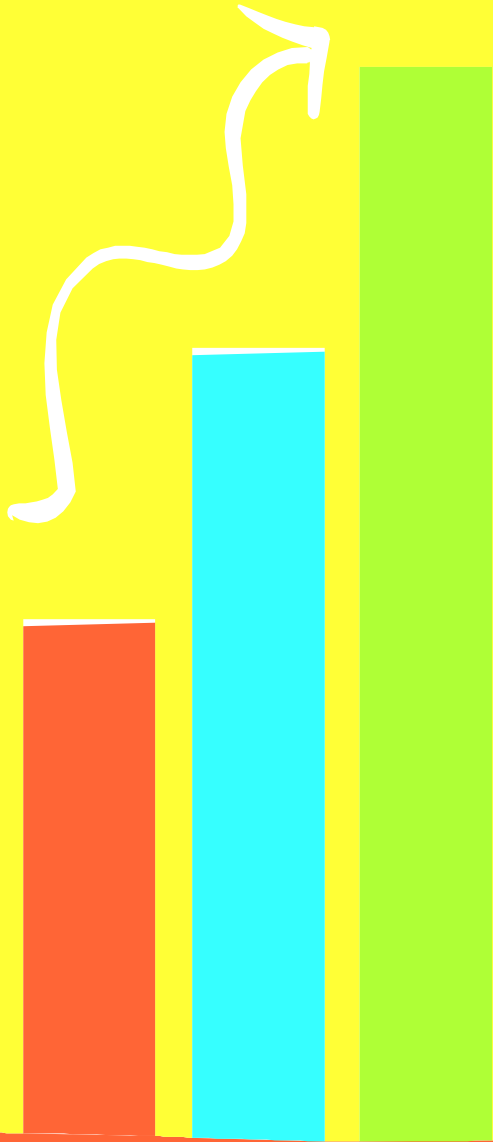


Continuous Improvement



Continuous Improvement Continuums

On May 18th, 2005, teachers met by planning period groups to reach consensus on the Continuous Improvement Continuums (CIC). The meetings were facilitated by the Instructional Coach. Each period group was given a section of the School Portfolio to review. Next, the staff reached consensus on Approach, Implementation, and Outcome of the process under discussion. Finally the staff discussed next steps to help the school move to the next level in the rubric.

During each of the eight meetings, there was a general concern expressed by the teachers about wanting to achieve and do more for students and the community but not having enough quality time to devote to the task.

The following are the results for each portfolio are:

Information and Analysis Continuum

In October 2003, the Hillcrest High School staff again rated our school a 2 on approach, implementation, and outcome on the Information and Analysis Continuum. Similar results were determined the 2004 school year. However, the 2004-5 school year indicated some improvement in the approach and implementation of how HHS is now collecting and using data.

Information and Analysis

Implementation Check & Next Steps 2003-2004

In 2003 the staff agreed that:

- We do have data but do not know if we are actually using it to implement changes.
- All data is not readily available to staff for planning of instruction.
- We do not collect enough data from surveys of students and parents on specific areas.
- We have not analyzed data/information for root causes.
- Individual departments use data for specific area improvements but there is no collaboration within the school.

In 2003-04 the staff of Hillcrest High School agreed that the following steps need to be taken at the school level with respect to the Information and Analysis Continuum:

We need to:

- Revise our strategic quality plan based on data and the goals and mission of the school.
- Give staff relevant data in a logical format.
- Collect data that tracks former students.
- Analyze data collected for root causes and implement changes based on the analysis.
- Use the results of surveys developed in 2003-2004 school year to make recommendations for the 2004-2005 school year.
- create a survey which allows us to disaggregate data by grade, gender, and ethnicity
- create a survey for the community and parents
- Compare strengths and weaknesses from this survey with previous surveys.

Information and Analysis

Implementation Check & Next Steps 2004-2005

During the 2004-05 school year.

- The strategic plan was written for 2005-2010 based on hard data from HSAP and EOC tests and disaggregated by subgroups and analyzed for root causes. This data is available in the Information and Analysis and Student Achievement sections of the School Portfolio.
- The following surveys were completed by all staff and a random sample of students and parents.
 - School Report Card Survey
 - Greenville County Schools Survey

Teachers felt that the PAS-T teacher evaluation tool has increased their awareness of collecting and using data to increase student achievement.

Next steps for the 2005-2006 school year:

- Now that we have an efficient way of collecting and analyzing data through the Ease-e data base, our next step will be to use that data to make changes in the instructional practices of HHS and determine the impact of those changes.
- We will study the perception data provided by the state report card and district surveys to determine what changes need to be made to meet the needs of our community.

Implementation Check & Next Steps 2005-2006

During the 2005-2006 school year:

- Data was collected from various sources (MAP scores, Ease-e, School Report Card, etc.) to inform decision making
- Teachers continued to use the PAS-T evaluation tool from which teacher/instructional data can be derived.

Next steps for the 2006-2007 school year:

- Data will continue to be used to make changes in the instructional practices of HHS and determine the impact of those changes.
- We will study the perception data provided by the state report card and district surveys to determine what changes need to be made to meet the needs of our community.
- Continuous study and evaluation of models that demonstrate wall-to-wall SLCs will occur as we restructure schedules, departments, and course offerings.

Information and Analysis

Implementation Check & Next Steps 2006-2007

During the 2006-2007 school year:

- Data was collected from various sources (MAP scores, SASI, School Report Card, state reports, etc.) to inform decision making
- Teachers continued to use the PAS-T evaluation tool from which teacher/instructional data can be derived.
- More professional development opportunities were offered to assist staff with collecting and disaggregating data for goal setting purposes.

Next steps for the 2007-2008 school year:

- Data will continue to be used to make changes in the instructional practices of HHS and determine the impact of those changes.
- A visit to a Design Studio school in Statesboro, Georgia, gave a team ideas for presenting data in the form of Data Walls
- We will study the perception data provided by the state report card and district surveys to determine what changes need to be made to meet the needs of our community.
- Continuous study and evaluation of models that demonstrate wall-to-wall SLCs and facilitate the implementation of High Schools That Work initiatives will occur as we restructure schedules, departments, and course offerings.

Implementation Check & Next Steps 2007-2008

During the 2007-2008 school year:

- Data was collected from various sources to make scheduling decisions.
- Teachers continued to use the PAS-T evaluation tool from which teacher/instructional data can be derived.
- Established professional development opportunities for goal setting, MAP data analysis, HSAP programs were maintained from the previous school year and refined.

Next steps for the 2008-2009 school year:

- Data was prioritized so that the school could develop a greater “focus” as to what data should be evaluated and used for instructional decisions.
- Demographic data will be carefully tracked to see how changes impact both the instructional practices and performance results of HHS.
- The creation and presentation of Data Walls throughout the school to communicate “priority data” to
- Continuous study collaboration with CDFs, Guidance, and district officials to monitor and adjust course offerings to be in compliance with HSTW and Career Pathways will be a priority.

Information and Analysis

Implementation Check & Next Steps 2008-2009

During the 2008-2009 school year:

- Data was prioritized so that the school could develop a greater “focus” as to what data should be evaluated and used for instructional decisions.
- Performance goals were adjusted to reflect this prioritization.
- Teachers continued to use the PAS-T evaluation tool from which teacher/instructional data can be derived.
- Established professional development opportunities for goal setting, MAP data analysis, HSAP programs continued to be implemented and refined.
- Guidance Counselors and CDFs met with ninth grade students and their parents to create Individualized Graduation Plans (IGPs).

Next steps for the 2009-2010 school year:

- Professional development for the entire administrative team to provide instruction on how to interpret and use data to determine needs.
- Priority data will continue to be communicated to students and faculty members with a focus on improvement in the areas of SAT/ACT scores, HSAP/EOC/AP passage rates, graduation rate and attendance.
- Present data to students to explain its importance and their role in contributing to the data.
- Provide in class guidance workshops to present students with information regarding the SAT and ACT, while assisting them with decision-making as to which test will allow them to exhibit their academic strengths.
- Protect collaboration time for teachers in the same department/with the same preps.

Student Achievement Continuum

In October 2003, the Hillcrest High School staff rated our school 2 on approach, implementation, and outcome on the Student Achievement Continuum. The 2004-05 consensus remains the same.

Student Achievement

Implementation Check & Next Steps 2003-2004

In 2003 it was noted:

- the data we have is not analyzed in relation to student learning standards.
- Teachers believe all students must be addressed in developing a continuum of learning.
- Teachers understand the need to study effective strategies for instruction and assessment; however, more opportunities for study need to be available.
- Students and parents are not surveyed with regards to the students' learning experience and the perception of student achievement.
- There are some support strategies in place, but student feedback or analysis of achievement data does not drive them.

2003-04 next steps.

The staff of Hillcrest High School agreed that the following steps need to be taken at the school level with respect to the Student Achievement Continuum.

We need to:

- collect and compare student performance data to standards of learning to improve student achievement
- Provide workshops for teachers to study different learning styles and effective instructional strategies.
- Develop surveys to obtain student feedback regarding achievement and analyze the data to adjust support strategies.

Student Achievement Implementation Check & Next Steps 2004-2005

In 2004-05 the following were implemented

- Student achievement data was made available to teachers on the HHS server.
- Data was analyzed and we are seeing improvements in student achievement on HSAP, SAT, and AP tests.
- Workshops were provided to teachers on researched based instructional strategies including Questioning, Summarizing, Activating Prior Knowledge, and Non-Linguistic Strategies.
- The PAS-T caused teachers to pre and post-test their students and analyze their effectiveness with their instruction.

Next Steps for 2005-06.

- Teachers will collect and be provided with data and will use the data to come up with effective approaches to increasing student achievement.
- Teachers will continue to conduct self-assessments as indicated in their PAS-T portfolios to continually improve their own performances.
- There needs to be more effort from departments to identify essential learning by subject and insure that instruction and assessment are aligned.
- The biggest obstacle to accomplishing these tasks is TIME. Teachers suggested a return to the Wednesday late arrival for students so that they could have quality time to plan and attend staff development. Another suggestion was to suggest to the district that they carefully consider how teacher workdays are scheduled through the year.

Student Achievement

Implementation Check & Next Steps 2005-2006

In 2005-2006 the following items were implemented:

- Continuous professional development on best practices, differentiated learning and assessments, incorporation of technology, etc. during planning periods and after school.
- Teachers were involved with data collection and data reporting through the portfolio and other reports.
- Continued effort in ensuring that lessons plans are aligned to the standards.

Next Steps for 2006-2007:

- Improved method for communicating data to entire faculty, students and the community
- Continued pre-test and post-testing by teachers for PAS-T and period reflection
- Designing courses and support structures (such as remediation, tutorials, HSAP preparation courses) to accommodate students who are at risk.
- As in previous year's, the allocation for teacher work days to allow for uninterrupted professional development was hindered by the sporadic allocation in the school calendar.

Student Achievement Implementation Check & Next Steps 2006-2007

In 2006-2007 the following items were implemented:

- Continuous professional development on best practices, differentiated learning and assessments, incorporation of technology, etc. during planning periods and after school.
- Teachers were involved with data collection and data reporting through the portfolio and other reports.
- Continued effort in ensuring that lessons plans are aligned to the standards.

Next Steps for 2007-2008:

- Improved method for communicating data to entire faculty, students and the community through discussions, data walls, and frequent presentation of data to faculty.
- Continued pre-test and post-testing by teachers for PAS-T and period reflection
- Designing courses and support structures (such as remediation, tutorials, HSAP preparation courses) and seeking outside support services to accommodate students who are at risk.
- Create a master schedule that allows for common planning for teachers to facilitate collaboration.

Student Achievement Implementation Check & Next Steps 2007-2008

In 2007-2008 the following items were implemented:

- Continuous professional development on best practices, differentiated learning and assessments, incorporation of technology, etc. during planning periods and after school.
- Changes in the master schedule were made to move from an AB block to a 4 X 4 Block to ease the academic load for students each semester.
- Common planning periods for all Freshman Academy teachers were built into the master schedule.
- Extensive training for staff in goal setting and establishing baseline data for goal setting purposes was conducted.
- Training for use of the electronic lesson planner to facilitate collaboration and sharing among teachers was conducted.

Next Steps for 2008-2009:

- Improved method for communicating data to entire faculty, students and the community through discussions, data walls, and frequent presentation of data to faculty.
- Continued pre-test and post-testing by teachers for PAS-T and period reflection
- Acquiring support structures (such as remediation, tutorials, HSAP preparation courses) to accommodate students who are at risk.
- Implementing the electronic lesson planner.

Student Achievement

Implementation Check & Next Steps 2008-2009

In 2008-2009 the following items were implemented:

- Continuous professional development on best practices, differentiated learning and assessments, incorporation of technology, etc. during planning periods and after school.
- Teachers were involved with data collection and data reporting via the Data Wall.
- School-wide implementation of the electronic lesson planner.
- Changes in the master schedule were made to move from an AB block to a 4 X 4 Block to ease the academic load for students each semester.
- Common planning periods for all Freshman Academy teachers were built into the master schedule.
- Extensive training for staff in goal setting and establishing baseline data for goal setting purposes was conducted.

Next Steps for 2009-2010:

- Improved methods for communicating data to entire faculty, students and the community – developing a culture of “data literacy.”
- Continued pre-test and post-testing by teachers for PAS-T and period reflection
- Designing courses and support structures (such as remediation, tutorials, HSAP preparation courses) to accommodate students who are at risk

Continuous Improvement Continuums

In October 2004, the Hillcrest High School staff rated our school a 1 on approach, 2 on implementation and a 3 on outcome on the Quality Planning Continuum. This rating was an increase in all three areas from last year.

In 2004-05, the staff consensus on this continuum indicated that we are improving on how HHS is operating.

Quality Planning

Implementation Check & Next Steps 2003-2004

In 2003-4 the staff believed:

- We are doing many good things but they are not integrated and have no single purpose.
- There is a quality plan in place; however, not enough activities have taken place or strategies developed to implement goals and time lines.
- Departmental goals are in place but there is no collaboration with a school wide plan and no moneys (budget) allocated to achieve our goals.
- Communication between staff, parents, students, and the community is a key to developing a shared sense of importance and value of the quality plan.

Steps completed:

- During the fall of 2003, the staff completed the step of developing a mission and a vision.
- During the winter of 2003, the Continuous Improvement and Evaluation Continuum developed a structure that can continuously evaluate the areas in which the school plan is being implemented and offer suggestions for improvement.

2003-04 next steps.

The staff of Hillcrest High School agreed that the following steps need to be taken at the school level with respect to the Quality Planning Continuum.

We need to:

- Revise the strategic plan so that it is based on our mission and vision.
- Communicate to the entire school community what our mission is and our plan to achieve the mission.
- Appropriate money to develop and implement the quality plan.
- Continue to use the evaluation instrument developed by the Continuous Improvement and Evaluation Continuum to evaluate the school's plan and offer suggestions for improvement.
- Provide adequate time to work on the portfolio leadership committees that will lead to the implementation of the quality plan.
- Set up a support structure consisting of faculty, staff, parents and community members to implement the plan.

Quality Planning

Implementation Check & Next Steps 2004-2005

During the 2004-05 school year the following were implemented:

- The School Portfolio was revised and SMART goals and objectives were written so that they were aligned with the HHS mission, vision, and NCLB. See the Quality Planning section of the School Portfolio.
- The HHS mission, vision, and goals (Student Achievement section of the School Portfolio) were communicated to the staff and community by creating posters that were displayed in every classroom, office, and public area of the building.
- This information was also posted on the HHS website for the community.

Next Steps of the 2005-06:

- To move to a four in this continuum, now that a plan is in place, the staff needs to become aware of the importance of the plan and each stakeholder's role in its implementation. We need to direct all school efforts to implementing the plan.
- We need to clarify the roles of administrators, guidance staff, department chairs, and other leaders in the school and communicate these roles to everyone.
- The leadership team needs to investigate and implement strategies to encourage all staff to "buy in" to the plan.
- The staff needs quality time to devote to the effort it takes to make changes. It was noted in the discussion that sometimes teachers struggle with implementing the plan because the only available time for working with other teachers is after school or teacher workdays.
- When monetary resources are allocated, the first priority for spending should be for implementing the strategic plan.

Quality Planning Implementation Check & Next Steps 2005-2006

During the 2005-2006 school year, little progress was made in this area.

- Monetary allocations were made for purchase of instructional technology such as Promethean boards and additional laptop carts.
- Some progress was made in quality planning both vertically and horizontally in some departments and the Freshman Academy.
- Because 2005-2006 was a “holding year” for us, many of the next steps for 2006-2007 remained the same.

Next Steps of the 2006-07:

- To move to a four in this continuum, now that a plan is in place, the staff needs to become aware of the importance of the plan and each stakeholder’s role in its implementation. We need to direct all school efforts to implementing the plan.
- We need to clarify the roles of administrators, guidance staff, department chairs, and other leaders in the school and communicate these roles to everyone.
- The leadership team needs to investigate and implement strategies to encourage all staff to “buy in” to the plan.
- The staff needs quality time to devote to the effort it takes to make changes. It was noted in the discussion that sometimes teachers struggle with implementing the plan because the only available time for working with other teachers is after school or teacher workdays.
- When monetary resources are allocated, the first priority for spending should be for implementing the strategic plan.

Quality Planning Implementation Check & Next Steps 2006-2007

During the 2006-2007 school year, little progress was made in this area.

- Additional monetary allocations were made for purchase of instructional technology such as Promethean boards and additional laptop carts.
- Some progress was made in quality planning both vertically and horizontally in some departments and the Freshman Academy.
- The 2006-2007 proved to be another “holding year” for us because we were awaiting the changes of a new schedule for 2007-08. For this reason many of the next steps for 2006-2007 remained the same.

Next Steps of the 2007-08:

- Continued clarification of the roles of administrators, guidance staff, department chairs, and other leaders in the school and communicate these roles to everyone.
- The leadership team needs to investigate and implement strategies to encourage all staff to “buy in” to the plan.
- The staff needs quality time to devote to the effort it takes to make changes. It was noted in the discussion that sometimes teachers struggle with implementing the plan because the only available time for working with other teachers is after school or teacher workdays.

Quality Planning Implementation Check & Next Steps 2007-2008

During the 2007-2008 school year,

- Monetary allocations were made for purchase of equipment to replace parts and augment the existing technology.
- Again, the only quality planning both vertically and horizontally existed primarily in the Freshman Academy because each department within the Freshman Academy had common planning; however, this time was not always used wisely.

Next Steps of the 2008-09:

- The leadership team needs to first “buy in” to the idea that quality planning time is needed and then investigate and implement strategies to encourage all staff to “buy in” to the plan and use time provided to them to plan collaboratively.
- The staff needs quality time to devote to the effort it takes to make changes. It was noted in the discussion that sometimes teachers struggle with implementing the plan because the only available time for working with other teachers is after school or teacher workdays.
- When monetary resources are allocated, the first priority for spending should be for implementing the strategic plan.

Quality Planning Implementation Check & Next Steps 2008-2009

During the 2008-2009 school year, little progress was made in this area.

- Monetary allocations for professional development, technology or other resources, and stipends for days off for planning were severely restricted due to major budget cuts at the state and district level.
- Common planning periods were protected in the Freshman Academy.
- Some quality collaboration, planning, and unit sharing occurs through the implementation of the electronic lesson planner.

Next Steps of the 2009-10:

- Continued implementation of the electronic lesson planner to assist with collaboration and the sharing of unit and lesson plans.
- Increased administrative awareness and attention given to the expectation for teachers to have quality planning time.

Continuous Improvement Continuums

Professional Development Continuum

In October 2003, the staff of Hillcrest High School rated our school a 2 on each of the components – approach, implementation, and outcome – with respect to the Professional Development Continuum. By May 2005, the staff reached consensus that HHS is moving along the continuum to a 3.

Professional Development

Implementation Check & Next Steps 2003-2004

In 2003 the staff agreed that:

- Professional development is provided by the school and district.
- Collaboration within departments will improve student achievement.
- There are differing opinions on areas of professional development that should be emphasized.
- Funds for all faculty to participate in outside workshops are not available. This lack of funds hinders potential opportunities for professional growth.

In 2004 these steps were completed:

- A professional development team was formed that consists of faculty, administration, and staff.
- Common department planning time was allocated with our “modified” traditional schedule; however, most of the time is spent disseminating information regarding school policies, rules, and upcoming events,

2003-2004 Next steps

The staff of Hillcrest High School agreed that the following steps need to be taken at the school level with respect to the Professional Development Continuum.

We need to:

- Develop a professional development plan that focuses on the strategies identified in the quality plan that will implement the vision.
- Budget money for professional development for all staff. Workshops/classes should include those in our own school, district, and state, in addition to those offered nationwide.)
- Provide training in shared decision-making, team building concepts, and data analysis at the classroom level.
- Provide time during the day for teachers to share knowledge gained by professional development workshops/classes and to visit other classrooms in our school and neighboring schools.
- Provide professional development strategies to promote character development.

Professional Development

Implementation Check & Next Steps 2004-2005

2004-2005

- Using results from a teacher survey conducted in 2003-2004, staff development was planned for the 2004-05 year. See Professional Development calendar in the Professional Section of the School Portfolio.
- Another survey will be given in May 2005 to determine the professional development needs for 2005-06.
- Professional Development for 2004-05 focused on research based instructional strategies as determined by Robert Marzano in Classroom Instruction That Works. Another common topic for PD was integrating technology into instruction.
- After September, we observed that the workshops would be better received by offering them during plan periods instead of one large group program after school.
- Much positive feedback was received and strategies taught during the workshops were implemented in many classrooms.
- The staff believes that we need quality time for workshops and follow up and consistency in implementing new strategies for improvement. It is stressful to try to squeeze professional development into either planning periods or meetings after school when teachers are tired.

Next Steps for 2005-2006

- Department chairs will work with the Instructional Coach and Curriculum Coordinator to offer more subject specific staff development opportunities.
- When the district posts the draft of the 2006-07 school calendar, teachers will request that teacher workdays be more evenly distributed across the school year.
- Teachers will be provided with more data on student achievement such as HSAP and EOC test results, and use the data to make appropriate changes in instruction.
- Teachers will work together more by subject area teams to plan lessons.

Professional Development

Implementation Check & Next Steps 2005-2006

Results of 2005-2006:

- The Instructional Coach and Curriculum Coordinator worked closely with department chairs, Media Specialists, and others to offer professional development opportunities that met the needs of specific departments and/or teachers.
- The Instructional Coach communicated professional development offerings at the district level and at the school level via e-mail, mail, and posting the calendar on the T-drive. See the Professional Development Calendar in the Professional Development section of the portfolio.
- Departments met monthly and divided their content areas by course offering to plan in professional development workshops.

Next Steps for 2006-2007:

- Teachers will be provided with more data on student achievement such as HSAP and EOC test results, and use the data to make appropriate changes in instruction.
- Teachers will work together more by subject area teams to plan lessons.
- Professional development will be focused on meeting the needs of instructional technology in the classroom with the acquisition of Promethean boards.

Professional Development

Implementation Check & Next Steps 2006-2007

Results of 2006-2007:

- The Instructional Coach and Curriculum Coordinator worked closely with department chairs, Media Specialists, and others to offer professional development opportunities that met the needs of specific departments and/or teachers.
- The Instructional Coach communicated professional development offerings at the district level and at the school level via e-mail, announcements, and posting the calendar on the T-drive. See the Professional Development Calendar in the Professional Development section of the portfolio.
- The emphasis for 2006-07 was on moving to the block schedule. Issues related to pacing, differentiation, and prioritizing assessments were covered.

Next Steps for 2007-2008:

- Teachers will be provided with more data on student achievement such as HSAP and EOC test results, and use the data to make appropriate changes in instruction.
- Teachers will work together more by subject area teams to plan lessons.
- Professional development will be focused on meeting the needs of instructional technology in the classroom with the acquisition of Promethean boards.

Professional Development

Implementation Check & Next Steps 2007-2008

Results of 2007-2008:

- The Instructional Coach and Curriculum Coordinator worked closely with department chairs, Media Specialists, and others to offer professional development opportunities that met the needs of specific departments and/or teachers.
- The Instructional Coach communicated professional development offerings at the district level and at the school level via e-mail, announcements, and posting the calendar on the T-drive. See the Professional Development Calendar in the Professional Development section of the portfolio.
- Departments met monthly and special groups, such as the Freshman Academy, HSTW committees, etc., met regularly to discuss pertinent items.

Next Steps for 2008-2009:

- Teachers will be provided with more data on student achievement such as HSAP and EOC test results, and use the data to set goals and make appropriate changes in instruction.
- Teachers will work together more by subject area teams to plan lessons and utilize the electronic lesson planner tool.
- Professional development will be focused on using data to drive instruction as our demographics are changing and the emphasis on making data driven decision is becoming more prevalent in education.

Professional Development

Implementation Check & Next Steps 2008-2009

Results of 2008-2009:

- The Instructional Coach and Curriculum Coordinator worked closely with department chairs, Media Specialists, and others to offer professional development opportunities that met the needs of specific departments and/or teachers
- The Instructional Coach communicated professional development offerings at the district level and at the school level via e-mail, announcements, and posting the calendar on the T-drive. See the Professional Development Calendar in the Professional Development section of the portfolio.
- The onset of the HHS e-Management Memo also facilitated in the communication of professional development opportunities.
- Departments, advisory committees, etc. met less frequently than normal the past year.
- Teachers began to implement the electronic lesson planner school wide.

Next Steps for 2009-2010:

- Teachers will be provided with “prioritized data” on student achievement such as HSAP and EOC test results, and use the data to make appropriate changes in instruction as this is a district and administrative goal as well.
- Teachers will continue to work together more by subject area teams to plan lessons using the electronic planner.
- Professional development will be focused on meeting the needs using data to drive decisions.

Continuous Improvement Continuums

Leadership Continuum

In October 2004, the Hillcrest High School staff rated our school a 2 on approach, implementation, and outcome on the Leadership Continuum. These ratings represent a growth from 1 to 2 in both implementation and outcome.

In May 2005, the staff felt that some improvement had been made in the approach component of the Leadership Continuum.

Leadership

Implementation Check & Next Steps 2003-2004

In 2003-04 the staff agreed that:

- we have always had leadership decisions made by administration with some input from department chairs.
- All school sectors should have a voice on the leadership team.
- Teacher morale has been negatively affected by our decision making structure.
- Decisions for school change are the result of our reaction to problems rather than strategies for improvement.
- School learning standards are imposed by the State Department rather than developed at the school level.

Steps completed:

- We involved teachers, community, and staff as we made the decision to go to a "hybrid" schedule.
- We involved teachers as we added the "club/tutorial" aspect to our weekly schedule.
- Staff and community were involved as a school mission was developed.

In 2004 the staff of Hillcrest High School agreed that the following steps need to be taken at the school level with respect to the Leadership Continuum.

We need to:

- Further utilize the School Portfolio action teams to implement our goals and objectives.
- Evaluate our leadership structure and implement any changes necessary to ensure that all areas of our community are represented.
- Stay on task and not get sidetracked with areas outside our control.
- Develop a structure for studying approaches to achieving student learning.
- Assist each other with effective collaboration strategies and focus on increased rigor in all disciplines.
- Continue to involve teachers more in the decision making process, especially in light of increased teacher accountability and increased demands on teacher's time.

Leadership

Implementation Check & Next Steps 2004-2005

In 2004 – 2005 the staff agreed that:

- During the consensus meeting on leadership in May 2005, the staff agreed that we are moving in the right direction with respect to improving the leadership at HHS.
- Many teachers would enjoy participating in committees and teams to help make positive changes, but there is not enough quality time to commit to these types of discussions.
- To move HHS along this continuum the staff felt that we need to restructure time during the day to enable study teams to meet during the week or monthly.
- A better structure for communicating, discussing and integrating team or committee recommendations needs to be implemented by the leadership of HHS.
- Due to the size of the HHS staff it is difficult to create a culture of collegiality among the teachers.
- The staff agreed that we need to be more proactive rather than reactive when making decisions.
- The roles of members of the leadership team are not clear to the teachers.

Next steps for 2005-06

- The roles and responsibilities of school leaders will be clarified and published in the Faculty Handbook.
- School Portfolio teams will meet on a regular basis to gather and analyze information and offer suggestions towards achieving the school goals.
- The leadership team will take a more active role in supporting and monitoring teachers in implementing new strategies and skills that will have a positive impact on student learning.

Leadership

Implementation Check & Next Steps 2005-2006

Steps Completed in the 2005-2006 school year:

- The creation of a Who to Call List for ease in referring to the person(s) responsible for the various aspects of a school from discipline and 504 planning to athletics and teacher mentoring.
- Creation of a Leadership Team made up of teachers and administrators from a variety of departments to meet monthly to discuss school-wide concerns and offer viable solutions and/or alternatives to the administration.

Next Steps for 2006-2007

- Some of the Next Steps from 2005-2006 were not completed so they were added to the next steps for this year.
 - The roles and responsibilities of school leaders will be clarified and published in the Faculty Handbook.
 - School Portfolio teams will meet on a regular basis to gather and analyze information and offer suggestions towards achieving the school goals.
 - The leadership team will take a more active role in supporting and monitoring teachers in implementing new strategies and skills that will have a positive impact on student learning.
 - The leadership team will make classroom visits and instructional feedback a priority.

Leadership

Implementation Check & Next Steps 2006-2007

Steps Completed in the 2006-2007 school year:

- The revision of at Who to Call List for ease in referring to the person(s) responsible for the various aspects of a school from discipline and 504 planning to athletics and teacher mentoring.
- Creation of a Leadership Team made up of teachers and administrators from a variety of departments to meet regularly to help with the planning and implementation of the HSTW initiative. This group also coupled as the “Leadership Team.”
- Administrative roles and responsibilities were clarified in the handbook and administrative round robin sessions held during the first week of school.
- An administrative observation schedule was created, and implemented to a certain degree.

Next Steps for 2007-08

- School Portfolio teams will meet on a regular basis to gather and analyze information and offer suggestions towards achieving the school goals, especially those related to data.
- The leadership team will take a more active role in supporting and monitoring teachers in implementing new strategies and skills that will have a positive impact on student learning.
- The leadership team will continue to make classroom visits and instructional feedback a priority with a concerted effort to maintain a frequency of visit throughout the school year.

Leadership

Implementation Check & Next Steps 2007-2008

Steps Completed in the 2007-2008 school year:

- The revision of the effective Who to Call List for ease in referring to the person(s) responsible for the various aspects of a school from discipline and 504 planning to athletics and teacher mentoring.
- Alignment and clarification of administrators' roles and responsibilities.

Next Steps for 2008-2009

- School Portfolio teams will meet on a regular basis to gather and analyze information and offer suggestions towards achieving the school goals.
- The leadership team will take a more active role in supporting and monitoring teachers in implementing new strategies and skills that will have a positive impact on student learning.
- The leadership team will make classroom visits and instructional feedback a priority.

Leadership

Implementation Check & Next Steps 2008-2009

Steps Completed in the 2008-2009 school year:

- Implementation of an effective New Teacher Mentoring program to assist new teachers with the acclimation to the profession and/or a new school.
- Established "Leadership Team" had meetings as needed.
- Administrative team designated a time for weekly meetings to aid in communication.

Next Steps for 2009-2010

- School Portfolio teams will meet on a regular basis to gather and analyze information and offer suggestions towards achieving the school goals.
- The leadership team will take a more active role in supporting and monitoring teachers in implementing new strategies and skills that will have a positive impact on student learning.
- The leadership team will make classroom visits and instructional feedback a priority.

Continuous Improvement Continuums

Partnership Development Continuum

In October 2004, the Hillcrest High School staff rated our school a 3 on approach and 2 on outcome and implementation. These ratings represent an increase on approach and implementation but not outcome. In May 2005, the staff rated 2's for all parts of the rubric.

Partnership Development

Implementation Check & Next Steps 2003-2004

In 2004, the staff agreed that:

- Some business partnerships exist but many staff members are not aware of these partnerships.
- Our business contacts are used primarily for money or the donation of supplies, equipment, etc.
- Our community is not involved in the school on an ongoing basis.
- Out PTSA and SIC organizations do involve the community, but the level of participation is low and real input is minimal.

2004 Steps Completed:

- A Partnership Team has been formed; however, the team does not meet regularly due to time constraints.
- A partnership with the PTSA was enhanced through the establishment of the school store.

2004 Next Steps:

The staff of Hillcrest High School agreed that the following steps need to be taken at the school level with respect to the Professional Development Continuum.

We need to:

- Analyze our school's data to determine weaknesses in student achievement in order to establish partnerships that can help our students improve.
- Implement a systematic and systemic way to measure the impact of our partnerships on student achievement.
- Make sure our parent, community, and business partnerships are used throughout the school and organized in a way that clearly supports our vision for our students.
- Make sure all of our partners feel appreciated and see the results of their work with our students.
- Make sure that we are connecting to all the possible partners in our community that make sense for our students' learning.

Partnership Development

Implementation Check & Next Steps 2005-2006

In 2005, the staff agreed that:

- They would like to encourage more relationships with partners in the community. These relationships should be “win-win”, so that both partners benefit.
- We need to make a better effort to help partners have a clear understanding about how they can support HHS.

2005-2006 Steps Completed:

- A close partnership with the PTSA continues through the school store, parent volunteers, and grants provided to teachers through PTSA funding.
- Communication through feeder middle schools has improved vertically as well as communication home to parents through the automated call messenger system.

2006-2007 Next Steps (continued from 2004):

- Analyze our school’s data to determine weaknesses in student achievement in order to establish partnerships that can help our students improve.
- Implement a systematic and systemic way to measure the impact of our partnerships on student achievement.
- Make sure our parent, community, and business partnerships are used throughout the school and organized in a way that clearly supports our vision for our students.
- Make sure all of our partners feel appreciated and see the results of their work with our students.
- Make sure that we are connecting to all the possible partners in our community that make sense for our students’ learning.

Partnership Development

Implementation Check & Next Steps 2006-2007

In 2006-2007, the staff agreed that:

- They would like to encourage more relationships with partners in the community. These relationships should be “win-win”, so that both partners benefit.
- We need to make a better effort to help partners have a clear understanding about how they can support HHS.

2007-2008 Next Steps:

- Analyze our school’s data to determine weaknesses in student achievement in order to establish partnerships that can help our students improve.
- Implement a systematic and systemic way to measure the impact of our partnerships on student achievement.
- Make sure our parent, community, and business partnerships are used throughout the school and organized in a way that clearly supports our vision for our students.
- Make sure all of our partners feel appreciated and see the results of their work with our students.
- Make sure that we are connecting to all the possible partners in our community that make sense for our students’ learning.

Partnership Development

Implementation Check & Next Steps 2007-2008

2007-2008 Steps Completed:

- A close partnership with the PTSA continues through the school store, parent volunteers, and grants provided to teachers through PTSA funding.
- Communication through feeder middle schools has improved vertically as well as communication home to parents through the automated call messenger system and new leadership at the middle school level.

2008-2009 Next Steps:

- Analyze our school’s data to determine weaknesses in student achievement in order to establish partnerships that can help our students improve.
- Implement a systematic and systemic way to measure the impact of our partnerships on student achievement.
- Make sure our parent, community, and business partnerships are used throughout the school and organized in a way that clearly supports our vision for our students.
- Make sure all of our partners feel appreciated and see the results of their work with our students.
- Make sure that we are connecting to all the possible partners in our community that make sense for our students’ learning.
- Bring in speakers, businesses, etc. to augment our career pathways and career clusters.
- Strengthen leadership and participation in the PTSA.

Partnership Development

Implementation Check & Next Steps 2008-2009

2008-2009 Steps Completed:

- A close partnership with the PTSA continues through the school store, parent volunteers, and grants provided to teachers through PTSA funding.
- New PTSA leadership committee that increased PTSA enrollment.
- Communication through feeder middle schools has improved vertically as well as communication home to parents through the automated call messenger system.
- The two Career Development Facilitators (CDFs) brought in a variety of business and leadership resources through their monthly Lunch and Learns and Career Days.

2009-2010 Next Steps:

- Continue to analyze our school's data to determine weaknesses in student achievement in order to establish partnerships that can help our students improve and communicate these findings to the community stakeholders..
- Implement a systematic and systemic way to measure the impact of our partnerships on student achievement.
- Make sure our parent, community, and business partnerships are used throughout the school and organized in a way that clearly supports our vision for our students.
- Make sure all of our partners feel appreciated and see the results of their work with our students.
- Make sure that we are connecting to all the possible partners in our community that make sense for our students' learning.

Continuous Improvement Continuums

Continuous Improvement and Evaluation Continuum

In October 2004, the Hillcrest High School staff rated our school a 2 on approach, implementation, and outcome of the Continuous Improvement and Evaluation Continuum. In May 2005, some improvement was made in the outcome part of the rubrics.

Continuous Improvement & Evaluation

Implementation Check & Next Steps 2003-2004

In 2004 we agreed that:

- Most changes are reactions to problems and have not been analyzed for root causes.
- Changes are not coordinated within the school structure resulting in unintended consequences.
- Shared self-assessment is important and should be ongoing.

In 2004, steps completed:

- An evaluation tool has been designed and updated for each continuum.
- Each continuum was evaluated for progress in meeting the steps that would move each continuum to the next level in approach, implementation, and outcome. The results were compiled into the 2003-2004 portfolio report.

2004 next steps

The staff of Hillcrest High School agreed that the following steps need to be taken at the school level with respect to the Continuous Improvement and Evaluation Continuum.

We need to:

- set evaluation dates
- Analyze the elements of the school's organization to see if changes are reactive or due to analysis of data for root causes of problems.
- Identify processes and analyze them for effectiveness using shared self-assessment strategies.
- Communicate instances of marked improvement to the school community.

Continuous Improvement & Evaluation

Implementation Check & Next Steps 2004-2005

The staff agreed that:

- HHS is maintaining high student achievement results, but the results cannot be based on any hard data.
- Teachers expressed a strong interest in forming teams to meet in the summer and create some common frameworks for classroom assessments and classroom procedures.
- We need to have more consistency, but still allow for flexibility, in policies on how individual teachers grade and discipline students.

2005-2006 Next Steps:

- Make student achievement data and perception data readily available to teachers.
- Make a close examination of school processes.
- Support teachers in implementing instructional strategies designed to improve student achievement.
- Plan meetings in the summer when quality time can be devoted to planning policies and procedures towards creating a common framework for teaching at HHS.

Continuous Improvement & Evaluation

Implementation Check & Next Steps 2005-2006

The staff agreed that:

- HHS is maintaining high student achievement results for certain classes/levels, but these high expectations and results are not consistent for all classes/students.
- Common frameworks for classroom assessments and classroom procedures need to be established.
- We need to have more consistency, but still allow for flexibility, in policies on how individual teachers grade and discipline students.

2005-2006 Next Steps:

- Make student achievement data and perception data readily available to teachers.
- Make use of district resources available for common assessments.
- Plan meetings in the summer when quality time can be devoted to planning policies and procedures towards creating a common framework for teaching at HHS.

Continuous Improvement & Evaluation

Implementation Check & Next Steps

2006-2007

In 2006-07 the staff agreed that:

- HHS is not maintaining consistently high results, so strategies for addressing lower performing student groups need to be identified.
- Teachers need to access the common assessments and frameworks provided by the district on the Curriculum Portal.
- We need to have more consistency, but still allow for flexibility, in policies on how individual teachers grade and discipline students.

2007-2008 Next Steps:

- Make student achievement data and perception data readily available to teachers.
- Participate in the district's Grading Policy Task Force to establish a consistent grading policy for each content area.
- Support teachers in implementing instructional strategies designed to improve student achievement and accessing resources available on the Curriculum Portal.
- Plan meetings in the summer when quality time can be devoted to planning policies and procedures towards creating a common framework for teaching at HHS and reward them with exchange day credits.

Continuous Improvement & Evaluation

Implementation Check & Next Steps

2007-2008

In 2007-2008

- Teachers met by departments to collaboratively plan common assessments for units.
- The district produced a common grading policy and grade weighting document to provide consistency in grading practices.
- A variety of professional developments were held onsite to assist with the dissemination of data to reflect students' achievements and deficits in identified areas.

2008-2009 Next Steps:

- Continue to make student achievement data and perception data readily available to teachers.
- Implement the set grading policies.
- Continue to encourage creation of common assessments with the assistance of the electronic planner.

Continuous Improvement & Evaluation

Implementation Check & Next Steps 2008-2009

In 2008-2009

- Teachers met by departments to collaboratively plan common assessments for units.
- The district produced a common grading policy and grade weighting document to provide consistency in grading practices.
- A variety of professional developments were held onsite to assist with the dissemination of data to reflect students' achievements and deficits in identified areas.

2009-2010 Next Steps:

- Continue to make student achievement data and perception data readily available to teachers.
- Implement the set grading policies.
- Continue to encourage creation of common assessments with the assistance of the electronic planner

Conclusion

The process of evaluating our school using the Continuous Improvement Continuums has allowed the staff to reflect and discuss school improvement and evaluation in a positive forum. By using the rubrics and measurements the staff can document trends and provide information on deciding what steps for improvement to take next.

