

## Hillcrest High School School Improvement Plan

### Mission:

Hillcrest High School strives to create an environment and educational experiences that will provide opportunities for students to become socially conscious, responsible citizens who are ready for college or the workforce. Students will graduate having the ability to collaborate, communicate clearly, think critically, and be productive members of the ever-changing society.

### Goals:

All students will improve upon their reading, writing, and communication skills in preparation of post high school opportunities. This will be demonstrated by improvement student performance within the classroom and on State-mandated tests such as the ACT Aspire.

All students will demonstrate improvement in the areas of problem solving, reasoning and critical thinking skills in preparation of post high school opportunities. This will be demonstrated by improvement in student performance within the classroom and on State-mandated tests such as the ACT Aspire.

Objective: Implement PBL (Project-Based Learning)/ PrBL (Problem-Based Learning) in grades 7-12.			
Rationale: PBL/PrBL provides students with authentic learning experiences in which they use critical thinking, collaboration, written and oral communication strategies that college and career demands.			
Data Sources	Action steps	Professional Learning	Evaluation
<b>2017-18 Hillcrest School NT Student Culture</b>	All teachers will be trained in the PBL/PrBL model	New tech Annual Conference On-site New Teacher	Classroom Walkthroughs, Learning Walks

<b>Report</b> 84% - positive connections to the school 68%- positive peer relationships 78% positive adult relationships 82 % - feel school is preparing them for college and career		training	
	Non-negotiable components of (authenticity, Knows/Needs/Next Steps, Collaboration, Presentation skills	New Teacher Training Mentoring Partnerships PLC focus	Echo Project Briefcase Classroom walkthroughs
2017-18 Average years of experience 3.0 years	Utilize the Hillcrest Facilitator handbook to implement New Teacher Mentoring and Teacher support team programs that meet on a regular basis	Reference handbook and keep accurate records for mentoring and team meetings	Feedback from state regarding mentor plan and documentation
1 instructional facilitator 2 certified NT teacher/trainers	Use Instructional facilitator and PBL Certified teachers to aid in project and curriculum building.	Mentor meetings	Authentic Projects built
Graduates returning from workplace and college acknowledging the Collaboration, technology skills, and communication skills are making a difference in their job/classes	Utilize rubrics to allow students to see growth in 5 schoolwide learning outcomes; Knowledge and thinking, oral communication, written communication, collaboration, agency	Rubric development for student growth	Rubrics Individual student progress reports in Echo
<b>Math</b> areas of concern: <ul style="list-style-type: none"> <li>Number systems</li> </ul>	Utilize testing data to identify gaps in curriculum or adjustments that		Monitor overall achievement and growth

<ul style="list-style-type: none"> <li>● Functions,</li> <li>● Justification/explanation</li> </ul> <p><b>Literacy</b> areas of concern</p> <ul style="list-style-type: none"> <li>● Production of writing</li> <li>● Language use</li> <li>● Key details</li> <li>● Integrating knowledge</li> </ul> <p><b>Science</b> areas of concern</p> <ul style="list-style-type: none"> <li>● Scientific investigation</li> <li>● Evaluation of models</li> </ul>	<p>need to be made in projects.</p>		<p>on interims and ACT Aspire</p>
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<p>Objective: Make use of flexible scheduling and special programs to target specific students that need additional support.</p>			
<p>Rationale: Need time built into the day to be able to address low grades, missing assignments, and/or targeted skill assistance to ensure students are earning on-time credits.</p>			
<p>Data Sources</p>	<p>Action steps</p>	<p>Professional Learning</p>	<p>Evaluation</p>
<p>ACT Aspire Literacy &amp;</p>	<p>Grades 7-12 utilize Structured</p>	<p>Setting schedule and</p>	<p>ACT Aspire Scores</p>

<p>Math # in each category</p> <p><i>7th - 19 need support</i>  <i>18 Close</i>  <i>16 Ready</i>  <i>7 Exceeding</i></p> <p><i>8th - 19 need support</i>  <i>10 Close</i>  <i>15 Ready</i>  <i>12 Exceeding</i></p> <p><i>9th - 33 need support</i>  <i>16 Close</i>  <i>17 Ready</i>  <i>8 Exceeding</i></p> <p><i>10th -37 need support</i>  <i>11 Close</i>  <i>14 Ready</i>  <i>14 Exceeding</i></p>	<p>Learning time 4 times per week to allow targeted assistance for particular skills in math, literacy, and science, as well as help on classwork and/or missing assignments.</p>	<p>expectations</p>	
<p>Arkansas GPS Data</p> <p><i>Number of discipline referrals? TBD</i></p> <p><i>Number of students with D's &amp;/or F TBD</i></p>	<p>Implement Independent Learning Time 4 days a week for 10-12, to allow students to have choice in what they work on as an incentive to keep grades up.</p>	<p>Setting schedule and expectations</p>	<p>Discipline referrals and Progress reports/</p>
<p>2017-18 Peer tutoring average attendance of 25</p>	<p>Utilize peer tutors during and after school to aid in student learning and in student ownership of their learning.</p>	<p>Preparation of student tutors</p>	<p>Attendance in peer tutoring.</p>

ACT Aspire Individual Student reports	Use ACT Aspire scores and interim testing to identify strengths and needs of particular students.	Overview of reading test reports	Test Results
	Utilize programs such as Lumos Learning and ACT Aspire Essentials to provide extra support for students	Teacher training in Particular program (lumos, masteryprep)	Program reports

Objective: Teachers will evaluate tasks to ensure that students are exposed and are refining skills at all Webb's Depth of Knowledge Levels

Rationale: By aligning the Depth of Knowledge we require in our classrooms, we will increase critical thinking, justification and explanation, which will, in turn, increase scores on ACT and ACT Aspire.

Data Sources	Action steps	Professional Learning	Evaluation
2017-18 ACT Aspire Percent Reading or Exceeding  <i>Grade levels scoring below state and national average</i> 7th - English, math, science & reading 8th - math and reading 9th - English and math 10th - English	Staff receive training on Webb's Depth of Knowledge levels and how it relates to ACT Aspire. This includes both initial and follow-up within our PLC meetings.	PD sessions PLC meetings	Classroom walkthrough
	Staff will examine classroom tasks for complexity vs. difficulty .	PLC meetings	Classroom walkthrough
	Classroom tasks will include a variety of DOK levels, but will focus on DOK level 3 to ensure our students are college and career ready and prepared for the	PLC meetings Knowledge of DOK levels of the particular Aspire tests	Standardized test scores Classroom walkthroughs

	ACT Aspire.		
	Incorporate justification and explanation into all disciplines	Development of questions and tasks to align to DOK levels	Student work Standardized test scores