year of employment. Together they participate in professional development and use a guidebook to review a multitude of topics related to effective instruction and classroom management. KUSD also offers support for initial educators with completing the Professional Development Plan process. Organizational Training and Development offers a course to assist with writing the PDP and they also coordinate PDP signing events each school year.

Professional Development

Professional Development is needed in two key areas: Reading Instruction and Social Emotional Behavioral Development. All teachers will continue to be provided training and support in utilization of Compass Learning and Northwest Evaluation Assessment Association (MAP Assessment). Further, ongoing professional development will focus on building staff capacity to work with students for the purpose of setting student learning targets and monitoring student progress thereafter. Teachers will personalize instruction to individual learners based upon each student's learning targets using MAP scores and Compass learning and informal skills assessments.

In addition, Hillcrest School staff will continue to develop skills to support students in their ability to reclaim their lives. Training will include Circle of Courage philosophy, Non-violent Crisis Intervention, proactive social skills training, gang intervention, AODA education, trauma informed care, and service learning. Further staff development will center on building staff capacity to personalize learning for students with respect to behavior skills enabling students to maximize their ability to engage fully in a safe and orderly manner.

Professional Development 2015-2016

Topic	Date
Nonviolent Crisis Intervention	Throughout the year
MAP	Throughout the year
At-Risk Conferences and Networking	Throughout the year
Compass	Throughout the year
Content Collaboration	Throughout the year
Service Learning/Project Based Learning	Throughout the year
Technology Integration	Throughout the year

Parental Involvement and Support

School-wide Planning

Hillcrest School parents are welcomed and recruited into the goal setting process for their son/daughter through an interview process for the purpose of goal setting and orientation to the school and school goals. Our Community Impact partners help families connect to community resources and serve as a liaison and advocate in communicating needs.

The school and parents will go through the Affinity process to create, implement and maintain school-wide SMART goals that align with the district mission and strategic direction.

Informing Parents

In addition to the weekly contacts teachers make with parents, Hillcrest School staff efforts to inform parents of their son's/daughter's progress include but are not limited to the following: Family Fun Night, IEP Meetings, and informal parent meetings which may include home visits. Parent conferences include Family Fun Night Activities that are designed to allow parents to be able to meet with their children's teachers in addition to the traditionally scheduled conferences and interact with their children's teachers in a relaxed atmosphere. All family members are invited to attend.

Our parent activities include blending sessions between parents and students, where parents, students and teachers get to meet in an informal environment and a less structured setting. Please find dates of our Family Fun Night activities noted below:

Parent Involvement Opportunities 2015-2016

Activities	Dates
Parent/Teacher Conferences & Family Fun Nights	(T.I.M.E) 11/3/15, 3/10/15 (Bridges) 11/5/15, 3/8/15
Home visits	Monthly
Phone calls/Emails	Weekly
Student Progress Notifications	Quarterly
Parent Learning-Trauma (Chat & Chew)	10/22/15
Parent Learning-Autism Awareness (Chat & Chew)	04/21/16
Joyce Epstein Parent Involvement Meetings	TBD
Parenting 911 Classes	TBD
Title I Committee Parent Representative	8/19/15, 1/5/16, 6/7/16

Transition Plan

All students who successfully complete and who successfully meet their individual goals are transitioned to their home school. Our transition process begins with our initial meeting for individualized goal setting. Each family is provided an overview of the transition process which is embedded in the school's philosophy of the Circle of Courage.

Each student's advisor serves as an advocate in student preparation to meet their goals. Transition ready students present their portfolio to the transition committee for review which provides evidence of the academic and social/emotional growth.

1. The students will attend school more than 75% of the time.
2. The students will earn passing grades in 75% of his classes.
3. The students will comply with school rules as aligned with his/her unique needs.
4. The students will demonstrate appropriate social skills for success.

Teacher Involvement in Use of Academic Assessments

The Hillcrest student and teaching community utilize the Measurement of Academic Progress as a tool to determine accurate scores, which enables the instructors to know how students are doing and where students are.

Timely and Effective Assistance

Hillcrest School T.I.M.E. and Bridge Center Programs are intentionally designed to support struggling learners. As such, KUSD, CIP and KCDCFS provide intensive support for each student. With the Circle of Courage at the philosophical core Hillcrest School staff works collaboratively with one another to address the needs of the whole child. Each week students are discussed at a staffing meeting comprised of individual representatives from each of the agencies above. During each meeting updates, strategies and successes of each student are shared and developed. Strategies to support individual learners are then carried out by all staff members and monitored in subsequent staffing meeting. Additionally, struggling learners have the support of CIP Youth Outreach Workers who are placed at the school for that very purpose. CIP Staff empower students with insight into themselves and their behavior and assist students in their mastery of new behaviors that will enable them to lead productive and happy lives independently. Students engage in activities after school hours with CIP staff for two main purposes: positive leisure and positive sense of belonging.

Teachers are trained in Non-violent Crisis Intervention, Circle of Courage, and PBIS making them highly skilled at meeting the many and diverse social and emotional needs our students. Teachers utilize these skills on a continuous basis as they aim to empower their students with insight and skills that allow their students to be successful in a safe and orderly school environment.

Hillcrest School offers students several options for credit recovery. Students utilize Compass Learning, a web based curriculum based upon the Common Core Standards to strategically recover credit. The Compass program allows teachers and students to identify skill gaps in student learning and to efficiently target such gaps with streamlined curriculum.

“Power Hour” a meeting multiple times a week provides an individualized learning opportunity for students to seek additional support and skill development.

Hillcrest School also invites students into the school on days when they are not scheduled to be present which allows teachers to personalize learning and to provide individualized support for learners.

Coordination and Integration of Federal, State and Local Services and Programs

Hillcrest School continues to work in collaboration with Kenosha Department of Children and Family Services and Community Impact Programs to meet the needs of our students and their families. We will use our strategic plan and Title 1 plan to guide our use of these funds and building the capacity of all students.