# 2018-19 Hillcrest High School
## Continuous School Improvement Plan

### Overarching School Goal
Through teacher clarity of Tier I instructional standards and success criteria, all students that regularly attend at Hillcrest High School will be able to achieve 80% mastery on subject level standards-based formative assessments and show growth on end of course district/state benchmarks, i.e. ACT, State Testing, SRI, SMI.

<table>
<thead>
<tr>
<th>Hillcrest Academics</th>
<th>Hillcrest School Climate</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Problem Statement</strong></td>
<td><strong>Problem Statement</strong></td>
</tr>
<tr>
<td>63% of 9th and 10th grade students are advanced or proficient on the SRI; 22% of 9th and 10th grade students are advanced or proficient on the SM; 56% of all students are reaching mastery on subject level CFAs. This pattern is most common in low income and ELL populations. We believe the problem is a result of a lack of a student growth mindset in school culture and Tier 1 instructional clarity. A strategy for improvement is a focus on relevant standard driven and teacher driven interactive note-taking and close reading of informational text.</td>
<td>23% of students are not graduating with their class and 14% of students are at-risk and 26% of students are off track for D’s and F’s. This pattern is most common in 9th and 10th, ELLs, SPED, and low income students. We believe the problem is a result of a lack of a comprehensive school plan for student relationships and one-on-one teacher support with students. A strategy for improvement is implementing an academic preparation period (APP) for intervention, with a focus on Tier 2 instruction which includes reteaching and reassessment.</td>
</tr>
<tr>
<td><strong>Academic SMART Goal</strong></td>
<td><strong>School Climate SMART Goal</strong></td>
</tr>
<tr>
<td>By third quarter of the 2018/19 school year, 68% of students at Hillcrest High will achieve proficiency on the Reading Inventory, 50% of students will achieve proficiency on the Math Inventory, and 65% of students will achieve a mastery level of 80% or higher on Subject Level CFA’s. This will be achieved through a growth mindset throughout school culture and Tier 1 instructional clarity. With a focus on relevant standards and teacher driven interactive note-taking and close reading of informational text.</td>
<td>Hillcrest High School’s graduation rate will raise to 85%. By third quarter of the 2019/20 school year, the percentage of students who are at-risk for D’s and F’s will drop to 5%, and the percentage of students who are off track for D’s and F’s will drop to 15%. This will be achieved through the implementation of an academic preparation period (APP) for intervention, with a focus on Tier 2 instruction which includes reteaching and reassessment.</td>
</tr>
<tr>
<td><strong>Academic Learning Goal</strong></td>
<td><strong>School Climate Learning Goal</strong></td>
</tr>
</tbody>
</table>
| Since vocabulary and informational texts are essential for student understanding of what they are reading, teachers have agreed through department and BLT meetings that teachers will implement the following strategies. | Teachers Will Use:  
- Academic Planning Period (APP)  
- Reteaching Groups  
- Planners  
- APP incentives (PBIS cards, Husky Hut)  
- Husky Huddle  
- WWHD recognitions  
- Husky Grams  
- Attendance Incentives  
- School-wide Attendance Plan (Husky Strong Arm) | |
| Teachers will use...  
1) Comprehensive Close Reading of Informational Text - we can explain how the informational texts chosen connect to our curriculum, standards, and success criteria.  
   a) Pre-teaching (Background, Context, Format)  
   b) Explicit Vocabulary Instruction  
   c) Annotating and Interacting with the text  
   d) Analysis  
   e) Written and verbal responses  
2) Interactive Note-Taking  
   a) Focusing on relevant instructional standards with a clearly student written stated objective  
   b) Capturing  
   c) Questioning  
   d) Summarizing  
   e) Reviewing and Applying  
3) Continuing effective IPLC data-driven teams  
4) Using data to identify and implement re-teaching groups | **Technology Connection**  
Once a quarter, teachers will analyze student data by using Data Dashboard to look up EWS for their students or use Canvas to set up and give two IPLC created CFAs. |