Continuous School Improvement Plan

“All students college, career, and citizenship ready.”

Overarching Goal
**Academic Goal**

**Problem Statement**
46% of all students at HHS are off track with having one or more D's or F's in any one class. From data analysis we believe this pattern is most common with low income (off track at 55%), Hispanic (off track at 47%), and our ELL (off track at 59%). We believe the problem is: a result of language acquisition and academic vocabulary, student engagement, and academic/behavioral support for all students.

**SMART Performance Goal**
HHS by the end of 2nd quarter of the 2017-18 school year will decrease the number of students with one or more D's or F grades in any one class to 35%. We will do this by increasing the use of informational text in all instruction, engaging students in a school wide common note taking strategies.

**What evidence-based instructional strategy will be your focus for the year?**
We will do this by increasing the use of information text in all instruction, and engaging students in a school wide common note taking strategies.

**What system structures/routines/procedures (if any) will need to be added, altered, or omitted?**
Continues implementation through BLT leadership and expectation that all teachers consistently provide students with informational texts accessing academic vocabulary and student accountability for academic notes in every class.

**Learning Goal—What are teachers expected to learn and implement in the classroom?**
Teachers will…
- Learn about and develop literacy instructional skills using scaffolded reading strategies and explicit vocabulary instruction from the secondary literacy block.
- Identify and incorporate a variety of informational texts for each class based on text complexity and expected student outcome.

Teachers will …
- Continue to work as departments to increase engagement by modeling, teaching and incorporating common note-taking in daily instruction: with students writing learning objectives, capturing important information, creating student generated questions for review and application and summarizing main ideas of lessons.
- Teachers will increase their knowledge of effective note taking and how to better use notes as an effective tool for student learning and student access to academic vocabulary.

**How will progress toward this goal be monitored?**
- Local data gathered quarterly through IPLC implemented CFA’s
- IPLC notes
- IPOP data
- Disclosure Documents
- Student and teachers surveys
How and when will progress be communicated with stakeholders?
Every quarter, teachers, BLT, SCC will receive school wide student proficiency data and survey results to determine data points on the above stated overall goal of fewer D's and F's. Note taking and use of informational text will be determined by IPLC notes and documentation.

**Current School Year Professional Development/Coaching Action Plan**

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<thead>
<tr>
<th>Tasks/Action Steps/Events</th>
<th>Timeline</th>
<th>Person Responsible</th>
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<tbody>
<tr>
<td>Specific PD on: Structured Note Taking, Consistently integrating informational texts and explicit</td>
<td>On going throughout the year.</td>
<td>Greg Leavitt, Cynthia Lloyd, Scott Lambert, BLT</td>
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**Budget**

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[Link to CSIP Dashboard](https://dashboard.canyonsdistrict.org/csip/csipprint.cfm?id=51)
School Climate Goal

Problem Statement
According to the School-Wide PBIS (SWPBIS) Tiered Fidelity Inventory survey results, HHS is inadequately teaching students PBIS expectations and inconsistently implementing a proactive, and/or restorative approach to student behavior. For example, BLT and administrative team survey results, from a scale of 0 to 2, show a score of “1” for the following indicators: Teaching Expectations: Expected academic and social behaviors are taught directly to all students in classrooms and across other campus settings/locations. Discipline Policies: School policies and procedures describe and emphasize proactive, instructive, and/or restorative approaches to student behavior that are implemented consistently. We believe HHS needs more positive behavioral interventions and interactions between Hillcrest staff, parents and students and consistent teaching of school-wide PBIS rules and expectations.

SMART Performance Goal
By the end of the 2017/18 school year, Hillcrest High School will increase the School-Wide PBIS (SWPBIS) Tiered Fidelity Inventory scores for teaching academic and social behaviors and consistent use of proactive approaches to increasing student behavior to scores of “2”. We will do this by increasing the number of PBIS incentive/rewards cards distributed to students, increasing the number of Husky Grams sent to students, and implementing consistent teaching of school-wide, monthly PBIS lessons in order to build stronger, positive relationships and connections between faculty, families and students.

What climate enhancing support will be your focus for the year?
HHS will continue to expand and develop our school-wide PBIS program by continuing to teach our school rules and expectations through monthly lessons, distributing and tracking the amount of PBIS Incentive/Rewards Cards given to students and Husky Grams sent to families.

What system structures/routines/procedures (if any) will need to be added, altered, or omitted?
- Increasing the efficiency and accountability for monthly cycles of PBIS Incentive/Rewards Card distribution and tracking.
- Explicitly teaching rules and expectations in classrooms and/or school assemblies, at least once per month.
- Effective positive communication to homes i.e. Husky Grams sent home weekly from every teacher.

Learning Goal - What are teachers expected to learn and implement in the classroom?
- Teach at least one BLT provided lesson per month on school-wide rules and expectations.
- Encourage positive student behaviors throughout the school by enforcing school-wide rules and expectations, giving appropriate positive and corrective feedback for students’ behavior and following up with appropriate office referrals, when needed.
- Give one PBIS Incentive/Reward card monthly to every student, in every class.
- Positive home communication.

How will progress toward this goal be monitored?
- Fall and Spring TFI survey results
- Student surveys of PBIS Incentive/Rewards cards effectiveness.
- Weekly teacher sign-off sheet for Husky Grams.
How and when will progress be communicated with stakeholders?
HHS will communicate through Husky Strong weekly emails and through the school website, faculty celebrations, through monthly BLT notes, SCC and PTA communications.

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<td>Specific PD; on the importance of positive relationship with students,</td>
<td>Ongoing throughout the year of 17-18</td>
<td>Gregory Leavitt, Cynthia Lloyd, Scott Lambert, BLT</td>
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