



Hillcrest High School

School Portfolio

2013/14 through 2017/18

2015-16 Update

G. Bryan Skipper, Principal
3665 South Industrial Drive
Simpsonville, South Carolina 29681
864-355-3500

SCHOOL RENEWAL PLAN COVER PAGE

(Mandated Component)

REQUIRED - SCHOOL INFORMATION AND SIGNATURES

SCHOOL: Hillcrest High School

DISTRICT: Greenville County Schools

SCHOOL RENEWAL PLAN FOR YEARS: 2013-14 through 2017-18 (five years)
SCHOOL RENEWAL ANNUAL UPDATE FOR: 2015-16 (one year)

Assurances

The school renewal plan, or annual update of the school renewal plan, includes elements required by the Early Childhood Development and Academic Assistance Act of 1993 (Act 135) and the Education Accountability Act of 1998 (EAA) (S.C. Code Ann. §§ 59-18-1300 and 59-139-10 *et seq.* (Supp. 2004)). The signatures of the chairperson of the board of trustees, the superintendent, the principal, and the chairperson of the school improvement council are affirmation of active participation of key stakeholders and alignment with Act 135 and EAA requirements.

CHAIRPERSON, BOARD OF TRUSTEES

Mrs. Lisa Wells		
PRINTED NAME	SIGNATURE	DATE

SUPERINTENDENT

Mr. W. Burke Royster		
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Mandy Watts, Parent		
PRINTED NAME	SIGNATURE	DATE

PRINCIPAL

G. Bryan Skipper		
PRINTED NAME	SIGNATURE	DATE

SCHOOL ADDRESS: 3665 South Industrial Drive, Simpsonville SC 29681

SCHOOL'S TELEPHONE: (864) 355-3500

PRINCIPAL'S E-MAIL ADDRESS: gskipper@greenville.k12.sc.us

STAKEHOLDER INVOLVEMENT FOR SCHOOL PLAN

List the name of persons who were involved in the development of the school renewal plan. A participant for each numbered category is required.

POSITION

NAME

- | | |
|---|------------------|
| 1. PRINCIPAL: | G. Bryan Skipper |
| 2. TEACHER: | Denise Borrelli |
| 3. PARENT/GUARDIAN: | Ronda Duncan |
| 4. COMMUNITY MEMBER: | Leigh Owens |
| 5. SCHOOL IMPROVEMENT COUNCIL: | Mandy Watts |
| 6. OTHERS* (May include school board members, administrators, School Improvement Council members, students, PTO members, agency representatives, university partners, etc.) | |

POSITION

NAME

Assistant Principal

Rhonda Orr

REMINDER: If state or federal grant applications require representation by other stakeholder groups, it is appropriate to include additional stakeholders to meet those requirements and to ensure that the plans are aligned.

ASSURANCES FOR SCHOOL PLAN

Act 135 Assurances

Assurances, checked by the principal, attest that the district complies with all applicable Act 135 requirements.

_____ **Academic Assistance, PreK–3**

The school makes special efforts to assist children in PreK–3 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).

X **Academic Assistance, Grades 4–12**

The school makes special efforts to assist children in grades 4–12 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).

X **Parent Involvement**

The school encourages and assists parents in becoming more involved in their children’s education. Some examples of parent involvement initiatives include making special efforts to meet with parents at times more convenient for them, providing parents with their child’s individual test results and an interpretation of the results, providing parents with information on the district’s curriculum and assessment program, providing frequent, two-way communication between home and school, providing parents an opportunity to participate on decision-making groups, designating space in schools for parents to access educational resource materials, including parent involvement expectations as part of the principal’s and superintendent’s evaluations, and providing parents with information pertaining to expectations held for them by the school system, such as ensuring attendance and punctuality of their children.

X **Staff Development**

The school provides staff development training for teachers and administrators in the teaching techniques and strategies needed to implement the school/district plan for the improvement of student academic performance. The staff development program reflects requirements of Act 135, the EAA, and the National Staff Development Council’s revised *Standards for Staff Development*.

X **Technology**

The school integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning.

X **Recruitment**

The district makes special and intensive efforts to **recruit** and give **priority** to serving those parents or guardians of children, ages birth through five years, who are considered at-risk of school failure. “At-risk children are defined as those whose school readiness is jeopardized by any of, but no limited to,

the following personal or family situation(s): Educational level of parent below high school graduation, poverty, limited English proficiency, significant developmental delays, instability or inadequate basic capacity within the home and/or family, poor health (physical, mental, emotional) and/or child abuse and neglect.

X Collaboration

The school (regardless of the grades served) collaborates with health and human services agencies (e.g., county health departments, social services departments, mental health departments, First Steps, and the family court system).

Developmental Screening

The school ensures that the young child receives all services necessary for growth and development. Instruments are used to assess physical, social, emotional, linguistic, and cognitive developmental levels. This program normally is appropriate at primary and elementary schools, although screening efforts could take place at any location.

Half-Day Child Development

The school provides half-day child development programs for **four-year-olds** (some districts fund full-day programs). The programs usually function at primary and elementary schools, although they may be housed at locations with other grade levels or completely separate from schools.

Developmentally Appropriate Curriculum for PreK–3

The school ensures that the scope and sequence of the curriculum for PreK–3 are appropriate for the maturation levels of students. Instructional practices accommodate individual differences in maturation level and take into account the student's social and cultural context.

X Parenting and Family Literacy

The school provides a four component program that integrates all of the following activities: interactive literacy activities between parents and their children (Interactive Literacy Activities); training for parents regarding how to be the primary teachers for their children and full partners in the education of their children (parenting skills for adults, parent education); parent literacy training that leads to economic self-sufficiency (adult education); and an age-appropriated education to prepare children for success in school and life experiences (early childhood education). Family Literacy is not grade specific, but generally is most appropriate for parents of children at the primary and elementary school levels and below, and for secondary school students who are parents. Family Literacy program goals are to strengthen parent involvement in the learning process of preschool children ages birth through five years; promote school readiness of preschool children; offer parents special opportunities to improve their literacy skills and education, a chance to recover from dropping out of school; and identify potential developmental delays in preschool children by offering developmental screening.

X Coordination of Act 135 Initiatives with Other Federal, State, and District Programs

The district ensures as much program effectiveness as possible by developing a district-wide/school-wide coordinated effort among all programs and funding. Act 135 initiatives are coordinated with programs such as Head Start, First Steps, Title I, and programs for students with disabilities.

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Introduction

Each school year, two goals are selected from Hillcrest High School's Action Plan goals for special emphasis over that school year. Progress toward all Action Plan goals is continually monitored and a strong effort for continuous improvement in all goal areas is made. For the 2014-15 year the administrative goals are to increase the graduation rate by 5 percentage points from 82.5% in 2014 to 87.5% in 2015 and to raise the overall End of Course passage rate by 5 percentage points from 82.5% in 2014 to 87.5% in 2015.

The work to achieve these goals is a collaborative effort within the school community. The administrative team's careful selection of highly qualified teachers for the teaching of EOC courses. All EOC courses are provided with common planning periods in an effort to promote collaboration. Teachers work within those common planning period to generate common lesson plans, common assessment and analyze data for remediation. USATestprep is used in all EOC courses as a tool to provide benchmark assessments that generate data for analysis in connection with remediation.

Rhonda Orr, Assistant Principal of Instruction has taken the lead on raising the Hillcrest High School graduation rate. Mrs. Orr has established a team to set, review and monitor procedures for reducing the graduation rate. The team has created a procedures manual for monitoring and obtaining documentation for the graduation rate. A list of current personnel and their role in obtaining documentation for the graduation rate is outlined in Hillcrest High School Graduation Rate Manual. We expect for our graduation rate to increase due to better accountability. In addition Leigh Anne Terry, Assistant Principal over seniors, has worked diligently with seniors who are at risk of not meeting the requirements for graduation. Measures she has undertaken include use of credit recovery and virtual school for students needing to make-up credit, contracts with students who are experiencing grade or attendance difficulties, and careful monitoring of at risk students. A new program "Rams on the Rise" was implemented this year to monitor seniors at risk of not meeting graduation requirements. These students were paired with an on campus mentor to provide support in the areas of academics, attendance and behavior.

Hillcrest High School continues to strive toward meeting and exceeding the goals set for student achievement, teacher and administrator quality and school climate. Presentations for the purpose of information and discussion of school data are held at least annually for the faculty and administration, the School Improvement Council and district personnel.

School Portfolio Committees for 5 Year Plan

EOC Committees

Algebra 1	Biology 1	English 1	U.S. History
Crabtree, T.	Emmons, C.	Bachman, J.	Bamonti, A.
Love, B.	Ferguson, S.	Smith, S.	Drango, M.
Oliveros, P.	McConnell, D.	Duncan, R.	Baker, B.
Podgorski, C..	Perrone, S.	Wallace, S.	Hampton, R.

Data Committees

ACT	ACT Workkeys	Graduation Rate	Percent Tested
Orr, R.	Freeman, J.	Orr, R.	Gahagan, A.
Borrelli, D.	Borrelli, D.	Burrage, L.	Johnson, Connie
Scott, E.	Tuten, L.	Chandler, M.	Walkup, A.
Doolittle, V.	Doolittle, V.	Earle, E.	Scott, L.
Danigel, J.	Scott, L.	Bobbit, M.	Griffin, S.
Freeman, J.	Gahagan, A.	Rewis, H.	
Tuten, L.		Terry, L.	
		Monson, S.	

Advanced Placement	SAT
Baker, B.	Scott, E.
Cuyar, A.	Gustafson, M.
Orr, R.	Misanko, T.
Reule, S.	Plating, J.
Jenkins, J.	Tan, R.
Waters, K.	Woods, G.

School Purpose Review Committees

Mission, Vision, Beliefs, Tag Line	School Goals
Barker, A.	Benquet, S.
Bell, B.	Griffin, S.
Brehmer, K.	Cox, A.
Davenport, D.	Holmes, B.
Keesee, A.	Mastrokolias, O.
King, D.	Owen, R.
Porter, G.	Ramos, W.

5 Year Plan Committee Members

<i>Purpose and Direction</i>	<i>Governance and Leadership</i>
Standard 1 – 3 Indicators	Standard 2 – 6 Indicators
Doolittle, V.	Ashworth, K.
Orr, R.	Skipper, B.
Terry, L.	Bell, T.
Bagnal, L.	Choplin, R.
Acker, E.	Prince, M.
Freeman, J.	Scott, E.
Sanders, B.	
Tuten, L.	

<i>Teaching and Assessing Team A</i>	<i>Teaching and Assessing Team B</i>
Standard 3 – 12 Indicators	Standard 3 – 12 Indicators
Indicators 1 – 6	Indicators 7 - 12
Orr, R.	Ashworth, K.
Doolittle, V.	Freeman, J.
Borrelli, D.	Ball, J.
Tripp, L.	Causey, A.
Freeland, T.	Earle, M.
Hallman, K.	Nelon, A.
Southers, J.	Jenkins, J.
Malcolm, K.	Lash, G.

<i>Resources and Support</i>	<i>Continuous Improvement</i>
Standard 4 – 7 Indicators	Standard 6 – 5 Indicators
Terry, L.	Skipper, B.
Ray, K.	Doolittle, V
Axson, E.	Borrelli, D.
Coyle, T.	Scott, E
Danigel, J.	Orr, R.
Esrum, E.	Misanko, T.
Gosnell, M.	Schweizer, J.
Griffin, S.	Windley, M.
Orr, M. G.	Terry, L.

School Profile Contributors:

Administration	Rhonda Orr
Ag Science	Mark Earle
Athletics	Tommy Bell
Business	Jill Ball
Career Development	Erica Scott
English	Maureen Prince
ESOL	Gwen Freitas
Family Consumer Science	Georgia Lash
Fine Arts	Thom Freeland
Freshman Academy	Kenneth Ashworth
Guidance	Erica Scott
Math	Jennifer Southers
Media Center	Joy Danigel
Organizations	Lea Bagnal
PE	Lynn Avant
Science	Kristin Hallman
SIC	Rhonda Orr
Social Studies	Mark Drango
Special Education	Sandy Griffin
Speech and Debate	Bill Evans
Student Council	Georgia Lash
Technology	Misty Gosnell
World Languages	Anna Cuyar
Editor	Denise Borrelli

Executive Summary

Hillcrest High School has been a source of pride for the Simpsonville-Fountain Inn Community for almost six decades. It is located off of Interstate 385 South and can be viewed from the interstate. The school is one of the two largest high schools in the Greenville County School District and also the state. The student enrollment of approximately 2100 students in grades 9 through 12 is highly diversified economically, culturally, ethnically, and racially. About 22% of our student body is African American, 9% Hispanic and 5% of other ethnicity.

As the economy has slowed, Hillcrest High School has experienced a lower teacher turnover rate. Faculty demographics have remained fairly constant over the past four years. 55% of the faculty is female. Hillcrest High School currently has less than 10% minority certified staff members which is disproportional to the 36% minority student population. Thirty-eight teachers hold one or more Advance Placement certifications and thirty-one teachers are endorsed to teach gifted and talented students. In recent years the school has been able to employ more teachers completing accredited collegiate teacher preparation programs. All teachers are teaching within their areas of certification and all of our teaching staff is highly qualified. Currently eleven faculty members hold National Board Certification.

Hillcrest High School is proud of the accomplishments of its students and of the programs offered here. 17% of our students participated in one or more Advanced Placement classes. The agricultural program is one of the largest and most successful in the state. The business department is viewed as a model for other schools throughout South Carolina, as well as being the largest in Greenville County. Our Speech and Debate Team continues to be ranked nationally with students qualifying for national tournaments. We have one of the most highly decorated choral departments in the state, as well as an outstanding band program. Visual art students continue to win awards and participate in Artisphere. Hillcrest High School continues to have a very successful Freshman Academy. Hillcrest High School has been a Palmetto Gold award recipient for outstanding achievement by our teachers and students in 2006 - 2009, 2011, 2013, and 2014. In anticipation of implementing the Common Core Curriculum Hillcrest High School returned to a seven period school day schedule last year.

Hillcrest High Schools offers a variety of opportunities for student involvement. We field a complete selection of sports teams which expanded several years ago to include swimming and lacrosse. Our athletic accomplishments are numerous with our Football, Boys' Basketball and Girls' Volleyball teams being ranked among the top in the state.

The physical facility at Hillcrest was completed in 1992. This makes it the oldest school in the district that has not had a major renovation to the original building. A new classroom wing with eight classrooms and two biology labs was added to Hillcrest High School and occupied for the first time at the beginning of the 2005-06 school year. A new multi-purpose gymnasium, renovated locker rooms and PE offices were completed in the spring of 2012. The agricultural department maintains two outdoor courtyards within the school facility to provide the school community a place to be in touch with nature. A greenhouse was constructed several years ago and it provides plants and trees for

sale to both the school and community. Improvements have been made to the outdoor athletic facility, including a new baseball field, competition level track, and concession stands in 2009.

The local community strongly supports Hillcrest High School. Both athletic and academic booster clubs are strong and actively involved in providing support in the form of time and money for our students. The school has a strong career education program which the community supports through student employment and job shadowing opportunities. Hillcrest High School is a large comprehensive public high school, however, it maintains a hometown school atmosphere. Many parents and community members are Hillcrest High School graduates and continue to support the school long after graduation. Two of the school's current administrators are graduates of Hillcrest High School, as well as numerous faculty members. Hillcrest High School is dedicated to providing a safe, positive learning environment which brings together the resources of the staff, family and community to create the best future possible for our students.

Hillcrest High School does face some challenges. Over the past several years there has been a significant increase in the poverty index for the school, reaching 56.4% for the 2014-15 school year. The school currently has over 14 bus routes which makes after school tutoring difficult for students to access. Scheduling and remediation continue to be a challenge due to the large geographic area the school draws students from, the size of the school, and the transient nature of a segment of the student population.

Hillcrest High School continues to take steps to improve student achievement. These measures include better monitoring of student records and the impact of student matriculation on the graduation rate, being proactive in identifying our at risk students. The administrative team places emphasis on common planning, common assessments and student centered lessons to improve EOC passage rate. The number of students taking the SAT has remained fairly stable the past several years. The number of students taking the ACT has continued to rise over the years. However, this year every student with an identification of 9GR13 will take a state mandated ACT and ACT Workkeys.

Hillcrest High School recently underwent a district technology refresh. Hillcrest High School strives to provide the latest in technology advancements with the financial resources we have available. Last year a group of over 20 teachers, led by Mr. Jay Freeman and Ms. Misty Gosnell, continued to explore using iPads in the classroom. This year through our technology refresh we were able to complete a class set of 30 iPads for a student iPad cart for classroom use. To accommodate current technology use in the fall of 2014 a full wireless overlay was placed throughout the building. The LD-Neuro class received 3 iPads for student use through a district grant and these devices have been routinely incorporated into classroom instruction. Funding for additional technology continues to be a challenge. The age of the main portion of the school creates difficulties in the installation of new technology. Through a district initiative all regular sized classrooms and the media center currently have Promethean Boards. Fourteen of these boards are a touch screen board. Multiple training sessions to accommodate the different levels of teacher proficiency in the use of Promethean Boards are held each school year allowing teachers to maximize the use of the boards in daily instruction.

Monthly technology classes are offered to teachers on a wide variety of topics, including Google Apps for Education.

Hillcrest High School's professional development has focused on student centered lessons to raise the level of student engagement and improve student achievement.

SCHOOL GOALS 2013 - 2018

Student Achievement Goal

Raise the academic challenge and test performance of each student in order to meet the state and federal accountability objectives for all students.

Teacher and Administrator Quality Goal

Ensure quality personnel in all positions.

School Climate Goal

Provide a school environment supportive of learn
Hillcrest High School's Belief Statements

MISSION STATEMENT

The mission of Hillcrest High School is to educate all students to become positive, productive citizens equipped to meet the challenges of today's global society.

SCHOOL MOTTO

Honor · Truth · Loyalty

VISION

- Involve students in curricular and extracurricular activities that enhance social, physical, emotional, and intellectual well-being.
- Provide a wide variety of academically challenging experiences for all students
- Cultivate values of honesty, diligence, achievement, pride and highlight the importance of family and the significance of community service.
- Promote partnerships and community involvement with our school.
- Analyze relevant data concerning school processes and progress to make collective decisions for school improvement.

TAG LINE

Today's Learners; Tomorrow's Leaders

School Profile

Hillcrest offers a wide spectrum of classes and programs that enable students to advance their education and become productive citizens. A strong emphasis in giving back to the community is created through Spirit Week's fundraising for a local charity, the annual canned food drive, plant sales and landscape projects both within Hillcrest High School and at other local schools, and participation in local charity events as they arise. Collaborative projects and use of current technology allow our students to prepare for their future whether their immediate plans upon graduation are college, technical college, military service, or the workforce.

There have been many reasons for celebrating during the 2014-15 school year.

- Excellent Absolute Rating on the 2013, 2014 School Report Card
- Excellent Growth Rating on the 2013 School Report Card
- Over \$11.7 million in college scholarships
- Strong tradition of giving back to the community, raised over \$88,000 for the Fountain Inn's Kids Enrichment Center (FIKE) during 2014-15 Spirit Week
- Advance Placement Scholars
- Speech and Debate State and National Awards
- Hillcrest High School Chorus received superior rating in 2014-15 at the State Choral Festival
- Hillcrest High School Strings received 2 superior ratings at the State Concert Festival.
- Hillcrest High School Band had five students awarded the honor of the SC Region Band
- Hillcrest High School had six students awarded the honor of Greenville All County Band
- Region 1 4A Football Conference Champions 2014, 2015
- 4A Division 1 State Champions Football 2014
- Greg Porter Statewide Football Coach of the Year 2014
- State Volleyball Champions 2011, 2012, 2013 State Volleyball Runner Up 2014
- 4A State Runner-up and Region 1 4A Basketball Conference Champions 2015
- Student athletes signing to play their sport in college for Football, Track, Lacrosse, Soccer, Volleyball, and Baseball

Hillcrest High has made several modifications in instruction over the past three years to improve EOC test scores. EOC results for 2013 – 2014 improved in two subject areas. The school community has taken the following steps for improvement:

- Secured web based EOC test practice.
- Provided training and support in using test practice.
- Provided on-line credit recovery.
- Required teachers to have common pacing guides and common assessments.
- Selected highly qualified teachers

Teachers have contributed greatly in making these changes. They work collaboratively on common planning periods to create common student centered lesson plans and common assessments that engage students. They have embraced the use of the web based test practice and have provided support and remediation to struggling students.

The Graduation Rate rose for the 2014 school year. Mrs. Orr, Assistant Principal of Instruction refined the system used in 2012 to track students withdrawing from Hillcrest High School. Under Mrs. Orr's guidance a Graduation Rate manual was created and it is used to outline the duties and responsibilities of those monitoring enrollments and withdrawals. Additionally, Mrs. Terry, the Assistant Principal for seniors, has carefully monitored students who were at risk of not graduating. She along with Elizabeth Earle, Guidance Counselor for seniors, mentored students, regularly contacted parents and had students sign contracts for improvement.

As faculty and staff positions become available, administration continues to hire highly qualified teachers for all positions. This effort is also made for long term substitutes.

Hillcrest continues to work diligently to create a school environment supportive of learning. School safety is a priority and safety drills are held regularly according to district and state guidelines. Key card access monitors are used to control access to the building. All visitors check in through the front office before proceeding elsewhere in the building. Hillcrest High School continues to follow the GCSD's lead in promoting the "Ignore the Door" campaign in which students are taught to never open an exterior door for anyone. Parents are an integral part of the education process. Hillcrest High School provides many opportunities for parents to participate in school events and stay current with their student's progress through:

- District, school and teacher websites
- School and teacher e-mail
- School information app
- Financial Aid and Scholarship Information Webpage
- School Marquee
- Parent portal access
- Phone messenger and e-mail messenger
- Quarterly progress reports and report cards
- IGP meetings and the IGP Parent Workshop Meeting
- PTA Newsletter
- School Athletic Website
- School concerts, athletic events, and open houses
- 8th Grade Parent Awareness Night for rising 9th grade students
- Curriculum Night for rising 9th grade students
- Orientation for freshman and their parents
- Senior Night for seniors and their parents

- Greenhouse plant and Christmas tree sales
- Hillcrest High School Chili Cook Off
- Spirit Week events such as pancake breakfasts, silent auctions, yard sales, and golf outings

Hillcrest High School will continue to be a source of pride for the Simpsonville – Fountain Inn area through the combined efforts of all stakeholders.

G. Bryan Skipper, Principal
Denise Borrelli, CRT
March 27, 2014

Hillcrest High School History

The birth of organized, public education in the Simpsonville, Mauldin and Fountain Inn areas began in the mid to late 1800's. In Simpsonville, the first schoolhouse was built in 1882, followed by Simpsonville High School established in 1885. The high school was accredited in 1915 and one year later was the first school in Greenville County to add the 11th grade to its curriculum. By 1876 Mauldin students were attending the first "free school" in that area. The school was located in a pine log building near Poplar Springs Baptist Church. Students were expected to attend for five years, three months each year, where they learned spelling, reading and arithmetic. In that day all schools in the area evolved around the planting and harvesting seasons. A school for the Fountain Inn community was established in 1886.

These schools, as was the custom of the day, were open to whites only. Under the leadership of the Reedy River Baptist Association the Simpsonville High School for blacks began in 1886. It was replaced by the Rosenwald School in 1923. In 1954 Bryson High School was built to replace the deteriorating Rosenwald School. After desegregation in 1970, the students from Bryson High School joined the enrollment at Hillcrest High School.

In the spring of 1957, a small group met to establish the foundation of a new high school to accommodate the Simpsonville, Mauldin, and Fountain Inn areas. A committee of nine, composed of three representatives from each area school, met to decide on a name for the new school. The committee made a community-wide request for name suggestions. The Tribune, the local newspaper, published the 78 suggestions sent to the committee. Among the suggestions were "Triangle," "Southern," "Hillcrest," "F.S.M. Consolidated," and "Quil-Ma-Ville High School." The last suggestion was an attempt to consolidate the three towns: "Quil" represented Robert Quillen, a famous author from Ft. Inn, "Ma" represented the Mauldin community, and the "Ville" was to represent Simpsonville. From that long list of names, the committee selected the name Hillcrest submitted by Miss Daisy Stone. The committee felt the word Hillcrest reflected the terrain of the landscape, an impressive 84-acre knoll, chosen as the building site. The name Hillcrest was appealing also because "of the poetic quality of the spoken word and its beauty in writing of print." The committee selected red and white as the school colors, and the "Ram" as the school mascot. Black was added as a school color in the 1970's.

On September 3, 1957, the school opened its doors to 1065 students from Simpsonville, Mauldin and Fountain Inn, grades 7-12. The school was built by Triangle Construction Company at the cost of \$1,050,000. The two-acre school building was built to serve 1400 students with 52 teaching stations.

Mr. Henry P. Bennett earned the distinction of being the first person to serve as principal of Hillcrest High School. The assistant principal was Mr. B.T. Julian. This first administration and staff faced the enormous task of unifying three communities who had been archrivals, especially in the world of athletics. The efforts of these adults paid off. Under the guidance of Mr. Bennett, the transition from three communities to one student body was successful. Mr. Bennett will long be remembered for his untiring efforts toward this goal.

On January 26, 1958, the school was dedicated “to the education of the young people in the community.” The principal speaker, Dr. J.A. Barry, Jr., president of Coker College and graduate of Fountain Inn High School, dedicated the building “to the principles that ought and can mean the most to us tomorrow.” W.E. Freeman, Jr., the architect, presented the keys to the building to Thomas K. Johnstone, Jr., chairman of the school board of trustees. In honor of this ceremony, Miss Pamela Koon, Hillcrest High School Choral Director, borrowed poetic words written by Mr. William Hickman, algebra teacher, about the school and set them to music. This song, applauded enthusiastically for its beautiful tune and stirring words, was accepted as the Hillcrest High School Alma Mater.

On June 5, 1958, Hillcrest High School awarded its first diplomas to 104 graduating seniors. In 1962, the school applied for accreditation. A committee from the Southern Association of Secondary Schools and Colleges evaluated the school. On November 27 Hillcrest High School became accredited. Hillcrest Middle School took the sub-freshman class in 1969 and a new Mauldin High School was built in 1972 to serve that community.

Thirty-five years later, in 1992, a new and larger Hillcrest High School, located adjacent to the original school, was built to accommodate overcrowding and expected growth in the Simpsonville and Fountain Inn areas. The former Hillcrest High School now serves as Bryson Middle School and is the primary feeder to Hillcrest High School. An ongoing challenge of Hillcrest High School is to serve the diverse needs and interests of these communities while promoting commonality among the student body. To this end the school has experienced much success. Fountain Inn Police Chief A. Keith Morton states, “Hillcrest High School is the beginning of teenage transformation into adulthood. The school is a vital portion of our community and helps shape our future leaders.” Today, the Golden Strip Community continues to grow at an amazing pace. Hillcrest High School has already outgrown its 1800 student capacity. The present enrollment is slightly less than 2100 students, making Hillcrest one of the largest high schools in Greenville County.

Principal of Hillcrest High School

Henry Bennett	1957/1958 – 1963/1964
Hugh Chastain	1964/1965 – 1971/1972
Bob Simmons	1972/1973
Max Looper	1973/1974 – 1976/1977
Dennis Varner	1977/1978 – 1979/1980
Leroy Hamilton	1980/1981
Bob Hayes	1981/1982 – 1982/1983
Leroy Hamilton	1983/1984 – 1986/1987
Keith Russell	1987/1988 – 1989/1990
Leroy Hamilton	1990/1991 – 1997/1998
Talmadge Gray	1998/1999 – 2002/2003
Stephen Chamness	2003/2004 – 2013/2014
G. Bryan Skipper	2014/2015 – Present

School Personnel for 2013 – 2014

Teachers	
Agriculture	3
Business	6
English	17
Fine Arts	5.7
Family & Consumer Science	2
Foreign Language	6.8
Math	16
Physical Education	5
Science	14
Driver's Education Teacher	1
Social Studies	16
Special Education	9
English as a Second Lang.	.7
Administration	
Principal	1
Assistant Principals	5
Administrative Assistant	1
Curriculum Resource Teacher	1
Athletic Director	1
Support Staff	
Secretary	1
Career Development Facilitator	1
Office Clerks	2
Bookkeeper	1
Guidance Counselors	7
Guidance Clerks	2
In School Suspension	1
Hall Monitor	1
Resource Officers	2
Media Specialists	2
Media Center Clerk	1
Nurses	2
Attendance Clerks	2
Special Education Aides	4
Cafeteria Manager	1
Cafeteria Staff	15
Plant Engineer	1
Maintenance Staff	15

Certification Status	Initial Certificates PACE Teachers	Teachers Currently in ADEPT	Professional (Completed ADEPT)
Number of Teachers	5	6	96
Percentage	4.6%	5.6%	89.7%

Certification & Endorsement Areas	National Board	Advanced Placement	Gifted & Talented
Faculty and Staff	14	32	33
Percentage	13.0%	29.9%	30.8%

Faculty Ethnicity	
African American	5
Caucasian (Non-Hispanic)	101
Hispanic	0
Other	2
Faculty Gender	
Male	48 = 44.8%
Female	59 = 55.1%

The faculty ethnicity is disproportional to the student population and the ethnicity of the surrounding area. Emphasis should be placed on hiring more teachers with diverse backgrounds.

Student Demographics

Hillcrest High School is one of the two largest schools in the Greenville County School District.

Ethnicity					
Year	2014-15	2013-14	2012-13	2011-12	2010-11
Total Population	2104	2097	2069	2148	2187
African-American	466=22%	486 = 23.2%	507 = 25%	602 = 28%	590 = 27%
Caucasian (Non-Hispanic)	1349=64%	1352 = 64.5%	1336 = 65%	1349 = 63%	1371 = 63%
Hispanic	192=9%	166 = 7.9%	153 = 7%	131 = 6%	131 = 6%
Other	97=5%	93 = 4.4%	73 = 4%	66 = 3%	95 = 4%
Gender					
Females	1003=48%	983 = 46.9%	967 = 47%	1054 = 49%	1053 = 48%
Males	1101=52%	1114 = 53.1%	1102 = 53%	1094 = 51%	1134 = 52%

Free and Reduced Lunch					
Year	2014-15	2013-14	2012-13	2011-12	2010-11
Total Population	2104	2097	2069	2148	2187
Free Lunch	633=30%	631 = 30%	644 = 31%	703 = 33%	711 = 33%
Reduced Lunch	152=7%	141 = 7%	140 = 7%	142 = 7%	145 = 7%

- Approximately 37% of the student body receives free or reduced lunch.
- Currently HHS has a poverty index of 56.42% which represents an increase of 2.72% compared to 2013-14.
- The increase in the poverty level may be partially attributed to the national, state, and local economy.

Students with Disabilities					
Year	2014-15	2013-14	2012-13	2011-12	2010-11
Autism	19	11	12	11	4
Educable Mentally Disabled - (EMD)	7	6	8	5	8
Emotionally Disabled (ED)	16	8	8	5	3
Other Health Impairment (OHI)	27	29	18	26	21
Learning Disability (LD)	127	191	150	155	160
Orthopedic Impairment (OH)	1	0	0	0	0

Total Students w/ Disabilities	216=10.2%	245 = 11.7%	196 = 9%	202 = 9%	196 = 9%
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Limited English Proficiency Students				
2014-15	2013-14	2012-13	2011-12	2010-11
106 = 5%	158 = 6.1%	87 = 3%	83 = 4%	105 = 5%

- Students with Limited English Proficiency are identified and receive special instruction by our ESOL teacher either in a tutorial class or through itinerant individualized instruction.
- For the past 5 years our ESOL teaching position has been a half time position and for the 2014-2015 school year it increased to a .7 position.

Instructional Schedule

For the 2013-14 Hillcrest High returned to a seven period day schedule for the 2014-15 we have continued a seven period day schedule. Hillcrest High School previously followed a block schedule for the past five years, moving from an A day/B day block schedule to the 4x4 block schedule in 2008-09. Teachers teach three 90 minute classes and have one 90 planning period. Teachers are assigned duties for 30 minutes of their planning periods every other day or perform a before or after school duty. Duties include, but are not limited to hall duty, restroom duty, parking lot duty, bus duty, or cafeteria supervision.

School Year	2014-15	2013-14	2012-13	2011-12	2010-11
Schedule Type	7 Period Day	7 Period Day	4x4 Block	4x4 Block	4x4 Block

Class Length	50 minutes	50 minutes	90 minutes	90 minutes	90 minutes
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Department and Focus Area Reports

Administration 2014-15

Mr. G. Bryan Skipper, former Principal at South Aiken High School, became the new Principal of Hillcrest High School in 2014. Mr. Ken Ashworth continued as the Assistant Principal of the Hillcrest High School Freshman Academy and Mrs. Virginia Doolittle, newly named Administrative Assistant, worked alongside him in his duties. Mr. Daniel Bruce serves as the tenth grade Assistant Principal, Mr. Jay Freeman as the eleventh grade Assistant Principal, Mrs. Leigh Anne Terry as the twelfth grade Assistant Principal, and Mrs. Rhonda Orr as the Assistant Principal of Curriculum and Instruction.

The Hillcrest High School Administrative Team continued to collaborate and embrace new technology and grew as digital administrators using their iPads for classroom observations. The technology allowed them to give immediate feedback and support to teachers. Administrators also reviewed student data and test scores to determine which students needed additional support, to make teachers knowledgeable of student's strengths and weaknesses and to better equip teachers to meet individual student needs.

More teachers joined the iPad research team that was created two years ago. By using online blogs and training sites, teachers formed learning communities in which colleagues collaborated and shared information. Teachers were given opportunities to participate on a technology leadership team and to participate in a professional learning community. The administration continued to implement methods to improve the graduation rate. Senior students were given the attendance and academic expectations at the beginning of the year and at every progress report. Individual intervention conferences were held with each senior who was failing a class, and opportunities were given for students to take online credit recovery classes. In addition, we implemented a program for struggling seniors called Rams on the Rise in which teachers, administrators, or counselors act as mentors to encourage students to improve their grades, attendance and behavior.

Administrators organized math tutoring sessions to help students prepare for the EOC test. In addition, Hillcrest High School held a motivational assembly for students, a night-time parent assembly called Test Prep Tuesday to educate parents on ways to help their child, and an in-house field trip that provided individual remediation, and EOC class competitions for students. A Curriculum Night was held to provide information to rising ninth graders about the Freshman Academy and an AP Night allowed parents and students to fully understand the expectations and requirements of AP classes.

English 2014-15

The English Department has the largest teaching faculty of all the departments, with sixteen full-time and two part-time English teachers. The department offers a full complement of the required English courses at the college preparatory, honors, and Advanced Placement levels. Elective courses in the department include Creative Writing, Speech & Debate, SAT Preparation, Teacher Cadet and Yearbook.

The English Department has four National Board Certified Teachers, one Teacher Consultant for the Upstate Writing Project, and two teachers who are certified online educators and who teach virtual English classes for South Carolina Virtual School and the Greenville County Virtual School Program in addition to teaching full-time at Hillcrest High School.

The English Department embraces technology and utilizes it to engage students in 21st Century learning and to prepare them for college as well as careers. Mrs. Sarah Reule represents the department on our school's Technology Leadership Team. English teachers regularly use Google docs and Google Classroom with their students and also utilize educational apps on iPads. The app Remind101 is utilized by several English teachers to communicate with students and parents via third-party text to remind them of upcoming due dates and assignments. The yearbook staff moved to completely online, paperless yearbook production last year. All layouts, deadlines, and submissions are now done over the Internet.

This year all English teachers are teaching Common Core English standards in their classes using the Atlas Rubicon curriculum tool and resources created by Greenville County School District English teachers under the supervision of ELA Academic Specialist, Debbie Barron. Utilizing the USA Test Prep interactive website, freshman English teachers are focused on helping their students acquire the necessary skills to meet the new challenges that the Common Core standards require in reading, writing, speaking, listening, and critical thinking to prepare them for the English I End of Course exam.

In English 4 Honors classes, students participated in the Junior Achievement Ethics Essay contest, and two students' essays were selected as finalists. Ten students traveled to the University of South Carolina Upstate campus to participate in a luncheon in which they listened to a panel discussion with local experts in the field of ethics and technology. They also participated in round-table discussions at their individual tables. Students from twelve area high schools participated in this event.

The Freshman Academy held a "Back to Books" week in December in which they encouraged students to read for pleasure. The week featured dress-up days based on literature, contests and other incentives. The Freshman Academy will hold its annual Poetry Slam assembly in the spring. Students in all English classes write original poems and hold classroom contests to choose a representative best poet from each class. Then these twenty poets compete by reading their work on stage in front of the freshman student body. Trophies and gift certificates are awarded for First Place, Second Place, Third Place, People's Choice Award, and Honorable Mention.

Freshman Academy English teachers JoAnne Bachman, Ronda Duncan and Sally Wallace have revived the Book Club here at Hillcrest High School this year. Each month, students meet to discuss a book they have all read. Students began the club by reading some of the Young Adult award nominees, and they have continued to choose engaging young adult titles on a wide range of topics. The club has been very popular with students from all grade levels.

The Teacher Cadet class, under the supervision of English teacher Lisa Vierow, conducted in-house field trips for local daycare and elementary school students to enjoy Christmas picture books and a "winter wonderland" of decorated trees, as well as a surprise visit from Santa Claus. The class along with Mrs. Vierow and Mr. Bill Evans, Speech and Debate Coach, also planned and held a Christmas Tea fundraiser which included performances by speech and debate speakers and holiday music from the strings orchestra. They repeatedly provided teacher appreciation treats for teachers and staff at Hillcrest High School throughout the year. They also created and shared electronic books with the students at Washington Center.

The Hillcrest High School Speech & Debate team, led by teacher Bill Evans, who was awarded National Speech & Debate Teacher of the year in 2012, travels across the state and country to compete, and our team is one of the strongest in our state.

Three Hillcrest High School student writers won awards in the 2014 PTSA Reflections contest, and two won honorable mention. All five students were taking Creative Writing with Ms. Annellen Hughes. The English and drama departments have joined forces to bring an in-house performance by The Barter Theater Players of the play "The Tragedy of Julius Caesar" at Hillcrest High School in early March for all English and drama students who choose to attend.

Mathematics 2014-15

Hillcrest High School offers a variety of mathematics courses beginning with Algebra 1 through Calculus. It offers Advanced Placement Calculus AB and BC as well as AP Statistics. Classes are offered at the college preparatory, advanced and honors levels. Beyond the standard Algebra 1, Geometry, Algebra 2 and Pre-Calculus classes, the Math Department also offers College Prep Probability and Statistics, and Algebra 3.

Technology usage pervades all math classrooms. All mathematics classrooms are equipped with Promethean ActivBoards. One has a board equipped with multi touch functionality. These digital whiteboards provide the opportunity for teachers to create student centered interactive lessons and activities. The boards also allow teachers to use Activotes and ActivExpressions. These devices give every student the chance to participate and answer questions. Many of the mathematics teachers also use Texas Instruments' Smartview software which is a graphing calculator emulator. Geometer's Sketchpad and Geogebra are used for exploration and demonstration of geometry and trigonometry concepts. Several teachers are incorporating the flipped classroom concept where students view videos as their "homework" and then use class time to work practice problems with the teacher and classmates there to aid progress and understanding. Graphing calculators are used daily to explore

concepts in depth. Several math teachers belong to the iPad team and are incorporating educational apps into their classroom.

The math department in conjunction with the science department wrote and won a grant from Bosch Rexroth for over \$7,000.00 to purchase equipment to be used to provide students with authentic data collection experiences. Mathematics teachers at Hillcrest High have been recognized by their colleagues having been named Teacher of the Month for the school and Teacher of the Year for Freshman Academy. Julie Jenkins is the 2014-15 Teacher of the Year for Hillcrest High School and is a member of the math department.

We have a Mathematics Club that meets weekly to explore interesting and fun math topics. A monthly math contest is offered for enrichment.

Freshman Academy Algebra 1 teachers plan collaboratively in order to maximize EOC scores. Algebra 1 teachers also use USATestprep software for EOC practice. One teacher offered Saturday study sessions to prepare for EOC.

All teachers collaborate with others who teach the same courses. Common assessment is the norm. Many teachers incorporate projects that allow for students to demonstrate their learning in nonstandard formal assessment settings. Statistics students participate in projects that involve collecting and analyzing data gathered from throughout the school. Our geometry teachers incorporate projects where students draw blueprints and then construct models of three-dimensional objects, bridges, kites, and more.

Social Studies 2014-15

The Hillcrest High School Social Studies department offers a full contingent of classes to meet the requirements for the state diploma: World Geography, World History, U.S. History, Government and Economics. In addition, elective courses including Law Education, Sociology, Current World Issues, and Psychology are offered. The Social Studies Department offers more Honors and Advanced Placement classes than any other department at the school including AP Human Geography, AP World History, AP U. S. History, AP Government, AP Macro Economics, and AP Psychology. There are also Honors levels in World Geography and World History which will better help our students in mastery of the Common Core Standards in Social Studies.

Over the past two years the U.S. History teacher team has placed a special emphasis on collaborative planning. They have created common unit concepts, common syllabus and pacing guides as well as assessments with similar concepts. The U.S. History EOC passage rate has shown a significant increase the past three years, which in the 2013-2014 school was a 79.2%. Similarly, teacher teams and team leaders are also implementing similar changes in World History, American Government, and Economics. Our goal was to ensure that the state standards for each course were being taught, pacing was age appropriate, common concepts were taught and tested, and that

teacher teams would pace together as much as possible. Team leaders keep the group focused on its goals and make sure that the long range pacing guide is being followed.

Annually, our Social Studies department presents a senior student with the Lee Bradford Social Studies Award. This student is not limited to AP scholars. It also factors in school extracurricular activities and community involvement. Our past recipients usually have taken on average 5 social studies courses during their high school experience, maintaining not only an A average but also have to be civic minded and a quality person.

Our department boasts a strong cadre of teachers. In 2011, our department had a member who helped to rewrite the state U.S. History and Constitution Standards, the new teacher support document for that subject, and was a member of the State Textbook Adoption Committee. Individual members of each teacher team are responsible for creating on average two units with the appropriate test bank of questions, common concepts matching appropriate standards, and also aligned with the English department as part of the Atlas Curriculum Planning tool under the Common Core Social Studies standards.

Several of our teachers serve as mentors to new teachers. Mentors work closely with our new department members and help them to improve classroom methodology and pedagogy. Each new teacher receives guidance creating an Assertive Discipline Plan, how to do parent communication and documentation, IEP/504 meetings, and to prepare for administration and third-evaluator teacher observations as well as unannounced walk through visits or practice PAS-T observations by their mentor or the department chair. Our goals for the next several years will be to align all assessments whether traditional paper and pencil or project based assessments to both State Content Standards but also to Common Core Social Studies Standards and to use rubric based scoring.

Science 2014-15

Students must complete three units of science to meet the graduation requirement. Students may take college preparatory, honors or advanced placement courses to meet this requirement. Biology, chemistry and physics labs provide students with hands-on learning. Course offerings include Biology, Physical Science, Chemistry, Physics, Human Biology, Botany, Zoology, Marine Science, Earth Science, and AP courses in Environmental Science, Biology, and Chemistry. Several teachers use an iPad to enhance instruction and often check out class sets of iPads for student use as well. Science teachers use integrated technology to better assess and engage students in content. The BYOD (Bring Your Own Device) Project allows students to use their own smartphones and tablets, to perform all kinds of classroom tasks. Several teacher also use the Google Classroom platform to better reach 21st century learners. A commitment to student achievement both in and out of the classroom is the true strength of the HHS faculty. An active Science Club participates in state level competitions and attends many local science events in the area that promote STEM and STEAM initiatives.

Biology classes are taught in a Freshman Academy which offers extra tutoring and study sessions with USA Test Prep designed to help increase EOC test scores. Those teachers collaborate on a weekly basis to gauge student preparation for the EOC.

World Languages 2014-15

The benefits, importance, and relevance of proficiency development in world languages cannot be overemphasized in today's world and in today's job market. Over seven hundred international firms are in South Carolina alone; successful world language learning increases career opportunities for our students.

Hillcrest High School offers two world languages – Spanish and French. Our course offerings at each level in Spanish include Spanish I CP or Spanish I Advanced, Spanish II CP or Spanish II Advanced, Spanish III CP or Spanish III Honors, Spanish IV Honors, Spanish V Honors, and AP Spanish Language and Culture. Course offerings in French include French I CP, French II CP, and French III Honors.

In the area of technology, teachers utilize available resources, including iPads, the Promethean Board, and applications such as Google Classroom, to incorporate authentic materials and experiences in the classroom.

Our students are actively involved in activities that celebrate the learning of another language throughout the local community and around the world. Students from the Spanish III Honors, Spanish IV Honors, and AP Spanish Language and Culture classes traditionally celebrate the Christmas holiday with students in the LD Neuro Class at Hillcrest High School, teaching Spanish, singing Christmas songs in Spanish, and working on craft activities with the students in a cooperative class setting. Students in these classes also create children's storybooks that are sent to Nicaragua to be given to needy children.

Twenty-two current and former students are members of Hillcrest High School's chapter of the Spanish Honor Society, *la Sociedad Honoraria Hispánica, Capítulo Jaime Escalante*. Students who are selected to be members of the Spanish Honor Society have demonstrated mastery of Spanish III, Spanish IV Honors, and Spanish V Honors or AP Spanish Language and Culture, and have maintained a cumulative "B" or "A" average in these courses. They have also demonstrated character, leadership, seriousness of purpose, and service and commitment to others. Mrs. Anna Cuyar, chapter founder and sponsor, is the State Director for South Carolina of the Spanish Honor Society.

Ms. Landri Tripp, a 2013 graduate of Furman University, received the Furman Cervantes Award for Excellence in Spanish, an award given to the top Spanish major of the graduating class. She was also asked to share her ADEPT Teaching Portfolio with the Furman University Board of Examiners Reaccreditation Team. Ms. Tripp is currently pursuing additional certification at the graduate level at

Furman University in Teaching English to Speakers of Other Languages and will complete this program in August of 2015.

Mrs. Anna Cuyar has been invited to and has participated in the reading and scoring of the Advanced Placement Spanish Language and Culture Exam as a College Board AP reader since 2008. Additionally, Mrs. Cuyar was nominated to serve on the College Board Standard Setting Panel for the AP Spanish Language and Culture Exam; this panel determines the cut scores to place examinees in the five AP score levels.

Students in all world language courses at Hillcrest High School communicate in the target language at the appropriate level, gain knowledge and understanding of other cultures, connect with other disciplines, and develop insight into the nature of language and culture. Our students interact in the target language using the three modes of communication: interpersonal, interpretive, and presentational.

Chloè LeBegue, member and Class Valedictorian of the Class of 2014 at Hillcrest High School, scored a five on the AP Spanish Language and Culture Exam. AP scores range from one to five, with five being the highest score possible. Chloè is a non-native speaker of Spanish who began her study of Spanish in the 8th grade at Hillcrest Middle School with Spanish I and continued her Spanish coursework after that at Hillcrest High School with Spanish II Advanced, Spanish III Honors, Spanish IV Honors, and AP Spanish Language and Culture.

Analía Paraná, another member of the Class of 2014 and ranked number three in her class, is the first student in the history of Hillcrest High School to take AP Spanish Literature and Culture. Analía completed her coursework for this course in a combined Spanish V Honors, AP Spanish Language, and AP Spanish Literature and Culture class. Analía scored a four on the AP Spanish Literature and Culture Exam. She is a heritage speaker of Spanish who completed Spanish III Honors, Spanish IV Honors, AP Spanish Language (scoring a four on the AP Exam), and AP Spanish Literature and Culture at Hillcrest High School. The AP Spanish Language and Literature Exams are very rigorous, high stakes exams that are challenging to native and non-native speakers of Spanish, as AP English Language and Literature Exams are for native and non-native speakers of English. We are proud of our students' accomplishments in world languages at Hillcrest High School.

Agricultural Sciences 2014-15

Agricultural Science Department offers courses in animal care, wildlife management, outdoor recreation, horticulture, greenhouse management and landscape technology. Completer certificates are offered to students who finish a minimum of four classes within a pathway in the department. The department works closely with outside organizations such as the Future Farmers of America, local animal rescue groups and the South Carolina Department of Natural Resources. The horticulture program maintains a greenhouse on campus and provides funding for their programs through their annual Fall Plant Sale and Spring Plant Sale. The department also maintains an equipment barn and

cares for two courtyards within the school and an outdoor classroom that are available for teachers to use as alternate locations for class.

Family and Consumer Sciences 2014-15

Family & Consumer Sciences (FACS) is the comprehensive body of skills, research and knowledge that helps people make informed decisions about their well-being. Hillcrest High School currently offers elective courses in Child Development 1 and 2; Foods & Nutrition 1 and 2 and Sports Nutrition. The department is comprised of two teachers.

The FACS classes participate in the iPad and Bring Your Own Device program which extends technology opportunities in the classroom. With parent permission and when it is curriculum appropriate, students are able to use their own technology devices, including their phones and tablets.

The Department is fully committed to community outreach. The Child Development students created an onsite preschool learning experience for the Frazee Center. They chaperone the Meyer Center children at Special Olympics. The Foods classes complete a hunger unit in which they simulate world hunger issues.

The Foods and Nutrition 2 students won the Greenville County Soil and Water Conservation District Photography Contest. Following a unit on nutrient needs and hydration students, were challenged to take photos in Greenville County of water. Hillcrest High School winners include: Tatiana Gonzalez: Grand Prize Winner; Oakley Owens: 12th Grade Winner; Ryan Conti: 11th Grade Winner; Honorable Mention: Nia Woodruff and Keshawn Anderson.

Please see the attached link for the winning photos:

<https://www.facebook.com/media/set/?set=a.964537280242313.1073741843.407971229232257&type=1>

Sixteen students graduating in 2014 will receive a Career Concentration certificate for completing two levels of FACS and an additional course.

Business 2014-15

The Business Department of Hillcrest High School is one of the largest in Greenville County. There are six full-time business teachers instructing approximately 900 students each day. Through guidelines set by the South Carolina State Department of Education, HHS offers complete certificates in Accounting, Business Finance, General Management, and Business Information Management. In order to receive a certificate, students must earn a total of four business units made up of two required courses and two business electives in each certificate area. The students have a total of thirteen business courses to pick from which include: Accounting 1 and 2, Business Law, Business Finance, Computer Applications, Computer Programming, Digital Desktop Publishing,

Entrepreneurship, Foundations of Animation, Image Editing, Integrated Computer Applications 1, Keyboarding, and Web Page Design. A number of HHS students earn a state certificate by the end of their senior year and some even earn certificates in more than one area of business. An awards ceremony and luncheon is provided by the department for seniors receiving certificates. Parents are invited and encouraged to attend. All of the Business Department teachers have a Master's Degree and one is currently working on a Doctorate. All of the business teachers take classes and/or professional development workshops to stay current on technology and software as these factors are constantly changing in the business world.

Fine Arts 2014-15

The Hillcrest High School Chorus made the first superior rating in 2014-15 at the State Choral Festival which is the first Superior rating that that the school has ever had. Strings received two superior ratings at the state concert festival. The band had five students make the SC Region Band and six students made the Greenville All County Band. The Hillcrest High School Marching Band continues to place and win awards in marching contests. The Art classes have incorporated SKYPE into their program to learn and work with former students that have been successful in art careers after graduating. The art classes have also contacted other artists to have conferences with to learn more about art, careers in art and the world of art. The Art classes participated in the 2015 Proaxis Art Challenge and Hillcrest High School student, Israel Wright won first place in the 2015 Proaxis Art Challenge.

Physical Education/Driver's Education 2014-15

Physical Education continues to strive to offer a wide variety of activities with an emphasis on meeting and maintaining the State Standards for Physical Fitness. We also endeavor to enhance the student's social skills, their team building skills and most importantly for each student to have fun!

Freshmen make up the majority of our students and they are required to take and pass PE 1 to meet the requirements for graduation in South Carolina. Other students are offered electives which include Weight Lifting; Strength, Agility, and Plyometrics; Team Sports; Leisure Sports; and Driver's Education.

The addition of a PE Classroom and a Multi-Purpose Gym in the Spring of 2012 allows the department to meet the needs of all students that wish to participate in any of our class offerings.

English for Speakers of Other Languages 2014-15

Hillcrest High School serves approximately 105 students yearly in the ESOL program. An additional 20 students who have been dismissed from ESOL are monitored regularly throughout the school year. Services include consultation with classroom teachers, providing accommodation plans, as well as English language skills enrichment courses offered as an elective credit. In addition, the school

offers online programs including Rosetta Stone, USA Testprep, and Study Island that can be accessed from the classroom or from the home to help build and support language acquisition.

Mrs. Gwen Freitas is assigned to Hillcrest High School as a .7 ESOL teacher. She teaches three periods of English as a second language every afternoon. Student instruction is designed to empower the student with tools to transition from their first language to English in the areas of reading, writing, listening, and speaking. The curriculum is designed to encourage students to learn and use social and academic English language.

Many nations and languages are represented in the student body at Hillcrest High School. Students from Mexico, Colombia, Puerto Rico, Peru, Ecuador, Brazil, India, China, Egypt, Micronesia, Honduras, the Dominican Republic, Venezuela, Nicaragua, Guatemala, Guyana, India, Iraq, Germany, Greece, Kenya, Poland, the Philippines and Russia have participated and continue to participate in the program. Part of the curriculum includes studying American culture, as well as celebrating the cultures of the individual students.

Special Education 2014-15

Resource Department State Diploma

The Resource Department provides academic support for students with disabilities who are working on a state high school diploma. Some students need daily support for academics, organization, and/or behavioral support. Others only need support weekly to get help with writing research papers or to complete tests. Our goal is to assist our students in meeting their educational needs as identified in their IEP.

Most teachers have already taken courses and in-services in Activinspire or other technology classes such as ALIVE. The district offers a Technology Conference during the summer that teachers attend also.

Occupational Diploma Program

The Occupational Diploma program provides students with disabilities a curriculum with a focus on vocational and academic pursuits along with work experiences. This program provides skills training, job readiness, and employability skills. The Occupational Diploma Program is an alternative curriculum that features functional academics that are aligned with state and federal academic standards. The IEP team determines the appropriateness of the Occupational Diploma program based on the individual needs of the student.

The Occupational Diploma program is comprised of 3 required components:

1. Academic Coursework (core classes are taught in special education classes and electives are taught in regular education classes)

2. Job Training / Employment: students must participate in 360 hours of documented employment and / or complete a Career and Technology Education (CATE) course.

3. Portfolio Students are required to complete 24 units to graduate:

- Occupational English 4
- Occupational Math 4
- Occupational Science/Health 4
- Occupational Career Prep/Social Studies 4
- Career/Technical Education 3
- Physical Education 1
- Electives 4

During 10th grade students take 2 special education classes at the career center:

1. Career Development I and II: includes Workkeys Training, Serve Safe Certification, CPR and First Aide Certification, Goal Setting and Career Interest Planning

2. Career Rotation I and II: provides hands on training and shadowing in regular education classes such as culinary arts, welding, construction, and automotive repair.

Transition Services focus on academic and functional achievements to facilitate moving from school to post school life.

During 11th and 12th grades students participate in job training and employment or complete a 2 year career education course at the career center.

Supported Employment and Training Program (SET)

This gives realistic vocational training and employment opportunities to students. This prepares students for work and independent living. A transition specialist works with students in 11th and 12th grade. The transition specialist communicates with businesses to develop partnerships and employment opportunities for students. Juniors are required to participate in non-paid training and job shadowing. Seniors are required to successfully complete 360 hours of paid employment. Students are provided transportation to job sites to receive job training and employment hours. Students are working in the community in places such as: BiLo, Railhouse Restaurant, James Monroe Mission House, First Presbyterian Church Food Pantry, O'Charley's Restaurant, The Glazing Pot, Ross and Macy's Department Stores, Pizza Inn, McDonalds Restaurant, Tractor Supply, Wendy's Restaurant, Extreme Tee's, and North American Rescue.

The Hillcrest High School Occupational Department was honored with a grant by The Center for Disability Resources at the University of South Carolina School of Medicine as the top high school in the state for providing transition services to students with intellectual disabilities.

Students are learning to use cooking skills to supplement their academic classes. They are also learning job skills related to the food and restaurant industry by planning menus, taking orders and

preparing lunches to the business class. This is being done with the classroom kitchen that was used with the grant money. Students are working with business classes to prepare resumes and learn job interview skills. Students work with technology by utilizing iPads that were purchased with the grant money. Students have learned to fill out online job applications, write and send emails, use search engines, and enrich academic skills using apps.

Hillcrest High School has 2 occupational teachers and 2 paraprofessional aides.

Special Education LD/Neuro Class

This program also provides students with disabilities a curriculum that focuses on vocational skills, social skills, and academics along with work experiences. This program has students in the Occupational Program, Certificate Program and several are working on a state diploma. The self-contained students participate in community based instruction, where they are able to practice social, money skills, and behavioral skills in the community. In the classroom, the students practice academic skills concentrating on life and functional skills. The resource students who are on state diploma track use the LD/Neuro class as a tutorial setting for support of their academics, organizational skills, and behavioral and social skills.

Special Education Awards

The Hillcrest High School Occupational Department, consisting of Amy Gahagan and Leslie Scott, was honored with a grant by The Center for Disability Resources at the University of South Carolina School of Medicine as the top high school in the state for providing transition services to students with intellectual disabilities.

Amanda Walkup, resource teacher, was awarded the 2012 South Carolina Council for Exceptional Children's Exceptional Educator of the Year award. She was recognized at both the SCCEC annual conference and the national CEC convention in San Antonio, TX, in 2012. She was nominated for the Clarissa Hug Teacher of the Year award through national CEC in 2012-2013. She is currently the Recording Secretary for the South Carolina Chapter of the Council for Exceptional Children. Mrs. Walkup was also elected as Hillcrest's 2015-2016 Teacher of the Year.

Freshman Academy 2014-15

The Hillcrest High School Freshman Academy has instituted new initiatives this year and has seen excellent results. Teachers offer tutoring both in the mornings and afternoons throughout the week. We offer an online course for repeating freshman. This has been a huge success so far and many of the students will now be on track with their graduating class. We will be having an EOC Blitz in which we have multiple activities. We begin the Blitz with a "Pep Rally" and will have a guest speaker talk about the importance of graduating. This year we will have Sam Wyche. The same night we will have our EOC Parent Meeting. The teachers will have numerous competitions. The overall winning class receives a Bojangles Biscuit breakfast. We will have an in house field trip in which about 30 of

our At Risk students from English, Math and Science will go to a 3 hour tutoring session. At the end of the semester we had an exam review session for each core subject. The teachers created for the week before exams for this tutoring program. We had a meeting with about 40 of our At Risk students and discussed what is required to move on to the next grade level.

The Freshman Academy used technology in new ways this year as well. A few of our teachers are part of the ITeach in which they would research different Apps and discuss with the team. We have a few teachers who are part of the BYOD (Bring Your Own Device) team in which students are allowed to use their Smart Phones or bring in their IPADs. Many of the teachers use the computer labs to do USATestPrep to prepare for the EOC's.

The Hillcrest High School Freshman Academy staff has had numerous teachers win awards. Mr. Oliveros was voted by the Freshman Academy students as the Freshman Academy Teacher of the Year. Amanda Walkup was voted Teacher of the Year for our entire school. Mr. Robbie Bell was a finalist for the award as well. Mrs. Sherry Ferguson was nominated as an "Emerging Teacher of the Year" award given to teachers in their second or third year who are excelling.

The Freshman Academy offers many upper level classes. The Math department offers Algebra I Honors and Geometry Honors. English offers English I Honors and English II Honors. Biology offers Biology I Honors and the Social Studies department offers Global Studies I Honors and AP Human Geography.

The Freshman Academy works with the community in numerous ways. Freshman Pride bought gifts for numerous families during the Christmas season. The teachers and students made a conscious effort with the Canned Food Drive for the local food pantry. We will do another Chili Cook-off in which we will have many community members who participate. The Freshman Academy does a Parent Orientation and Freshman Day for students before the school year starts. When any of our students go through tough times the teachers donate money or goods in support of their families. We have a compassionate group of teachers. We have a compassionate group of students as well. There have been a few students who noticed their peers that do not have much. They donated gifts and clothes to these students as a "Secret Santa." These students did not want anyone to know what they did. This made it even more impressive.

Guidance 2014-15

The mission of Hillcrest High School's counseling department is to provide a comprehensive program that assists all students in building their academic talents, preparing for their future careers, and achieving social responsibility. School counselors advocate, collaborate, and facilitate individual and systemic change to ensure all students have the knowledge and skills necessary to achieve academic success and personal growth. In collaboration with the faculty, parents or guardians, and the community, Hillcrest counselors assist students in finding their full potential while achieving their personal and academic ambitions.

There are four components to the Hillcrest High School Comprehensive Guidance Program:

- Guidance Curriculum
- Individual Planning
- Responsive Services
- Systems Support

Hillcrest High School counselors implement the state standards that address the four components through classroom guidance, small groups, and individual counseling.

The Hillcrest High School Guidance Department also provides many support areas:

- Student Enrollment
- Course Scheduling - changes and reviews
- Progress Reports and Report Cards
- Standardized Testing
- Student Record files for current and former students
- Parent Teacher Conferences
- College Research, applications, and scholarship information
- Financial Aid Information
- Information regarding the Military/Armed Services
- Beginner's Driving Permit Written Test
- Homework Assignments
- Transfer to Alternative Schools
- Career Exploration and Development

Our Guidance Department works with students and parents to ensure students' needs are met and that students are on track for graduation. Counselors meet annually with students to develop and review each student's Individual Graduation Plan. Through interest assessments, job shadowing, work-site visits, and career speakers, students evaluate their career interests. Counselors provide various opportunities for students to explore their interests and develop their goals. Each student meets with their guidance counselor to determine which classes best suit the student's needs and goals. Students have ample opportunity to investigate their interests through many outstanding classes at Hillcrest High.

Hillcrest High Student Council 2014-15

The elected officers and representatives of Hillcrest High Student Council proudly lead the student body in activities throughout the year. The council is responsible for pep rallies, Homecoming, and Prom. The pinnacle event under their direction is Spirit Week, a time devoted to fundraising for a designated charity. The 2015 designated charity was FIKE, Fountain Inn Kids Enrichment Center. The Student Council Spirit Week calendar includes in-school, weekend and evening events for the

enjoyment of our student body. It is a laudable effort that with their planning they yield a generous sum for the charity. This year the HHS Student Council raised over \$88,000.

Our Student Body officers also participate in Greenville County Schools Interhigh Council, teaming together with leaders across the district to share ideas and create student incentives. Due to this initiative, Student Council organized a canned food drive at Thanksgiving.

Technology 2014-15

Hillcrest High School has three desktop computer labs and one laptop computer lab with 30 computers each. There are also 5 business labs with thirty student stations and nine mobile laptop labs with thirty computers. The district finished installing internet access points throughout the building, making us completely wireless. Technology refresh has allowed us to supply 8 more teachers with iPads. There are 17 student iPads for teachers to use in their classrooms. Special education teachers have 18, and FCS has 2. All full sized classrooms have a Promethean Board including the Media Center. The Media Center has 35 Nooks. Teachers are offered professional development opportunities each month either through the school or district.

Athletics 2014-15

The Hillcrest High School athletic department is a 4-A program located in Simpsonville, South Carolina. With our 22 varsity sports and 24 sub varsity programs, we are one of the largest athletic departments in the state with over 700 different students from Hillcrest High School competing for our teams. For the 2014-15 school year, Hillcrest had 12 students sign National Letters of Intent to play sports at the college level. Since 2011 our sports teams have won 7 State Championships and finished as one of the top 10 schools in the Athletic Director's Cup standings for the first time in school history. Since 2011 Hillcrest has had 162 All Region Athletes and 8 individuals who were recognized as the Statewide Player of the Year in their respective sport.

Sports Teams Offered: Football, Boys' Basketball, Girls' Basketball, Volleyball , Baseball, Softball, Cheerleaders, Cross Country, Boys' Golf, Girls' Golf, Softball, Dance Team, Swim Team (Boys and Girls), Boys' Tennis, Girls' Tennis, Wrestling, Boys' Soccer, Girls' Soccer, Boys' Lacrosse, Girls' Lacrosse, Boys Track and Field, Girls Track and Field.

Speech & Debate 2014-15

The 2014-2015 Hillcrest High School Speech and Debate team consists of 55 active members who had a 20-tournament schedule this year. The purpose of the team is to offer opportunities for students to participate in competitive settings which enhance life skills while promoting effective communication. Hillcrest High School is proud to have two students who are presently pursuing a college degree with full speech and debate scholarships. The Hillcrest High School team is recognized throughout the Southeast and is ranked nationally, and received Sweepstakes trophies in all local and regional tournaments. Continuing their tradition of excellence, Hillcrest had eight students qualify for the National Individual Events Tournament of Champions (NIETOC) to be held in Lincoln, Nebraska. The team won the Third Place Overall Sweepstakes trophy in the 2015 South

Carolina State Tournament and garnered two individual state championships: Paige Freeman is the Humorous Interpretation State Champion and Danny Allwurden and Sean Allwurden are the Duo Interpretation State Champions. Hillcrest's Speech and Debate Coach, Bill Evans, has coached the team for 25 years and served as the South Carolina Forensics Coaches Association President for 2014. Evans was selected as the 2012 National Speech and Debate Teacher of the Year (NIETOC) and was admitted to the 2012 Speech & Debate Hall of Fame in Hattiesburg, Mississippi.

Hillcrest High School Organizations 2014-15

Academic Honor Societies

National Honor Society
National Beta Club
Spanish Honor Society

Clubs

C.A.N. Club
Fellowship of Christian Athletes
Solid Rock
Future Farmers of America
Drama
Interact
Juniorettes
Common Ground
Students Against Destructive Decisions (SADD)
Freshman Pride
Science Club
Math Club

Governance

Student Council
Youth in Court
Youth in Government

Academic Opportunities/Teams

Academic Bowl Team
Yearbook Staff
Speech and Debate
Literary Magazine

School Facilities at a Glance 2014-15

- Located in the southeastern corner of Greenville County along I-385
- Built in 1992
- 108 classrooms

- Auditorium
- Rams Café
- Gymnasium with two auxiliary gyms
- Media center with wireless access to the internet.
- Three (4) computer labs for instructional use
- Tennis courts
- Football stadium with a rubberized competition track and new concession stands
- Baseball field
- Softball field
- Greenhouse
- Agriculture barn facility.
- Two (2) courtyards for instructional use and relaxation, maintained by the Hillcrest Future of Farmers of America.

School Improvement Committee Report to the Community 2014-15

For almost sixty years, Hillcrest High School has been a source of pride for the Simpsonville-Fountain Inn Community. Hillcrest is proud of its students and faculty and their accomplishments. Hillcrest High teachers are highly qualified in their subject area. Many of our teachers hold masters degrees, masters plus thirty, as well as additional degree certifications such as National Board, Advanced Placement, and Gifted and Talented. The quality of teachers at Hillcrest is shown in the increase of EOC test scores. Hillcrest High School students scored an average of 83.2% on all tests as compared to students in high schools like ours scoring an average of 80.4% on all tests. In addition, the graduation rate rose to 82.1%. Hillcrest High School received an Excellent Absolute Rating on the 2014 School Report Card.

Hillcrest High School offers a continuum of opportunities for its students beginning with the Freshman Academy for first-year ninth grade students. The Academy offers a separate location for all freshmen core classes. For the second time, the Academy held a Freshman Day prior to the start of school. Approximately 400 of our new ninth grade students attended this event making it a great success. They toured the building, met their teachers, heard about clubs and athletic opportunities and even learned cheers. The teachers in the Academy meet regularly to plan activities and monitor the progress of our freshmen.

Hillcrest High School offers a variety of opportunities for student involvement. Hillcrest High School has a Speech and Debate program that continuously has district, state and national winners. Hillcrest's Fine Arts Department is also a leader in our school district. Hillcrest High School students were selected for All State Chorus, All State Band, and All State Strings. Hillcrest also has one of the top athletic programs in the state with 22 varsity and 24 Sub Varsity teams that are consistently some of the top athletic teams in our state. The 2014-15 Hillcrest High School Football Team won the state championship and Coach Porter was named High School Football Coach of the Year.

In addition, Hillcrest High School offers a variety of extracurricular and academic clubs to students. Once again, our student body in partnership with the community raised over \$88,000 in one week in support of FIKE, Fountain Inn Kid Enrichment Center. Students are also active in other charities such as hosting food drives and natural disaster relief for various areas in need. The local community strongly supports Hillcrest High School in these endeavors. The Greenhouse Industries program at Hillcrest sponsors plant sales throughout the year, offering student-grown plants and flowers to the public. The program has earned over \$20,000 since its inception and is recognized by the state as an exemplary program.

Our Guidance Department works with students and parents to ensure students' needs are met and that students are on track for graduation. Counselors meet annually with students to develop and review each student's Individual Graduation Plan. Through interest assessments, job shadowing, work-site visits, and career speakers, students evaluate their career interests. Each student meets with their guidance counselor to determine which classes best suit the student's needs and goals. Students have ample opportunity to investigate their interests through many outstanding classes at Hillcrest High.

Both academic and athletic booster clubs are strong and actively involved in providing support in the form of time and money for our students. Our PTSA offers grant opportunities to our teachers. Hillcrest is dedicated to providing a safe, positive learning environment which brings together the resources of staff, family, and our community to create the best future possible for our students.

G. Bryan Skipper, Principal
Mandy Watts, SIC Chairperson

Mission, Vision, and Beliefs

MISSION STATEMENT

The mission of Hillcrest High School is to educate all students to become positive, productive citizens equipped to meet the challenges of today's global society.

SCHOOL MOTTO

Honor · Truth · Loyalty

VISION

- Involve students in curricular and extracurricular activities that enhance social, physical, emotional, and intellectual well-being.
- Provide a wide variety of academically challenging experiences for all students
- Cultivate values of diligence, honesty, pride, achievement, and the importance of family along with the significance of community service.
- Promote partnerships and community involvement with our school.
- Analyze relevant data concerning school processes and progress to make collective decisions for school improvement.

TAG LINE

Today's Learners; Tomorrow's Leaders

End of Course Examinations

	Algebra I	Biology 1	English I	Physical Science	US History
2013-14	80.8%	87.8%	82.5%	N/A	78.9%
2012-13	88.6%	86.9%	86.6%	N/A	73.2%
2011-12	77.6%	70.5%	77.3%	N/A	63.5%
2010-11	77.1%	64.1%	77.3%	61.2%	53.0%
2009-10	74.4%	N/A	75.4%	65.9%	46.3%

SAT

	Critical Reading	Math	Writing	Composite	Gain or Loss
2013-14	475	470	446	1391	44
2012-13	465	447	435	1347	- 22
2011-12	468	456	445	1369	- 6
2010-11	471	455	448	1375	- 23
2009-10	472	471	452	1398	-13

ACT

	Reading	Math	English	Science	Composite	Gain or Loss
2013-14	20.3	20.5	21.3	21.1	20.9	1.1
2012-13	20.5	19.1	18.9	20.1	19.8	-0.4
2011-12	20.8	19.7	19.6	20.3	20.2	+0.4
2010-11	20.3	19.2	19.3	19.9	19.8	-1.8
2009-10	22.1	21.4	21.2	21.0	21.6	+1.3

Advanced Placement Exams

	2013-14	2012-13	2011-12	2010-11	2009-10
Numbers Enrolled	373	325	361	301	335
Number of Exams	629	534	557	468	442
Students Scoring 3 -5	249=40%	244=46%	252	204	195

Hillcrest High School offered 14 different Advanced Placement courses. Emphasis is placed on student enrollment in AP classes for exposure. As a result enrollment is not limited to those few students who are so highly qualified that they are almost guaranteed a passing grade. Entrance into Hillcrest's AP program is based on student desire to succeed in the class, teacher recommendation, and success in prerequisite courses.

Action Plan



HSAP % ELA

SCHOOL RENEWAL PLAN FOR 2013-14 through 2017-18

- Student Achievement □ Teacher/Administrator Quality □ School Climate □ Other Priority

GOAL AREA 1: Raise the academic challenge and performance of each student.

PERFORMANCE STATEMENT: Meet the state and federal accountability objectives for all students and subgroups in writing and English Language Arts each year.

FIVE YEAR PERFORMANCE GOAL: Increase the percentage of students meeting standard (Level 2 and above) in English Language Arts on the High School Assessment Program (HSAP) 1st attempt from **92.5%** in 2012 to **95.0%** in 2018.

ANNUAL OBJECTIVE: Annually increase by **0.5** percentage point(s) students meeting standard in English Language Arts on the High School Assessment Program (HSAP).

DATA SOURCE(S): SDE School Report Card – last page

School Name	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	93.4	94.3	95.1	96.0	96.9
School Actual	92.5	93.1	94.6				
District Projected	X	X	92.9	93.9	94.9	95.9	96.9
District Actual	91.9	92.4	91.8				

Information in the above tables is subject to change. Projected performance and actual performance are dependent upon which state standardized assessment is administered as South Carolina begins full implementation of common core standards in 2013-2014.

EOCEP % ENGLISH I

- Student Achievement
- Teacher/Administrator Quality
- School Climate
- Other Priority

FIVE YEAR PERFORMANCE GOAL: Increase the percentage of students who meet standard (test score of 70 or higher) on the state-mandated End of Course test in English I from **77.3%** in 2012 to **80.0%** in 2018.

ANNUAL OBJECTIVE: Increase by **0.88** percentage point(s) annually students who meet standard (test score of 70 or higher) on the state-mandated End of Course test in English I.

DATA SOURCE(S): SDE School Report Card

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	78.1	78.9	79.7	80.5	81.3
School Actual	77.3	86.6	83.8				
District Projected (MS and HS)	X	X	77.3	78.3	79.3	80.3	81.3
District Actual (HS only)	71.1	78.4	82.1				

Information in the above tables is subject to change. Projected performance and actual performance are dependent upon which state standardized assessment is administered as South Carolina begins full implementation of common core standards in 2013-2014.

HSAP % MATH

- Student Achievement □ Teacher/Administrator Quality □ School Climate □ Other Priority

PERFORMANCE STATEMENT: Meet the state and federal accountability objectives for all students and subgroups in mathematics each year.

FIVE YEAR PERFORMANCE GOAL: Increase the percentage of students meeting standard in mathematics on the High School Assessment Program (HSAP) 1st attempt from **80.7%** in 2012 to **89.7%** in 2018.

ANNUAL OBJECTIVE: Increase by **1.0** percentage points annually students meeting standard in mathematics on the High School Assessment Program (HSAP).

DATA SOURCE(S): SDE School Report Card – last page

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	82.5	84.3	86.1	87.9	89.7
School Actual	80.7	83.4	85.1				
District Projected	X	X	85.7	86.7	87.7	88.7	89.7
District Actual	81.4	86.2	82.1				

Information in the above tables is subject to change. Projected performance and actual performance are dependent upon which state standardized assessment is administered as South Carolina begins full implementation of common core standards in 2013-2014.

EOCEP % ALGEBRA I

- Student Achievement
- Teacher/Administrator Quality
- School Climate
- Other Priority

FIVE YEAR PERFORMANCE GOAL: Increase the percentage of students who meet standard (test score of 70 or higher) on the state-mandated End of Course test in Algebra I from **77.6%** in 2012 to **83.0%** in 2018.

ANNUAL OBJECTIVE: Increase by 2.2 percentage points annually students who meet standard (test score of 70 or higher) on the state-mandated End of Course test in Algebra I.

DATA SOURCE(S): SDE School Report Card

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	79.8	82.0	84.2	86.4	88.6
School Actual	77.6	88.6	81.7				
District Projected (MS and HS)	X	X	84.6	85.6	86.6	87.6	88.6
District Actual (HS only)	78.0	83.2	88.2				

Information in the above tables is subject to change. Projected performance and actual performance are dependent upon which state standardized assessment is administered as South Carolina begins full implementation of common core standards in 2013-2014.

- Student Achievement
- Teacher/Administrator Quality
- School Climate
- Other Priority

FIVE YEAR PERFORMANCE GOAL: Meet the annual measurable objective (AMO) of **95%** of students tested for all ELA and math tests and subgroups each year from 2014 through 2018.

ANNUAL OBJECTIVE: Meet the annual measurable objective (AMO) of **95%** of students tested for all ELA and math tests and subgroups annually.

<u>DATA SOURCE(S):</u> ESEA Federal Accountability and SDE School Report Card ELA – School	Baseline 2011-12	Plannin g Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance	95.0	95.0	95.0	95.0	95.0	95.0	95.0
Actual Performance							
All Students	99.3	99.2	99.6				
Male	99.7	99.3	99.4				
Female	98.8	99.2	100				
White	99.7	99.4	99.7				
African-American	98.8	98.6	99.2				
Asian/Pacific Islander	N/A	N/A	N/A				
Hispanic	N/A	100.0	100				
American Indian/Alaskan	N/A	N/A	N/A				

Disabled	100.0	96.1	98.3				
Limited English Proficient	N/A	N/A	100				
Subsidized Meals	99.6	99.0	99.3				

ELA – District - High School	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance	95.0	95.0	95.0	95.0	95.0	95.0	95.0
Actual Performance							
All Students	99.0	99.1	99.7				
Male	98.8	98.9	99.6				
Female	99.3	99.3	99.7				
White	99.0	99.2	99.7				
African-American	99.0	98.7	99.6				
Asian/Pacific Islander	99.3	100.0	100				
Hispanic	98.9	99.4	99.7				
American Indian/Alaskan	100.0	N/A	N/A				
Disabled	97.5	96.8	99.1				
Limited English Proficient	98.6	99.2	99.8				
Subsidized Meals	98.3	98.9	99.4				

Math – School	Baseline 2011-12	Plannin g Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance	95.0	95.0	95.0	95.0	95.0	95.0	95.0
Actual Performance							
All Students	99.3	98.7	99.4				
Male	99.7	98.5	99				
Female	98.8	98.8	100				
White	99.7	98.5	99.4				
African-American	98.8	98.6	99.2				
Asian/Pacific Islander	N/A	N/A	N/A				
Hispanic	N/A	100.0	100				
American Indian/Alaskan	N/A	N/A	N/A				
Disabled	100.0	92.2	96.6				
Limited English Proficient	N/A	N/A	100				
Subsidized Meals	99.6	98.6	99				

Math – District High School	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance	95.0	95.0	95.0	95.0	95.0	95.0	95.0
Actual Performance							
All Students	98.9	98.9	99.6				
Male	98.6	98.7	99.4				
Female	99.2	99.0	99.8				
White	98.8	98.9	99.7				
African-American	99.0	98.8	99.4				
Asian/Pacific Islander	99.3	100.0	100				
Hispanic	99.1	99.0	99.8				
American Indian/Alaskan	100.0	N/A	N/A				
Disabled	96.7	95.8	98.5				
Limited English Proficient	98.6	98.6	100				
Subsidized Meals	98.1	98.6	99.4				

Information in the above tables is subject to change. Projected performance and actual performance are dependent upon which state standardized assessment is administered as South Carolina begins full implementation of common core standards in 2013-2014.

EOCEP % BIOLOGY I

- Student Achievement □ Teacher/Administrator Quality □ School Climate □ Other Priority

PERFORMANCE STATEMENT: Meet the state and federal accountability objectives for all students and subgroups in science each year.

FIVE YEAR PERFORMANCE GOAL: Increase the percentage of students who meet standard (test score of 70 or higher) on the state-mandated End of Course test in Biology I from **70.5%** in 2012 to **85.7%** in 2018.

ANNUAL OBJECTIVE: Increase by **3.0** percentage point(s) annually students who meet standard (test score of 70 or higher) on the state-mandated End of Course test in Biology I.

DATA SOURCE(S): SDE School Report Card

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	73.7	76.7	79.7	82.7	85.7
School Actual	70.5	86.9	87.8				
District Projected	X	X	81.7	82.7	83.7	84.7	85.7
District Actual	80.7	84.7	84.0				

Information in the above tables is subject to change. Projected performance and actual performance are dependent upon which state standardized assessment is administered as South Carolina begins full implementation of common core standards in 2013-2014.

EOCEP % US HIST/CONST I

- Student Achievement
- Teacher/Administrator Quality
- School Climate
- Other Priority

PERFORMANCE STATEMENT: Meet the state and federal accountability objectives for all students and subgroups in social studies each year.

FIVE YEAR PERFORMANCE GOAL: Increase the percentage of students who meet standard (test score of 70 or higher) on the state-mandated End of Course test in US History and the Constitution from **63.5%** in 2012 to **70.6%** in 2018.

ANNUAL OBJECTIVE: Increase by **1.5** percentage point(s) annually students who meet standard (test score of 70 or higher) on the state-mandated End of Course test in US History and the Constitution.

DATA SOURCE(S): SDE School Report Card

School Name	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	65.0	66.5	68.0	69.5	70.6
School Actual	63.5	73.2	79.2				
District Projected	X	X	66.6	67.6	68.6	69.6	70.6
District Actual	65.6	73.1	75.1				

Information in the above tables is subject to change. Projected performance and actual performance are dependent upon which state standardized assessment is administered as South Carolina begins full implementation of common core standards in 2013-2014.

- Student Achievement
- Teacher/Administrator Quality
- School Climate
- Other Priority

PERFORMANCE STATEMENT: Increase student performance on state and national assessments, including Advanced Placement (AP) exams, the Scholastic Aptitude Tests (SAT), and the ACT.

FIVE YEAR PERFORMANCE GOAL: Increase the percentage of students scoring 3 or above (out of a possible 5) on all AP examinations from **46%** in 2011 to **61%** by 2018.

ANNUAL OBJECTIVE: Increase by **3** percentage points annually students scoring 3 or above (out of a possible 5) on all AP examinations.

DATA SOURCE(S): AP report produced by the College Board

School Name	Baseline 2010-11	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X		49	52	55	58	61
School Actual	44	45	46	40				
District Projected	X	X		57	58	59	60	61
District Actual	56	53	55	54				

SAT AVG.

- Student Achievement
- Teacher/Administrator Quality
- School Climate
- Other Priority

FIVE YEAR PERFORMANCE GOAL: Annually increase to meet or exceed district goals on the mean scores on respective subtests and the mean composite score on the SAT.

ANNUAL OBJECTIVE: Annually increase the mean score on the SAT Critical Reading section, Math section, and Writing section by the number of points needed to meet or exceed district goals.

DATA SOURCE(S): SAT report produced by The College Board

School	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Critical Reading Projected	X	X	474.6	481.2	487.8	494.4	501
Critical Reading Actual	468	465	475				
Math Projected	X	X	465.6	475.2	484.8	494.4	504
Math Actual	456	447	470				
Writing Projected	X	X	452	459	466	473	480
Writing Actual	445	435	446				
Composite Projected	X	X	1392	1415	1438	1462	1485
Composite Actual	1369	1347	1391				

District	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Critical Reading Projected	X	X	493	495	497	499	501
Critical Reading Actual	491	496	499				
Math Projected	X	X	496	498	500	502	504
Math Actual	494	492	496				
Writing Projected	X	X	472	474	476	478	480
Writing Actual	470	474	472				
Composite Projected	X	X	1461	1467	1473	1479	1485
Composite Actual	1455	1462	1467				

- Student Achievement
- Teacher/Administrator Quality
- School Climate
- Other Priority

FIVE YEAR PERFORMANCE GOAL: Annually increase to meet or exceed the district goals for the mean scores on respective subtests and the mean composite score on the ACT.

ANNUAL OBJECTIVE: Annually increase the mean score on the ACT English, Math, Reading and Science subtests by the number of point(s) to meet or exceed district goals.

DATA SOURCE(S): ACT report produced by ACT

School	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18

English Projected	X	X	21.0	https://ed.sc.gov/data/report-cards/2014/district.cfm?ID=230121.2	21.4	21.6	21.7
English Actual	20.8	18.9	20.3				
Math Projected	X	X	20.2	20.7	21.2	21.7	22.1
Math Actual	19.7	19.1	20.5				
Reading Projected	X	X	20.2	20.8	21.4	22.0	22.6
Reading Actual	19.6	20.5	21.3				
Science Projected	X	X	20.7	21.1	21.5	21.9	22.1
Science Actual	20.3	20.1	21.1				
Composite Projected	X	X	20.6	21.0	21.4	21.8	22.2
Composite Actual	20.2	19.8	20.9				

District	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
English Projected	X	X	21.3	21.4	21.5	21.6	21.7
English Actual	21.2	21.6	21.1				
Math Projected	X	X	21.7	21.8	21.9	22.0	22.1
Math Actual	21.6	21.7	21.7				
Reading Projected	X	X	22.2	22.3	22.4	22.5	22.6
Reading Actual	22.1	22.8	22.6				
Science Projected	X	X	21.7	21.8	21.9	22.0	22.1
Science Actual	21.6	21.9	21.8				
Composite Projected	X	X	21.8	21.9	22.0	22.1	22.2
Composite Actual	21.5	22.1	22.0				

GRADUATION RATE

- Student Achievement □ Teacher/Administrator Quality □ School Climate □ Other Priority

FIVE YEAR PERFORMANCE GOAL: Increase the on-time (4 year cohort) student graduation rate by **1.3** percentage points each year, from **73.9%** in 2012 to **80.4%** in 2018.

ANNUAL OBJECTIVE: Increase the on-time student graduation rate by **1.3** percentage points annually.

DATA SOURCE(S): SDE School Report Card

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	75.2	76.5	77.8	79.1	80.4
School Actual	73.9	79.4	82.1				
District Projected	X	X	73.9	75.4	77.0	78.5	80.0
District Actual	72.4	76.9	81.7				

STRATEGY Activity	<u>Timeline</u>	<u>Person Responsible</u>	<u>Estimated Cost</u>	<u>Funding Sources</u>	Indicators of Implementation
Renew subscription to USATest Prep.	Annually	CRT	\$1400	Local Funds	Invoice
Teacher use of USATest Prep software	Ongoing	CRT, Department Chairs, Department Administrators	None	None	Lesson Plans Computer Lab Reservations Teacher Goals
HSAP Class in the Master Schedule	Ongoing	Principal, Head of Guidance	None	None	Master Schedule
Daily Review Test Questions	Ongoing	Administrators, CRT, Teachers	None	None	Lesson Plans
Parent Notification of Test Dates	Ongoing	Administrator over School Communications	None	None	Record of School Messenger Messages, School Marquee Record
Careful Selection of Teachers for High Stakes Classes	Ongoing	Principal	None	None	Master Schedule
Common Pacing Guides	Ongoing	Assistant Principal of Instruction, CRT	None	None	Copies of Teachers' Syllabi
Collaborative Planning Meetings	Ongoing	Assistant Principal of Instruction, CRT, Department Administrators and Chairmen	None	None	Record of Meeting Dates
Test Blitz and Practice	In the weeks just prior to testing	Assistant Principal of Instruction, CRT, Department Administrators and Chairmen	None	None	School Calendar

PROFESSIONAL DEVELOPMENT

- Student Achievement
- Teacher/Administrator Quality
- School Climate
- Other Priority

GOAL AREA 2: Ensure quality personnel in all positions.

FIVE YEAR PERFORMANCE GOAL: Teachers will participate in professional development related to Common Core.

ANNUAL OBJECTIVE: 100% of HHS teachers will participate in professional development related to Common Core.

DATA SOURCE(S): Professional development records.

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected	x	x	100%	100%	100%	100%	100%
Actual	100%	100%	100%				

STRATEGY Activity	<u>Timeline</u>	<u>Person Responsible</u>	<u>Estimated Cost</u>	<u>Funding Sources</u>	Indicators of Implementation
Professional Development Related to Common Core will be offered at the building level	Ongoing Annually	Curriculum Resource Teacher	None	None	Professional Development Records
Professional Development related to Common core will be offered at the district level	Ongoing Annually	Teaching and Learning Dept.	None	None	Professional Development Records

STUDENT ATTENDANCE

- Student Achievement
- Teacher/Administrator Quality
- School Climate
- Other Priority

GOAL AREA 3: Provide a school environment supportive of learning.

FIVE YEAR PERFORMANCE GOAL: Achieve an annual student attendance rate of 95%.

ANNUAL OBJECTIVE: Maintain an annual student attendance rate of 95% or higher.

DATA SOURCE(S): SDE School Report Card

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	95.0	95.0	95.0	95.0	95.0
School Actual	92.9	92.9	93				
District Projected	X	X	95.0	95.0	95.0	95.0	95.0
District Actual	95.9	95.6	95				

STUDENT OSS OR EXPULSIONS FOR VIOLENT AND CRIMINAL OFFENSES

- Student Achievement □ Teacher/Administrator Quality □ School Climate □ Other Priority

FIVE YEAR PERFORMANCE GOAL: Maintain a student OSS and expulsion rate below **0.5%** of the total school population.

ANNUAL OBJECTIVE: Maintain an annual student suspension and expulsion rate below **0.5%** of the total school population.

DATA SOURCE(S): SDE School Report Card and GCS Incident Management System (IMS)

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	Less than 0.5%	Less than 0.5%	Less than 0.5%	Less than 0.5%	Less than 0.5%
School Actual	0.5%	0.7%	0.7%				
District Projected	X	X	Less than 0.5%	Less than 0.5%	Less than 0.5%	Less than 0.5%	Less than 0.5%
District Actual	0.5%	0.6%	0.6%				

PARENT SATISFACTION – LEARNING ENV.

- Student Achievement
- Teacher/Administrator Quality
- School Climate
- Other Priority

FIVE YEAR PERFORMANCE GOAL: Increase the percent of parents who are satisfied with the learning environment from **79.5%** in 2012 to **91.0%** by 2018.

ANNUAL OBJECTIVE: Beginning in 2012-13, increase by **2.3** percentage point(s) annually parents who are satisfied with the learning environment.

DATA SOURCE(S): SDE School Report Card Survey results – Question #5

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	81.8	84.1	86.4	88.7	91.0
School Actual	79.5	76.3	76.0				
District Projected	X	X	89.0	89.5	90.0	90.5	91.0
District Actual	88.0	88.1	88.1*				

SDE has not yet provided GCS with the District’s Parent Survey results for 2011-12. Results are from 12-13.

STUDENT SATISFACTION – LEARNING ENV.

- Student Achievement
- Teacher/Administrator Quality
- School Climate
- Other Priority

FIVE YEAR PERFORMANCE GOAL: Increase the percent of students who are satisfied with the learning environment from **65.5%** in 2012 to **85.5%** by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by **4.0** percentage point(s) annually students who are satisfied with the learning environment.

DATA SOURCE(S): SDE School Report Card Survey results – Question #18

School Name	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	69.5	73.5	77.5	81.5	85.5
School Actual	65.5	80.3	62.5				
District Projected (ES, MS, and HS)	X	X	81.5	82.5	83.5	84.5	85.5
District Actual (HS only)	79.7	80.7	80				

TEACHER SATISFACTION – LEARNING ENV.

- Student Achievement
- Teacher/Administrator Quality
- School Climate
- Other Priority

FIVE YEAR PERFORMANCE GOAL: Increase the percent of teachers who are satisfied with the learning environment from **81.0%** in 2012 to **94.5%** by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by **2.7** percentage point(s) annually teachers who are satisfied with the learning environment.

DATA SOURCE(S): SDE School Report Card Survey results – Question #27

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	83.7	86.4	89.1	91.8	94.5
School Actual	81.0	73.5	90.1				
District Projected	X	X	92.5	93.0	93.5	94.0	94.5
District Actual	98.0	92.6	92				

PARENT SATISFACTION – SAFETY

- Student Achievement □ Teacher/Administrator Quality □ School Climate □ Other Priority

FIVE YEAR PERFORMANCE GOAL: Increase the percent of parents who indicate that their child feels safe at school from **69.2%** in 2012 to **95.5%** by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by **5.3** percentage point(s) annually parents who indicate that their child feels safe at school.

DATA SOURCE(S): SDE School Report Card Survey results – Question #18

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	74.5	79.8	85.1	90.4	95.5
School Actual	69.2	67.2	76.9				
District Projected	X	X	93.9	94.3	94.7	95.1	95.5
District Actual	93.5	92.8					

SDE has not yet provided GCS with the District's Parent Survey results for 2011-12. Info is from 2010-11.

STUDENT SATISFACTION – SAFETY

- Student Achievement □ Teacher/Administrator Quality □ School Climate □ Other Priority

FIVE YEAR PERFORMANCE GOAL: Increase the percent of students who feel safe at school during the school day from **78.3%** in 2012 to **93.0%** by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by **3.0** percentage point(s) annually students who feel safe at school during the school day.

DATA SOURCE(S): SDE School Report Card Survey results – Question #30

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	81.3	84.3	87.3	90.3	93.0
School Actual	78.3	80.5	73.2				
District Projected	X	X	91.0	91.5	92.0	92.5	93.0
District Actual	90.0	89.6					

TEACHER SATISFACTION – SAFETY

- Student Achievement □ Teacher/Administrator Quality □ School Climate □ Other Priority

FIVE YEAR PERFORMANCE GOAL: Increase the percent of teachers who feel safe at school during the school day from **96.8%** in 2012 to **98.5%** by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by **0.4** percentage point(s) annually teachers who feel safe at school during the school day.

DATA SOURCE(S): SDE School Report Card Survey results – Question #39

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	97.2	97.6	98.0	98.3	98.5
School Actual	96.8	85.7	92.6				
District Projected	X	X	98.5	98.5	98.5	98.5	98.5
District Actual	98.9	98.9					

STRATEGY Activity	<u>Timeline</u>	<u>Person Responsible</u>	<u>Estimated Cost</u>	<u>Funding Sources</u>	Indicators of Implementation
Increase Student, Parent, and Faculty Awareness of School Safety Measures	Ongoing	Administrative Team	None	None	List of programs and notifications
Increase Student, Parent, and Faculty Awareness of Steps Taken to Create a School Environment that Enhances Learning	Ongoing	Administrative Team	None	None	List of programs and notifications

Professional Development Plan
Professional Development Overview 2014-15

Hillcrest High School Monthly PD Calendar

Event	Day	Time	Location
Faculty Meeting	1 st Wednesday of the Month	4:00 pm	Media Center
Faculty Council Meetings	2 nd Wednesday of the Month	4:00 pm	Media Center
Department Meetings	3 rd Wednesday of the Month	4:00 pm	Department Chairs' Classroom
Professional Development	4 th Wednesday of the Month	4:00 pm	Media Center
Freshman Academy	4 th Wednesday of the Month	11:30 am	Room 253
Adept – Formal Eval	As Needed Basis	4:00 pm	Media Center
Aspire – Induction Teachers	2 nd Tuesday of the Month	4:00 pm	Media Center

Professional Development -- Induction Teachers
Second Tuesday of the Month, Time: 4:00 - 5:00 - Media Center

Date	Topic	Additional Info
8/26/15	PAS-T Performance Standard 1 & 2	Bring PAS-T Notebook
9/23/15	PAS-T Performance Standard 2 & 3	Bring PAS-T Notebook
10/21/15	PAS-T Performance Standard 4 & 5	Bring PAS-T Notebook
11/18/15	PAS-T Performance Standard 6 & 7	Bring PAS-T Notebook
12/16/15	PAS-T Performance Standard 8	Bring PAS-T Notebook
01/26/15	Planning for Exams and End of the Semester	Bring Lesson Plans
02/23/15	Classroom Management & Engagement	Bring Lesson Plans
03/16/15	Planning for Engagement & Rigor	Bring Lesson Plans
04/13/15	Coaching Cycle PreConference/Observation/Post Conference with CRT	Bring Lesson Plans
05/18/15	How to prepare for my formal evaluation next year	Bring PAS-T Notebook

HHS Professional Development Schedule 2013-14

Date	Title of PD	Type of PD
08/13/14	Google Website	TWT
09/24/14	Student Centered Learning	CSI
10/01/14	Tourette's Syndrome	CSI
10/16/14	Teaching with ZipGrade	TWT
10/29/14	Strategies for ESL Learners	CSI
11/05/14	USA Testprep US History Only	TWT
11/12/14	USA Testprep	TWT
11/12/14	Teaching with Kahoot	TWT
12/10/14	Technology Leadership Team/Google	TWT
12/15/14	Student Centered Learning/Google Apps for Edu	TWT
12/18/14	Strategies in the Classroom for ESL Learners	CSI
01/27/15	HHS Collaboration with Feeder Schools	CSI
01/29/15	Student Centered Learning	CSI
02/09/15	Creating Successful Instruction for Spec Ed	CSI
02/11/15	Technology Leadership Team Google Forms	TWT
02/12/15	PLC: Isolation: The Enemy of Improvement	PLC
02/19/15	PLC: The Surest, Fastest Path to Instructional Improvement	PLC
02/23/15	Navigating the new EasyIEP System	TWT
02/26/15	PLC: 1. Leadership in the Professional Learning Community	PLC
03/03/15	Refresh Required PD - Windows 8	TWT
03/05/15	PLC: How PLCs Respond When Kids Don't Learn	PLC
03/12/15	Navigating your New Laptop Windows 8, MS13	TWT
03/25/15	Student Centered Learning, Rules of Engagement, Google Classroom	TWT
04/29/15	Student Centered Learning, No Teacher Left Behind	TWT
05/27/15	Student Centered Learning, How do I raise the Rigor in my Classroom?	CSI

TWT = Teaching with Technology

CSI = Creating Successful Instruction

PLC = Professional Learning Community

Data Sources

Hillcrest High School State Report Card 2013-14

<https://ed.sc.gov/data/report-cards/2014/district.cfm?ID=2301>

Hillcrest High School EASA Waiver 2013-14

<https://ed.sc.gov/data/esea/2014/school.cfm?SID=2301012>