

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 in 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
2017-18 Hillcrest School NT Student Culture Report <i>84% - positive</i>	All teachers will be trained in the PBL/PrBL model	New tech Annual Conference On-site New Teacher training	Classroom Walkthroughs, Learning Walks

<p><i>connections to the school</i> 68%- positive peer relationships 78% positive adult relationships 82 % - feel school is preparing them for college and career</p>	<p>Non-negotiable components of PBL (authenticity, Knows/Needs/Next Steps, Collaboration, Presentation skills)</p>	<p>New Teacher Training Mentoring Partnerships PLC focus</p>	<p>Echo Project Briefcase Classroom walkthroughs</p>
<p><i>Teacher feedback indicates a need to be able to narrow the focus for specific PBL components</i></p>	<p>Each teacher has designated classes that are PBL focused, and a specific number of projects that are being developed each year for that course.</p>	<p>New Teacher Training Mentoring Partnerships PLC focus</p>	<p>Echo Project Briefcase Classroom walkthroughs</p>
	<p>Work toward a common format for agendas that are student focus rather than teacher focused, and allow for student input.</p>	<p>Common format developed by the teacher</p>	<p>Spot checks of agendas Classroom walkthroughs to see evidence of student use</p>
<p><i>2017-18 Average years of experience 3.0 years</i></p>	<p>Utilize the Hillcrest Facilitator handbook to implement New Teacher Mentoring and Teacher support team programs that meet on a regular basis</p>	<p>Reference handbook and keep accurate records for mentoring and team meetings</p>	<p>Feedback from state regarding mentor plan and documentation</p>
<p><i>1 instructional facilitator</i> 2 certified NT teacher/trainers <i>Interim assessments</i></p>	<p>Incorporate PLC meetings both during the school day and morning meetings to allow teachers time to use data to plan projects and drive activities as well as critical friends feedback from other staff</p>	<p>PLC focus</p>	<p>Staff feedback surveys Classroom Walkthroughs</p>

	members.		
<i>1 instructional facilitator 2 certified NT teacher/trainers</i>	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
<p>Math areas of concern:</p> <ul style="list-style-type: none"> ● Number systems ● Functions, ● Justification/explanation <p>Literacy areas of concern</p> <ul style="list-style-type: none"> ● Production of writing ● Language use ● Key details ● Integrating knowledge <p>Science areas of concern</p> <ul style="list-style-type: none"> ● Scientific investigation ● Evaluation of models 	Utilize testing data to identify gaps in curriculum or adjustments that need to be made in projects.	Reading aspire reports and utilizing data	Monitor overall achievement and growth on interims and ACT Aspire

Objective: Make use of flexible scheduling and special programs to target specific students that need additional support.

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.

Data Sources	Action steps	Professional Learning	Evaluation
<p>ACT Aspire Literacy & Math # in each category <i>7th - 19 need support</i> <i>18 Close</i> <i>16 Ready</i> <i>7 Exceeding</i> <i>8th - 19 need support</i> <i>10 Close</i> <i>15 Ready</i> <i>12 Exceeding</i> <i>9th - 33 need support</i> <i>16 Close</i> <i>17 Ready</i> <i>8 Exceeding</i> <i>10th -37 need support</i> <i>11 Close</i> <i>14 Ready</i> <i>14 Exceeding</i></p>	<p>Grades 7-12 utilize Structured Learning time 2 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>Setting schedule and expectations</p>	<p>ACT Aspire Scores</p>
<p><i>2018-19 Student D's and F's decreased from the previous school year.</i></p>	<p>Implement Independent Learning Time 2 days a week for 7-12, to allow students to have choice in</p>	<p>Setting schedule and expectations</p>	<p>Progress reports</p>

	what they work on as an incentive to keep grades up.		
2018-19 Peer tutoring average attendance of 10	Utilize peer and teacher tutors during and after school to aid in student learning and in student ownership of their learning.	Preparation of student tutors	Attendance in peer tutoring.
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 ACT Aspire Essentials to provide extra support for students	Teacher training in Particular program (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 Ready or Exceeding <i>Grade levels scoring below state and national</i>	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

<i>average</i> <i>7th - English, math, science & reading</i> <i>8th - math and reading</i> <i>9th - English and math</i> <i>10th - English</i>	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 ACT Aspire.	PLC meetings Knowledge of DOK levels of the particular Aspire tests	Standardized test scores Classroom walkthroughs
	Incorporate justification and explanation into all disciplines	Development of questions and tasks to align to DOK levels	Student work Standardized test scores