



High School Progress Team October 27, 2005

A Celebration of Successes at
Hillcrest High School



Scope and Spectrum

- ◆ Hillcrest as a community
- ◆ Establishment of our direction
- ◆ Original goals
- ◆ Resulting changes in management
- ◆ Cultural changes in community
- ◆ Barriers to the change process
- ◆ Timeline for future goals



Hillcrest's Mission Statement (2000)

The purpose of the Hillcrest High School Educational Community is to provide an atmosphere that encourages educational competency, social responsibility, and individual ability.



Demographics at HHS

◆ Enrollment: 1716

- Seniors (529)
- Juniors (581)
- Sophomores (547)
- Self-contained (59)

◆ Racial Diversity

- Asian (25)
- African American (19)
- Caucasian (1426)
- Hispanic (183)
- Native American (13)
- Pacific Islander (15)
- Other (9)

(Data from CSIP, 2004)



Economic Diversity (2005)

- ◆ Free lunch (n = 515)
- ◆ Reduced Lunch (n = 147)
- ◆ Fee waivers (n = 391)
- ◆ Mobility rate (n = 1084) 2003-04



Extracurricular Activities

- ◆ Band/Orchestra
- ◆ Performing Arts
- ◆ Athletics Programs
- ◆ Academic Clubs
- ◆ Debate
- ◆ Student Government
- ◆ Leadership Clubs



Academic Performance

2004-05

- ◆ Cumulative GPA (median = 3.23 (seniors))
- ◆ CRT Scores (2005, n = 2558) (Pass/No Pass)
 - Biology (n = 443; 268/165)
 - Elementary Algebra (n = 192; 68/124)
 - Geometry (n = 300; 180/120)
 - Language Arts 10 (n = 586; 417/179)
 - Language Arts 11 (n = 491; 392/99)
 - Physics (n = 185; 138/47)
 - Chemistry (n = 361; 127/134)



Academic Performance (cont'd)

2004-05

- ◆ ACT (n = 326, average composite = 22.7)
- ◆ Advanced Placement (n = 672, 69% pass rate)
- ◆ International Baccalaureate
 - Diploma (n = 10, 9 passed)
 - Anticipated Diplomas (n = 16)

2005-06

- Special Education (n = 208)
- ESL (n = 238, 71 are level 1)



Original Goals of CSIP (2004)

- ◆ Areas of Most Critical Academic Need:
 - Higher expectations for academic successes
 - Improved reading skills
 - Accelerated English language skills for ESL students
 - Programs to meet the diverse needs of individual students



Resulting Changes

Administration

- ◆ Husky PAC
 - Department Chairs
 - Technology Committee
 - Accreditation Committee
 - Teacher Professional Development Committee
 - School Advisory Committee
 - Administrative Staff
 - School Safety Committee
 - Small Learning Communities Committee
 - Counseling Staff

Culture

- ◆ Academic (language arts, math, science, etc.)
 - Educational competency
 - Individual Ability
- ◆ School Atmosphere
 - Social Responsibility
- ◆ Communication/
Community
 - Community Involvement
- ◆ ESL
 - Endorsed teachers and paraprofessionals



Barriers to the Change Process

- ◆ Increased state requirements for graduation
- ◆ Lack of diverse community involvement
- ◆ Pedagogical differences within faculty
- ◆ Mobility rate of students
- ◆ Collaboration time to move from training to implementation in professional development
- ◆ Archaic system for reporting grades
- ◆ Too many senior electives vs. limited choice for IB program



Timeline for Future Goals

- ◆ High School Reinvention Symposium (2005)
- ◆ Objective #1: To improve relationships with students, parents, teachers and staff, and community stakeholders
- ◆ Objective #2: To build a more comprehensive K-12+ vertical team, collaborative effort in order to increase rigor, relevance, and stretch for every student

Objective #1: Action Plan

| <i>Actions to Be Taken</i> | <i>Who will do this?</i> | <i>By When?</i> |
|---|---|---|
| <p><u>Students</u></p> <ul style="list-style-type: none"> - Expand the school orientation and registration fair. - Establish a mentoring program for incoming sophomore students. - Continue to improve relationships with each and every student through school recognition programs in the school, as well as improve teacher connections with students by increasing participation in such programs. | <ul style="list-style-type: none"> - PTSA - Administration - Faculty - Counselors | Starting immediately and becoming a continuous process. |
| <p><u>Parents</u></p> <ul style="list-style-type: none"> - Continue and improve upon the newsletter and communication with local news agencies. - Establish a parent point program to increase parent participation at school activities. - Expand parent representation on the School Community Council and PTSA that is representative of all populations of the student body. | <ul style="list-style-type: none"> - PTSA - Administration - Community Councils - Student Government Officers and Advisor | Starting immediately and becoming a continuous process. |
| <p><u>Teachers</u></p> <ul style="list-style-type: none"> - Establish a faculty recognition committee to acknowledge teachers' efforts. - Improve teacher collaboration time. | <ul style="list-style-type: none"> - Administration - Teachers | Starting immediately and becoming a continuous process. |
| <p><u>Community Stakeholders</u></p> <ul style="list-style-type: none"> - Increase school communication with local news agencies so the community is aware of what is positively happening in the school. - Increase school public relationships with various community businesses by developing a school packet that will contain things, such as sports schedules, activity dates, and various happenings around the school. | <ul style="list-style-type: none"> - Administration - Teachers - Student Government Officers and Advisor | Starting immediately and becoming a continuous process. |



Objective #1: Data to Measure Effectiveness (HSRS, 2005)

- ◆ Satisfaction Surveys
- ◆ Needs Assessments
- ◆ Attendance Numbers
 - School
 - Activities

Objective #2: Action Plan

| <i>Actions to Be Taken</i> | <i>Who will do this?</i> | <i>By When?</i> |
|---|---|---|
| To continue Language Arts, K-12 vertical teaming, with an emphasis on more effectively addressing the new state core curriculum. | <ul style="list-style-type: none"> - Administration (K-12) - District Office (Curriculum Specialists) - Language Arts Department Chairs and - Team Leaders (K-12) | Starting immediately and becoming a continuous process. |
| To establish a vertical teaming process and build collaborative relationships in Social Studies, Mathematics, Science, and Foreign Language. | <ul style="list-style-type: none"> - Administration (K-12) - District Office (Curriculum Specialists) - Department Chairs and Team Leaders (K-12) | Starting immediately and becoming a continuous process. |
| To develop K-12 benchmarks in all core areas to determine curriculum strengths and areas of improvement. | <ul style="list-style-type: none"> - Counseling Center (K-12) - Department Chairs (K-12) - Team Leaders (K-12) | Spring of 2006- Fall of 2007 |
| To implement K-12 professional development for the purpose of addressing scope and sequence and rigor and relevance for each and every child. | <ul style="list-style-type: none"> - Administration (K-12) - District Office (Curriculum Specialists) - ELL Specialists (School and District Levels) - Special Education Specialists (School and District Levels) | Spring of 2006- Fall of 2007 |
| To improve school communication with post-secondary organizations. | <ul style="list-style-type: none"> - Counselors - CTE - Work-based Learning Coordinator | Starting immediately and becoming a continuous process. |





Objective #2: Data to Measure Effectiveness

- ◆ End of Course State Tests
- ◆ Iowa Tests
- ◆ Utah Basic Skills Competency Tests
- ◆ Individual Core Assessments
- ◆ Disaggregation of Data
- ◆ ACT Scores
- ◆ AP/IB Scores
- ◆ Freshman Success Report
- ◆ CTE Comprehensive State Exams