



Hillcrest High School

School Portfolio

2018/19 through 2022/2023

2017-18 Update

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

SCHOOL RENEWAL PLAN COVER PAGE
SCHOOL INFORMATION AND REQUIRED SIGNATURES

SCHOOL: Hillcrest High School

GREENVILLE COUNTY SCHOOL DISTRICT

SCHOOL RENEWAL PLAN FOR YEARS 2018-2019 through 2022-2023 (five years)

SCHOOL RENEWAL ANNUAL UPDATE FOR 2018-2019 (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

Charles J. Saylor		8/28/18
PRINTED NAME	SIGNATURE	DATE

SUPERINTENDENT

Dr. W. Burke Royster		6/8/18
PRINTED NAME	SIGNATURE	DATE


CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Scott Buhr		6/8/18
PRINTED NAME	SIGNATURE	DATE

PRINCIPAL

G. Bryan Skipper		6/8/18
PRINTED NAME	SIGNATURE	DATE

SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

Maureen Prince		6/8/18
PRINTED NAME	SIGNATURE	DATE

SCHOOL'S 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

(Mandated Component)

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

- | <u>POSITION</u> | <u>NAME</u> |
|---|--------------------|
| 1. PRINCIPAL <u>G. Bryan Skipper</u> | |
| 2. TEACHER <u>Denise Borrelli</u> | |
| 3. PARENT/GUARDIAN <u>David Brooks</u> | |
| 4. COMMUNITY MEMBER <u>Maria Bentley</u> | |
| 5. SCHOOL IMPROVEMENT COUNCIL <u>Scott Buhr</u> | |
| 6. Read to Succeed Reading Coach _____ | |
| 7. School Read to Succeed Literacy Leadership Team Lead <u>Maureen Prince</u> | |
| 8. OTHERS* (May include school board members, administrators, School Improvement Council members, students, PTO members, agency representatives, university partners, etc.) | |
- ** Must include the School Read to Succeed Literacy Leadership Team.

<u>POSITION</u>	<u>NAME</u>
Assistant Principal of Instruction	Rhonda Orr
Teacher	Alicia Clinger
Teacher	Ann Bamonti
Teacher	Julie Jenkins
Teacher	Kristen Hallman
Instructional Coach	Denise Borrelli

*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

(Mandated Component)

Act 135 Assurances

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

_____ **Academic Assistance, PreK–3**

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

_____ **Innovation**

The district uses innovation funds for innovative activities to improve student learning and accelerate the performance of all students. Provide a good example of the use of innovation funds.

X Collaboration

The district (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 district 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 district 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 district 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 district 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 Recruitment

The district makes special and intensive efforts to **recruit** and give **priority** to serving those parents or guardians of children, age's 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 **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 2017-18 year the administrative goals are to raise the End-of-Course passage rate for Algebra 1 by 6% and to raise the English 1 passage rate by 4%.

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 in the Freshman Academy. Teachers work within those common planning periods 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 and to drive instruction.

Rhonda Orr, Assistant Principal of Instruction is the lead on raising the Hillcrest High School graduation rate. Mrs. Orr has established a team review and monitor procedures for improving 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 our graduation rate to increase due to better accountability and programs we monitor to improve student achievement. In addition, Leigh Anne Terry, Assistant Principal over senior students, 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 multi-step system is in place to monitor seniors at risk of not meeting graduation requirements. These students are monitored closely to provide support in the areas of academics, attendance and behavior. Hillcrest High School is committed to these interventions to track student progress and encourage students to meet graduation requirements.

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
Borrelli, D.	Borrelli, D.	Borrelli, D.	Borrelli, D.
Jamison, B.	Jamison, B.	Jamison, B.	Jamison, B.
Oliver, R.	Emmons, C.	Bachman, J.	Sinclair, B.
Love, B.	Overstreet, J.	Smith, S.	Reid, A.
Rosteck, S.	Formanek, J.	Duncan, R.	Hailey, B.
Szoktak, C.	Perrone, S.	More, W.	Dunaway, R.

Data Committees

ACT	ACT Workkeys	Graduation Rate	Percent Tested
Borrelli, D.	Terry, L	Orr, R.	Freeman, J.
Freeman, J.	Freeman, J.	Burrage, L.	Ashworth, K.
House, E.	House, E.	Chandler, M.	Orr, R.
Doolittle, V.	Doolittle, V.	Bobbit, M.	Scott, L.
Doherty, M.	Doherty, M.	Terry, L.	Morgan, M.
Orr, R.	Gahagan, A.	Monson, S.	Johnson, C.

Advanced Placement	SAT
Orr, R.	House, E.
Conner, V.	Gustafson, M.
Bamonti, A.	Misanko, T.
Acker, E.	Plating, J.
Jenkins, J.	Johnson, C.
Buhr, S.	Anderson, C.

School Purpose Review Committees

Mission, Vision, Beliefs, Tag Line	School Goals
Orr, R.	Orr, R.
Borrelli, D.	Borrelli, D.
Cuyar, A.	Freeland, T.
Walkup, A.	Earle, M.
Southers, J.	Ball, J.
Hallman, K.	Anderson, C.

5 Year Plan Committee Members

<i>Purpose and Direction</i>	<i>Governance and Leadership</i>
Standard 1 – 3 Indicators	Standard 2 – 6 Indicators
Orr, R.	Skipper, B.
Terry, L.	Ashworth, K.
Bagnal, L.	Bell, T.
Acker, E.	Ramsdell, M.
Clinger, A.	Prince, M.
Monson, S.	Misanko, T.

<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.
Borrelli, D.	Freeman, J.
Cuyar, A.	Ball, J.
Walkup, A.	Earle, M.
Southers, J.	Nelon, A.
Hallman, K.	Jenkins, J.

<i>Resources and Support</i>	<i>Continuous Improvement</i>
Standard 4 – 7 Indicators	Standard 6 – 5 Indicators
Freeman, J.	Skipper, B.
Ray, K.	Terry, L.
Axson, E.	Borrelli, D.
Brooks, D.	House, E
Doherty, M.	Orr, R.
Esrum, E.	Misanko, T.
Gosnell, M.	Clemmer, C.
Hummel, R.	Buhr, S.
Brooks-Pennington, T.	Terry, L.

School Profile Contributors:

Administration	Rhonda Orr
Agricultural Science	Mark Earle
Athletics	Tommy Bell
Business	Jill Ball
Career Development	Elizabeth House
English	Christie Anderson
ESOL	Gwen Freitas
Family Consumer Science	Timothy Coyle-Smith
Fine Arts	Thom Freeland
Freshman Academy	Bianca Jamison
Guidance	Elizabeth House
Math	Jennifer Southers
Media Center	Misty Gosnell
Organizations	Lea Bagnal
Physical Education	Lynn Avant
Science	Kristin Hallman
School Improvement Council	Rhonda Orr
Social Studies	Ann Bamonti
Special Education	Amanda Walkup
Speech and Debate	Jeremy Darnell
Student Council	Margie Gustafson
Technology	Mary Beth Doherty
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 2163 students in grades 9 through 12 is highly diversified economically, culturally, ethnically, and racially. About 24% of our student body is African American, 61% is Caucasian, 9% is Hispanic and 6% are of other ethnicity.

Hillcrest High School's faculty demographics have remained fairly constant over the past four years. 68% of the faculty is female. Hillcrest High School currently has less than 10% minority certified staff members which is disproportional to the 38% minority student population. Thirty-four teachers hold one or more Advance Placement certifications and twenty-nine 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 nine faculty members hold National Board Certification and 71% of the faculty has a master's degree or higher.

Hillcrest High School is proud of the accomplishments of its students and of the programs it has to offer. For example, 48% 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 the local 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, 2014 and 2015.

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.

In the recent past, one of the challenges Hillcrest High School experienced was a steady increase in our poverty rate, our poverty index is currently 41.45%. The school currently has over 16 regular education bus routes and 5 special education bus routes. Our large population of bus riders makes after school tutoring an ongoing challenge for students to access. Scheduling and remediation continue to be a difficult 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 contribute to the challenges we face.

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. For the third year, as a state mandated test, each student in their third year of high school took ACT and ACT Workkeys.

Hillcrest High School underwent a district technology refresh in 2018 to update the faculty's technology equipment. Also, rolled out the district initiative of individualized learning which provided all of our students with their own individual device. Hillcrest High School strives to provide the latest in technology advancements with the financial resources we have available. The school currently owns 114 iPads for teacher and student use. The devices are routinely used to incorporate technology into classroom instruction. All regular sized classrooms and the media center currently have Promethean Boards. Fourteen of these boards are a touch screen board. Training beginner and advanced sessions are offered 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. All teachers at Hillcrest High School utilize Google Classroom for participation in professional development and classroom instruction. Teachers are also using the Google Suite and Google Apps for Education to enhance the learning of our students. As a result, Hillcrest High School's professional development has focused on student centered lessons to raise the level of student

engagement and improve student achievement. Further, the Professional Development Plan this school year has had a heavy focus on technology use in the classroom to support teachers in the personalized learning of their students.

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 High School 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 2017-18 school year.

- Excellent Absolute Rating on the 2013, 2014 and 2015 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, the student body raised over \$105,193.13 during Spirit Week for a local charity
- Advance Placement Scholars
- Speech and Debate State and National Awards
- Hillcrest High School Chorus received superior rating in 2015-16 at the State Choral Festival
- Hillcrest High School Strings received 1 superior ratings at the State Concert Festival.
- Hillcrest High School Band had several students awarded the honor of being in the SC Region Band
- Hillcrest High School had several students awarded the honor of Greenville All County Band
- Hillcrest High School received an excellent rating at the SC 5A State Marching Contest.
- Hillcrest High School received the Grand Champion Award at the Chesnee Bank contest.
- 4A Division 1 State Champions Football 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 School has made several modifications in instruction over the past several years to improve student achievement. As a result, our End of Course test results have improved over the years. As a school we are dedicated to improving student achievement. Therefore, our administrative team, as well as teachers, continue to analyze school data to identify our school's weaknesses and we work tirelessly to continue to improve in all areas. The school community has taken the following steps to continue to improve student achievement:

- Facilitate District Benchmark Testing to track student mastery levels
- Secured web based End of Course test practice to track student mastery levels.

- Provided training and support in using test practice.
- Provided on-line credit recovery.
- Teacher collaboration through Professional Learning Communities to common pace, common plan, and common assess and data analysis to improvement student achievement
- Employ highly qualified teachers

Teachers work collaboratively on common planning periods to create common student centered lesson plans. Teachers collaborate on common assessments and analyzing assessment data to reach students where they are at. Some teachers utilize web based test practice which allows teachers to provide individualized student support and remediation to struggling students.

The graduation rate continues to improve at Hillcrest High School. Rhonda Orr, Assistant Principal of Instruction continues to track students that are failing or withdraw. Under Mrs. Orr's guidance a Graduation Rate manual was created and is used to outline the duties and responsibilities of those monitoring enrollments and withdrawals. Further, Leigh Anne Terry, the Assistant Principal for seniors, closely monitors students who are at risk of not graduating. Mrs. Terry and Senior Guidance Counselors Ms. Monson and Ms. House, mentored students, regularly contacted parents and had students sign contracts to improve student achievement.

As faculty and staff positions become available, administration continues to hire highly qualified teachers for all positions. The same effort is made for long term substitutes that may be placed in the event a teacher is going to be out long term.

Hillcrest High School continues to work diligently to create a school environment supportive of students needs with regard to learning. School safety is a priority and safety drills are conducted 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" and "Stop the Prop" campaigns in which students are taught to never open or prop 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 Spring plant and Holiday plant sales
- 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 and Fountain Inn area through the combined efforts of all stakeholders.

G. Bryan Skipper, Principal
Denise Borrelli, Instructional Coach
June 8, 2018

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 approximately 2200 students, making Hillcrest High School one of the largest high schools in Greenville County.

Principals 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 2017 – 2018

Teachers	
CATE (Agriculture, Business FCS)	12
English	17
Fine Arts	5.5
Foreign Language	8
Math	17
Physical Education	5.5
Science	14
Driver's Education Teacher	.5
Social Studies	18
Special Education	10.5
English as a Second Lang.	1
Administration	
Principal	1
Assistant Principals	5
Administrative Assistant	1
Instructional Coach	1
Freshman Academy Coordinator	1
Athletic Director	1
Support Staff	
Secretary	1
Office Clerks	3
Bookkeeper	1
Guidance Counselors	7.8
Guidance Clerks	2
In School Suspension	1
Hall Monitor	2
Resource Officers	2
Media Specialists	1
Media Center Clerk	1
Technology Integration Specialist	1
Nurses	2
Attendance Clerks	3
Special Education Aides	4
Cafeteria Manager	1
Cafeteria Staff	15
Plant Engineer	1
Maintenance Staff	15
Total	182.8

Certification Status	Initial Certificates PACE Teachers	Teachers Currently in ADEPT	Professional (Completed ADEPT)
Number of Teachers	4	5	123
Percentage	3%	4%	93%

Certification & Endorsement Areas	National Board	Advanced Placement	Gifted & Talented
Faculty and Staff	9	34	29
Percentage	7.3%	27.6%	23.5%

Faculty Ethnicity	
African American	4
Caucasian (Non-Hispanic)	123
Hispanic	1
Other	3
Faculty Gender	
Male	42 = 32.3%
Female	90 = 67.7%

It is noted that the faculty ethnicity is disproportional to the student population and the ethnicity of the surrounding area. However, Hillcrest High School continues to place an emphasis 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.

Year	2017-18	2016-17	2015-16	2014-15	2013-14
Total Population	2163	2138	2131	2104	2097
African-American	520=24%	502=23%	473=22	466=22%	486 = 23.2%
Caucasian (Non-Hispanic)	1325=61%	1323=62%	1350=63%	1349=64%	1352 = 64.5%
Hispanic	198=9%	189=9%	186=9%	192=9%	166 = 7.9%
Other	125=%	125=6%	122=6%	97=5%	93 = 4.4%
Females	1039=48%	1044=49%	1041=49%	1003=48%	983 = 46.9%
Males	11124=52%	1094=51%	1090=51%	1101=52%	1114 = 53.1%

Free and Reduced Lunch

Year	2017-18	2016-17	2015-16	2014-15	2013-14
Total Population	2163	2138	2131	2104	2097
Free Lunch	693=29%	587=27%	605=28%	633=30%	631 = 30%
Reduced Lunch	163=8%	119=6%	128=6%	152=7%	141 = 7%
Total %	37.0%	33.0%	34.3%	37.3%	36.3%

Special Education

Year	2017-18	2016-17	2015-16	2014-15	2013-14
Autism	20	15	19	19	11
Educable Mentally Disabled - (EMD)	8	12	9	7	6
Emotionally Disabled (ED)	1	7	7	16	8
Other Health Impairment (OHI)	15	40	19	27	29
Learning Disability (LD)	8	196	140	127	191
	27				
	185				
	1				
	1				
Total Students w/ Disabilities	266=12%	272=13%	249=12%	216=10%	245 = 12%

Limited English Proficiency Students

2017-18	2016-17	2015-16	2014-15	2013-14
156=7%	160=7%	129=5%	106 = 5%	158 = 6.1%

Students with Limited English Proficiency receive instruction from our ESOL teacher either in a classroom setting, inclusion class or through itinerant individualized instruction.

For five years our ESOL teaching position was a half time position and for the 2014-2015 school year it increased to a .7 position. In 2015-16 the position increased to a full time position and has remained as a full time position for 2017-18.

Instructional Schedule

Prior to 2013-14 Hillcrest High School followed a block schedule for five consecutive years, moving from an A day/B day block schedule to the 4x4 block schedule in 2008-09. Teachers previously taught three 90 minute classes and had one 90 planning period. Since 2013-14 Hillcrest High School returned to a seven period schedule and for the 2015-16 school year Hillcrest High School has continued the seven period schedule. Teachers are assigned duties to help ensure the safety of students on campus. Duties include, but are not limited to hall duty, common area duty, parking lot duty, bus duty, or cafeteria supervision.

Department and Focus Area Reports 2016-17

Administration

Dr. Bryan Skipper completed his fourth year as Principal of Hillcrest High School in 2017-18. Mrs. Bianca Jamison and Jay Freeman served as the assistant principals over the Freshman Academy. Mrs. Virginia Doolittle served as administrator over the tenth grade and Mr. Ken Ashworth served 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, embrace new technology, and to give immediate feedback and support to teachers. As instructional leaders, administrators reviewed student data and test scores and assisted teachers in writing student learning objectives. They also worked with teachers to determine which students needed additional support, to make teachers aware of student's strengths and weaknesses and to better equip teachers to meet individual student needs.

Teachers were given opportunities to participate in many professional development opportunities and to join in a professional learning community. In 2016-17 eight teachers were chosen to be part of a Digital Learning Community to help prepare the entire faculty as Hillcrest High School rolled out the personalized learning program with each student receiving a Chromebooks this year. 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. A full time facilitator was utilized again this year so that students could have the opportunity to take credit recovery classes or initial credit classes every period of the school day. In addition, we continued a mentor program for our at-risk ninth graders.

Once again, administrators organized math tutoring sessions to help students prepare for the EOC test. For the fourth year, 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 necessary information to our upperclassman and a second one was held for rising ninth graders about the Freshman Academy Finally, AP Night allowed parents and students to fully understand the expectations and requirements of AP classes.

English

The English 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.

Our department has two National Board Certified Teachers, and one teacher is a certified online educators and who teaches virtual English classes for South Carolina Virtual School and the

Greenville County Virtual School Program in addition to teaching full-time at Hillcrest. 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. Ms. Christie Colvin represents the department on our school's Digital Learning Community leadership team. English teachers regularly use Google Classroom along with the Google Suite with their students. They also utilize multiple educational apps and extensions with the Chromebooks to engage and motivate students. The app Remind 101 is utilized by English teachers to communicate with students via third-party text to remind them of upcoming due dates and assignments. The yearbook staff moved to completely online, paperless yearbook production. All layouts, deadlines, and submissions are now done over the Internet.

This year all English teachers are teaching South Carolina 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 District Academic Specialist. Facilitating district Mastery Connect Benchmarks and utilizing the USA Test Prep interactive website, freshman English 1 teachers are focused on helping their students acquire the necessary skills to meet the new challenges that the standards require in reading, writing, speaking, listening, and critical thinking to prepare them for the English I End of Course exam.

In AP Language and Composition and AP Literature and Composition classes, students participated in a mock AP exam on a Saturday in March, giving them practice for the AP exams given nationally in May. Our AP students also continue to work with Albert (an online series of multiple choice questions) enabling one to be successful on AP exams.

In English 4 Honors classes, students participated in the Junior Achievement. Ms. Acker, Ms. Colvin and Mrs. Prince had guest speakers from the Art Institute. Mrs. Prince also had a Junior Achievement volunteer work with her English 4 CP class for 8 weeks ("Strategies for Success" curriculum). Several of the English 4 teachers are also having a speaker from Greenville Technical College speak to the seniors regarding their next steps in higher education.

Some of our English 2 classes during their reading of *Speak* had a guest speaker from the Julie Valentine Center. Shauna Galloway-Williams gave an interactive presentation that included; facts/stats about real-life issues found in the book, a real survivor's story, and how to prevent or help friends if they experience some of the same things that were mentioned in the novel. She discussed the novel with the students and asked them to compare the character's story to the real-life survivor's story.

English 2 Honors students made cloth shoes for children in Uganda for the organization Soles for Hope during our study of *A Long Way Gone*. Jiggers are a life changing factor which keep children from being able to walk to school. With the shoes made from denim, children receive the protection they need to live a normal life.

The Freshman Academy held a "Back to Books" week in December in which they encouraged students to read for pleasure. The week featured a Blind Book Dating experience for the students that was obtained through grant writing of a Freshman Academy English Teacher and a Media Specialist.

Hillcrest High School Speech and Debate Team which is led by English Teacher, Jeremy Darnell, travels across the state and country to compete. Currently, the Hillcrest High School Speech and Debate team is ranked in the top 5 in the state of South Carolina. The 2017-18 year has seen 3 individual state championships as well as ranking first runner up in the state tournament. Currently, the Speech and Debate team consists of 40 students from all four grade levels. The team has competed in 10 tournaments across the region for the 2016-17 school year and 6 students have qualified to reach the National Speech and Debate tournament in Kansas City, Missouri.

Mathematics

Hillcrest High 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 and AP Computer Science. 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. These digital whiteboards provide the opportunity for teachers to create student centered interactive lessons and activities. The boards also allow teachers to use ActiVotes, ActivExpressions, and ClassFlow. 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, Desmos 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 aide progress and understanding. Graphing calculators are used daily to explore concepts in depth. We have just added TI NSpire CAS calculators as well as a TI Navigator system. We recently acquired a 3D printer that will be used in conjunction with an after school club with a focus on basic coding languages.

Freshman Academy Algebra 1 teachers plan collaboratively in order to maximize EOC scores. Teachers facilitate three common benchmarks throughout the year to monitor student progress and track student progress through data analysis in their weekly common planning. Algebra 1 teachers use USA Test Prep, IXL and Mastery Connect to prepare students for the Algebra 1 End of Course Exam.

All teachers collaborate with others who teach the same courses. Common assessment is the norm in the Math Department. 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 blue prints and then construct models of three-dimensional objects, bridges, kites, and more.

Geometry students design and then build kites that are revamped and redesigned until they will actually fly incorporating many geometric concepts that have been learned in class to a real project.

Social Studies

The Hillcrest High 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 Macroeconomics, and AP Psychology. There are also Honors level courses in World Geography, World History, US History, Government and Economics.

Over the past two years both the U. S. History and World Geography teachers have placed a special emphasis on collaborative planning. They have created common unit concepts, common projects, common syllabus and pacing guides as well as assessments with similar concepts.

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 maintain common pacing. 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.

The Social Studies department boasts a strong cadre of teachers. In 2015, the department had a teacher who helped to rewrite the U.S Government, Economics and World History mapping guide on Atlas. Atlas offers a guideline for pacing, common objectives and units that correspond to the State Standards. Atlas also offers model lessons, activities and assessment for each of these classes as well.

Science

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, Chemistry, Physics, Anatomy and Physiology, Marine Science, Earth Science,

Environmental studies, 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 individualized learning with one to one devices allows students to use their own device on a daily basis in the classroom. Teachers use Google Classroom along with the Google Suite to better reach 21st century learners. A commitment to student achievement both in and out of the classroom is the true strength of the Hillcrest High School 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 and Mastery Connect benchmarking to monitor student achievement and in preparation for the End-of-Course Exam. Biology teachers collaborate on a weekly basis to monitor student progress, analyze data and common plan in preparation for the End-of-Course Exam. Biology classes also use a digital tech book to engage and motivate students and teachers have access to Discovery Ed resources as part of this tech book adoption.

World Languages

Learning other languages and understanding the culture of the people who speak them is a 21st Century skill that is vital to success in the global environment in which our students will live and work. In a 2006 report entitled, **Education for Global Leadership: the Importance of International Studies and Foreign Languages for U.S. Economic and National Security**, the Committee for Economic Development (CED) stated “To confront the twenty-first century challenges to our economy and national security, our education system must be strengthened to increase the foreign language skills and cultural awareness of our students. America’s continued global leadership will depend on our students’ abilities to interact with the world community both inside and outside our borders.” For college and career readiness, our students need to be proficient in other languages, regardless of whether they choose to transition directly to the workforce or to post-secondary education (21st Century Skills Map, Partnership for 21st Century Skills). The benefits, importance, and relevance of proficiency development in world languages cannot be over emphasized in today's world and in today's job market. Today, more than 1,200 international firms have facilities and operate in South Carolina, and this number continues to grow (South Carolina Department of Commerce). Successful world language learning increases 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 CP Advanced, Spanish II CP or Spanish II CP Advanced, Spanish III CP or Spanish III Honors and Spanish IV Honors. Course offerings in French include French I CP, French II CP, and French III Honors.

Students in all world language courses at Hillcrest High School communicate in the target language, gain knowledge and understanding of other cultures, connect with other disciplines, and develop insight into the nature of language and culture. Prioritization is on developing student proficiency in language development through a series of "Can-do" statements of learning, with evidence of proficiency attained, as the students’ progress through the different levels of

proficiency development. Our students interact in the target language using the three modes of communication: interpersonal, interpretive, and presentational. Hillcrest High School students have consistently been successful in their world language courses. Students who take three or more years of foreign language study typically receive course credit of three to twelve credits at the college / university level for the course work they completed in high school. Gone are the days of taking a certain number of years of study in a foreign language and not being able to speak a word of it. Hillcrest High School students who choose to develop a strong foundation in language and learn as much language as possible throughout their years at Hillcrest High School will develop a significant level of proficiency.

In the area of technology, teachers utilize available resources, including computers, the iPad, the Promethean Board, etc., and applications such as Google Classroom, Quizlet, Remind, etc., to incorporate authentic materials and experiences in the classroom and enhance student success.

Mrs. Anna Cuyar has been invited to the reading and scoring of the Advanced Placement Spanish Language and Culture Exam as a College Board AP reader since 2008. She participated in the reading and scoring of the AP Spanish Language and Culture Exam from 2008 to 2014. Additionally, Mrs. Cuyar was nominated in 2008 and in 2014 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 for the AP Spanish Language and Culture Exam when there is an AP exam revision.

Thirty-three current and former students are members of Hillcrest High School's Chapter of the Spanish Honor Society, *La Sociedad Honoraria Hispánica*, and *Capítulo Jaime Escalante*. The Spanish Honor Society for High School Students, the Sociedad Honoraria Hispánica, is an honor society for high school students sponsored by the American Association of Teachers of Spanish and Portuguese and formally organized in 1953. The SHH recognizes high achievement of high school students in Spanish and Portuguese. At present there are over 2,000 national and international chapters. Students who are selected to be members of the Spanish Honor Society have demonstrated mastery of Spanish III, as well as Spanish IV Honors or AP Spanish Language and Culture or AP Spanish Literature and Culture, and have maintained a cumulative "B" average in these courses. They also have a minimum cumulative GPA of 3.0. The students selected have demonstrated character, leadership, seriousness of purpose, and service and commitment to others. Forty-seven students were candidates for membership this year. The Hillcrest High School Chapter of the Spanish Honor Society was established in 2012. Mrs. Anna Cuyar, chapter founder and sponsor, is also the State Director for South Carolina of the Spanish Honor Society.

We are proud of our students' accomplishments in world languages at Hillcrest High School and look forward to even greater levels of student success in the future.

Agricultural Sciences

The Agricultural Science Department offers courses in animal care, wildlife management, outdoor recreation, horticulture, greenhouse management, landscape technology and agricultural business management. 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, National and State Young Farmer & Agri-Business Association, 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, Poinsettia Sale and Spring Plant Sale. The horticulture program also works with other schools and civic organizations in the area on projects such as school gardens, greenhouse tours, and community improvement projects. 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

Family & Consumer Sciences (FCS) 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 Hillcrest High School Family and Consumer Sciences department offers students the opportunity to become members of the Family, Career, and Community Leaders of America (FCCLA) student organization. This year seven students attended the SCFCCLA Spring Leadership Conference in Charleston, SC. A total of six students competed in STAR Events. Four students placed gold and will move on to represent the state of South Carolina at the National Leadership Conference in Nashville, TN.

The FCS Department is fully committed to community outreach. The Child Development students created an onsite preschool learning experience for the Frazee Center. Child Development Students also create and work with the Young Athletes section of Special Olympics.

Eighteen students that graduated in 2018 received a Career Concentration certificate for completing two levels of FCS and an additional course.

Business

The Hillcrest High School Business Department has six full-time business teachers instructing approximately 900 students each day. Through guidelines set by the South Carolina State Department of Education, Hillcrest High School 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 Business Applications 1, Keyboarding, and Web Page Design. A number of Hillcrest High School 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. 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

The Hillcrest High School Band Program had a great marching season receiving several superior ratings and received The Grand Champion Award at the Chesnee Band Contest. The band also received an Excellent rating at the South Carolina 5A State Marching Contest. The Band continues to place students in the All County and Region 1 band.

The Hillcrest High School Chorus Program placed a record number of students in the South Carolina All State Chorus this year and consistently receives Superior ratings at the South Carolina Choral festival.

The Hillcrest High School Strings Program features three classes of various abilities. The program sends students to the All State Orchestra and received excellent and superior ratings at the South Carolina Concert Festival Competition

The Hillcrest High School Drama Program produces two plays each year and is a growing section on the fine arts program. This program allows students to explore their creativity in acting, stage production and stage management.

The Fine Arts department conducted several video conference calls in the 2017-18 school year in effort to maintain student centered lessons that integrate technology into the classroom. Several classes had to the opportunity to Zoom with the Creative Director of Editorial Content at Amazon.com on November 1, 2016. This was an exciting opportunity for our Hillcrest students because John Herd, Amazon Creative Director is a former Hillcrest High student. Mr. Herd designs the Amazon.com homepage and was able to discuss his successful career with our students in a live video conference call.

The Fine Arts Department also conducted a virtual college visit with Winthrop University on February 10, 2017. Hillcrest High students had the opportunity to Zoom with nine Winthrop University professors and a number of current and past students were involved in the Zoom virtual tour. Students were taken on a virtual tour throughout the Winthrop University art facility by former student and Asst. Professor of Art, Seth Rouser. This allowed our students to be introduced to each program offered by Winthrop and students were able to see sample art work created by Winthrop's Foundations students.

Fine Arts Teacher, Eva Esrum was published in the October 2016 issue of Arts & Activities Magazine. Ms. Esrum's article, *Partnering: Creative Career Exploration* described how partnering with a local business can have a positive impact on her students and their school community. The project consisted of anatomy, physical therapy and advertising. Once again, our Hillcrest High students had the opportunity for an interactive field trip.

Teachers, Ms. Esum and Mrs. Merrell, co-sponsors of the Hillcrest High School National Art Honor Society (NAHS), took student members to NAHS State Conference in Columbia, South Carolina on Saturday, March 11, 2017. The conference took place at the Columbia Museum of Art. College representatives were present to speak to students about their portfolios. Several workshops were given and a tour of the Art Museum proved to be a wonderful experience for our students. For example, some of the workshops attended by our students included: etching, charcoal techniques and logo design. Also, students had the opportunity to eat lunch together in front of the museum. Also, the NAHS students baked cookies for a local girls' home.

In 2017 Hillcrest student, Victoria Applegate, was one of four students in the District to be asked to interview with Town Magazine. Several art works from different high schools across the District were selected to be in the magazine, but only four students and their teachers will be interviewed. The article is about Artisphere and the annual high school art show that occurs in downtown Greenville in front of the Marriott Hotel. Miss Applegate's self-portrait of her hanging upside down was the drawing that gave her this opportunity and is displayed in Hillcrest High School's main office.

In 2017 Hillcrest High School had two students accepted into Converse Colleges Young Women in Art competition. One student received second place in the Upstate and the same student also won second place in a Greenville County School District competition, Painting in Artisphere.

Physical Education/Driver's Education

Physical Education Department continues to strive to offer a wide variety of activities with an emphasis on meeting and maintaining the South Carolina 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 the students that are required to take Physical Education 1 to meet the graduation requirement. Students are also offered various different 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 has allowed the Physical Education Department to meet the needs of all students that wish to participate in any of the classes offered.

English Speakers of Other Languages

The ESOL program at Hillcrest High School continues to grow each year with the English language learners numbers increasing each year. Services include consultation with classroom teachers, providing accommodation and modification plans, assisting students in the classroom (inclusion) as well as actual courses offered as an elective for credit. In addition, the Greenville County Schools offers Rosetta Stone that can be accessed from the classroom or from the home

for the student and the parent to help build and support language acquisition. Parent meetings are held 4 times during the year to support our ESOL community.

Mrs. Freitas is assigned to Hillcrest High School as a full time ESL teacher. She teaches four periods of ESOL every day and supports students in the academic content area classrooms. ESOL elective courses are designed to give Limited English Proficient students instruction in the English language. These elective courses address state standards for developing English proficiency by stressing vocabulary, oral language, reading, and writing skills. They may be leveled as an ESOL I class or an ESOL II class, or a single ESOL class may serve a range of competency levels. When a single course is offered, the ESOL teacher differentiates the curriculum to meet the variety of competency levels of students. ESOL teachers may, at times, tutor students in assignments for mainstream classes, but an ESOL elective course is not a resource class for LEP students to work on mainstream class assignments. In settings where core teachers collaborate with the ESOL teacher, it may be possible to integrate the curriculum of the two courses. For example, students in a social studies class may be required to prepare a classroom presentation on a researched topic. Since reading, writing, and speaking are part of the ESL curriculum, it may be possible for both the social studies teacher and the ESOL teacher to support and evaluate the work of the students. Integration, however, is a two-way street. To be effective, core teacher and ESL teacher need to plan together how the integration will bridge both classrooms and reciprocally support English language proficiency and core content standards.

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 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. ESL students are well integrated into the student body. They participate in sports, clubs, drama, band, orchestra, and choir. Some ESL students attend the Career Centers for half a day. Many students are involved in business, art, agriculture, honors, and even advanced placement classes. Hillcrest High School welcomes and includes those students learning the English language.

Special Education

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.

While the Resource Department does not have Promethean Boards in their rooms (due to the size of the room), 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 Work Keys 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: BI-LO, Railhouse Restaurant, James Monroe Mission House, First Presbyterian Church Food Pantry, 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 1 paraprofessional aide.

Special Education LD/Neuro Class

The LD Neuro program provides students with neurological based learning disabilities a curriculum that focuses on vocational and social skills, academics, and work experiences. This program serves students who are working towards both occupational diplomas and state high school diplomas. The self-contained students participate in community based instruction, where they are able to practice social, functional, and behavioral skills as well as career exploration in the community. In the classroom, the academic curriculum concentrates 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, as well as their organizational, behavioral, and social skills.

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.

Ms. Peden, resource teacher, was the 2015 winner of the MARC MCE grant through Michelin. She received three ActivSlates and three ActivHubs for her classroom.

Freshman Academy

The Freshman Academy offers a Freshman Orientation for students and parents before the school year starts in an effort to prepare incoming freshman with the expectations for their freshman year.

The Hillcrest High School Freshman Academy continues to celebrate its success. Teachers offer tutoring both in the mornings and afternoons throughout the week. The academy offers online courses 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. The academy hosts an annual End of Course Blitz in which multiple activities are created to prepare students for state testing. The Blitz begins with a “Pep Rally” and a guest speaker talk about the importance of graduating high school. The academy conducts an End of Course Parent Information Meeting to help parents and students prepare for the expectations with regard to End of Course exams. We will have an in house field trip in which at risk students from English, Math and Science are provided with an opportunity for a three hour tutoring session. At the end of the year the academy hosts final exam review sessions for each core subject. The academy meets with any at risk students to discuss what is required to move on to the next grade level. Interventions between with at risk students and their parents are also conducted with the assistance of guidance counselors, administration and teachers to motivate students and develop a plan of action for their success to complete the ninth grade.

The Freshman Academy continues to use technology to enhance student learning through the students’ individual use of their Chromebooks. USATestprep and Mastery Connect are used by teachers for benchmark testing to monitor student achievement and to collect and analyze data in an effort improve instruction and prepare students for end of course testing.

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

School Counseling

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:

- School Counseling 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 Counseling 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
- College Research
- Career Goals and Career Cluster Exploration
- Naviance and Test Prep
- NCAA and NAIA Student Athlete Support
- Financial Aid Information
- Information regarding the Military/Armed Services
- Alternative Educational Options
- Career Exploration and Development

Our School Counseling 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.

Student Council

Hillcrest High School's Student Council provides opportunities for students to seek experiences to exercise goodwill, service to community and school, and leadership. Once again with the guidance of the Student Council and partnerships with the local businesses, our student body

raised \$103,104.84 in support of a local charity. The Student Council also serves the students and faculty of Hillcrest High in many supportive ways to boost school spirit and RAM pride throughout the school year.

Technology

Hillcrest High School has one desktop computer lab and one laptop computer lab with 30 computers each. There are also 5 business labs with thirty student stations. Hillcrest High School's internet access throughout the building is completely wireless. Currently there are 2 iPads carts of 30 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 2 carts of 35 Nooks. Hillcrest High School issued personal learning devices to every student for the 2017-18 school year. Further, the school was able to add a Technology Integration Specialist to the faculty which facilitates the personal learning devices being issued to students and provides a Chromebook support room for student technology needs.

The mission of the Hillcrest High School Media Center is to promote a positive reading experience, provide equal and ethical access to information, encourage critical thinking, and create lifelong readers and learners. The center is open from 7:45 to 4:00 daily, providing students' access to books, e-books, magazines, and computers. Teachers may sign up for classes on research and internet safety.

Athletics

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 800 different students from Hillcrest High School competing for our teams. For the 2015-16 school year, Hillcrest had 14 students sign National Letters of Intent to play sports at the college level. Since 2011 our sports teams have won 7 State Championships. Since 2011 Hillcrest has had 11 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.

Hillcrest High School Organizations

Academic Honor Societies

National Art Honor Society

National Beta Club

National Honor Society

Spanish Honor Society – Sociedad Honoraria Hispánica

Clubs

Common Ground (GSA)

Drama
Family Career & Community Leaders of America (FCCLA)
Fellowship of Christian Athletes
Forensics
Freshman Pride
Future Farmers of America
HOSA
Interact
Juniorettes
Math Club
Money Makers – Kids Raising Money for Kids
Rams Book Club
Science Club
Solid Rock
Spanish Club
Students against Destructive Decisions (SADD)
Theater Company

Governance

Ambassadors
Leadership
Student Council
Youth in Government

Academic Opportunities/Teams

Academic Bowl Team
Color Guard
Literary Magazine
Speech and Debate
Step Team
Teacher Cadets
Yearbook Staff

Music

Chorus
Jazz Band
Marching Band
Strings
Symphonic Band
Treble Ensemble

School Facilities at a Glance 2017-18

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.

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 2017-18

Hillcrest is proud of its students and faculty and their accomplishments. Hillcrest High teachers are highly qualified in their subject areas, and 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. Over the last several years, the quality of teachers at Hillcrest has shown in the increase of EOC test scores. Hillcrest High School received an Excellent Rating on the 2015 School Report Card.

Hillcrest offers a variety 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. The Freshman Academy held a Freshman Orientation prior to the start of school. More than 450 of our new ninth grade students and their parents 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 offers a variety of opportunities for student involvement. This was the second year of our Robotics team and were named Spirit Team of the Year and competed in the state competition. Hillcrest 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 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. HHS had 21 student-athletes sign National Letters of Intent to play at sports at the college level during the 2016-17 school year. Our girls track team finished as 5A State Runner-up and 5 teams won Region Championships.

In addition, Hillcrest offers a variety of extracurricular and academic clubs to students. Once again, our student body in partnership with the community raised over \$106,000 in one week in support of SC Make-A-Wish foundation. 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 almost \$30,000 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 to support classroom instruction. The School Improvement Council worked hard this

year building the Hillcrest High brand to promote all the positive and impactful activities our students and staff contribute to the school and community.

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.

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	US History
2017-18	55%	72.5%	86.7%	77.2%
2016-17	83.2%	81.3%	80.6%	81.8%
2015-16	83.2%	81.3%	80.6%	81.8%
2014-15	83.4%	87.6%	81.8%	82.0%
2013-14	80.8%	87.8%	82.5%	78.9%

SAT

	Critical Reading	Math	Writing	Composite	Gain or Loss
2017-18	TBD	TBD	TBD	TBD	TBD
2016-17	478	479	454	1411	22
2015-16	478	479	454	1411	22
2014-15	475	463	451	1389	-2
2013-14	475	470	446	1391	44

TBD = Principal has not received the data as of June 8, 2018.

ACT

	Reading	Math	English	Science	Composite	Gain or Loss
2017-18	TBD	TBD	TBD	TBD	TBD	TBD
2016-17	18.8	18.0	17.3	18.4	18.3	-2.5
2015-16	18.8	18.0	17.3	18.4	18.3	-2.5
2014-15	21.5	20.2	20.1	20.8	20.8	-0.1
2013-14	20.3	20.5	21.3	21.1	20.9	1.1

TBD = Principal has not received the data as of June 8, 2018.

Advanced Placement Exams

	2017-18	2016-17	2015-16	2014-15	2013-14
Numbers Enrolled	354	374	384	383	373
Number of Exams	537	556	577	534	629
Students Scoring 3 -5	59%	58%	51%	50%	40%

Hillcrest High School offers several 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.

Professional Development Plan
Professional Development Overview 2017-18

Hillcrest High School Monthly PD Calendar

Event	Day	Time	Location
Faculty Meeting	1 st Wednesday of the Month	4:00 pm	Media Center
Professional Development	4 th 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
Freshman Academy	3 rd Wednesday of the Month	4:00 am	Professional Learning Studio
Adept – Formal Evaluation	As Needed Basis	4:00 pm	Media Center
Aspire – Induction Teachers	2 nd Tuesday of the Month	4:00 pm	Media Center

Professional Development – Aspire for Induction Teachers

Date	Topic	Additional Info
8/22/17	PAS-T Performance Standard 1 & 2	Bring PAS-T Notebook
9/12/17	PAS-T Performance Standard 2 & 3	Bring PAS-T Notebook
10/03/17	PAS-T Performance Standard 4 & 5	Bring PAS-T Notebook
11/14/17	PAS-T Performance Standard 6 & 7	Bring PAS-T Notebook
12/05/17	PAS-T Performance Standard 8	Bring PAS-T Notebook
01/02/18	Planning for Exams and End of the Semester	Bring Lesson Plans
02/06/18	Classroom Management & Engagement	Bring Lesson Plans
03/13/18	Planning for Engagement & Rigor	Bring Lesson Plans
04/17/18	Coaching Cycle Pre-Conference/Observation/Post Conference with Instructional Coach	Bring Lesson Plans
05/08/18	How to prepare for your formal evaluation next year	Bring PAS-T Notebook

HHS Professional Development Plan 2017-18

Date	Title of PD	Type of PD
08/03	Google Suite, Google Apps for Education	TWT
08/12	Google Sites – Teacher Website	TWT
08/13	Incident Management System - IMS	TWT
08/26	Effective Classroom Management & Communication	CSI
09/14	Effective Strategies for supporting ESL Learners	CSI
09/15	Effective Strategies for supporting ESL Learners	CSI
09/28	Teaching with Demos 101	TWT
10/05	Student Centered Learning/Google Apps for Edu	TWT
10/17	How to drill down with Early Warning Response System	TWT
10/26	Student Centered Learning – SAMR Session 1	TWT
11/09	Student Centered Learning/Google Apps for Edu	TWT
11/28	Teaching with Rubicon	TWT
12/15	Student Centered Learning/Google Apps for Edu	TWT
01/04	Student Centered Learning/Google Apps for Edu	TWT
01/28	HHS Collaboration with Feeder Schools	CSI
02/01	Peer Observations of DLC Teachers	TWT
02/22	How to prepare successfully prepare students for written response	CSI
03/01	Peer Observations of DLC Teachers	TWT
03/08	How to integrate Quizlet into my classroom	TWT
03/08	How to integrate EdPuzzle into my classroom	TWT
03/28	How to integrate Padlet into my classroom	TWT
04/03	How to integrate Quizlet into my classroom	TWT
04/26	Student Centered Learning/Google Apps for Edu	TWT
05/10	Student Centered Learning/Google Apps for Edu	TWT

TWT = Teaching with Technology

CSI = Creating Successful Instruction

PLC = Professional Learning Community

Performance Goal Area: ☒ Student Achievement* ☐ Teacher/Administrator Quality* ☐ School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* (* required) ☐ District Priority

Gifted and Talented Requires ☐ Gifted and Talented: Academic ☐ Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional
1 Academic Goal and 1 Additional Goal ☐ Gifted and Talented: Other

PERFORMANCE GOAL: 1 The percentage of students scoring A, B, and C on the English I EOCEP will increase from 57% in 2016-17 to 67% in 2022-23.
Per SBE Regulation 43-261, measurable performance goals, written in five-year increments, shall be developed to address the major areas of discrepancy found in the needs assessment in key areas reported in the district and school report cards.
 SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.

INTERIM PERFORMANCE GOAL: The percentage of students scoring A, B, and C on the English I EOCEP will increase by 2% annually.

DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
ESSA Federal Accountability and SC SDE School Report Card	(2016-17) 57	School Projected	59	61	63	65	67
		School Actual					
	(2016-17) 61	District Projected	64	67	70	73	76
		District Actual					

ACTION PLAN FOR STRATEGY #1:	EVALUATION
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ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Tutoring sessions year-long for all students.	Continuous	EOC Teachers	0	N/A	Attendance Log of Sessions
2. English 1 district benchmark and data analysis by English 1 teachers.	Quarterly	EOC Teachers	0	N/A	Benchmark Data and PLC Notes
3. All English 1 teachers participate in a PLC that meets bi-monthly for data driven, standards based instructional planning.	Bi-Monthly	EOC Teachers	0	N/A	Meeting Minutes
4. Schedule common planning period for English 1 teachers for data driven, standards based instructional planning.	Daily	EOC Teachers	0	N/A	Weekly Common Lesson Plans

Performance Goal Area: ☒ Student Achievement* ☐ Teacher/Administrator Quality* ☐ School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* (* required)
☐ District Priority

<i>Gifted and Talented Requires</i> <input type="checkbox"/> Gifted and Talented: Academic <input type="checkbox"/> Gifted and Talented: Artistic <input type="checkbox"/> Gifted and Talented: Social and Emotional <i>1 Academic Goal and 1 Additional Goal</i> <input type="checkbox"/> Gifted and Talented: Other
PERFORMANCE GOAL: 2 The percentage of students scoring A, B, and C on the Algebra I EOCEP will increase from __34__% in 2016-17 to __44__% in 2022-23.
INTERIM PERFORMANCE GOAL: The percentage of students scoring A, B, and C on the Algebra I EOCEP will increase by __2__% annually.

DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
ESSA Federal Accountability and SC SDE School Report Card	(2016-17) 34	School Projected	36	38	40	42	44
		School Actual					
	(2016-17) 51	District Projected	54	57	60	63	66
		District Actual					

ACTION PLAN FOR STRATEGY #1:	EVALUATION
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ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Tutoring sessions year-long for all students.	Continuous	EOC Teachers	0	N/A	Attendance Log of Sessions
2. English 1 district benchmark and data analysis by English 1 teachers.	Quarterly	EOC Teachers	0	N/A	Benchmark Data and PLC Notes
3. All English 1 teachers participate in a PLC that meets bi-monthly for data driven, standards based instructional planning.	Bi-Monthly	EOC Teachers	0	N/A	Meeting Minutes
4. Schedule common planning period for English 1 teachers for data driven, standards based instructional planning.	Daily	EOC Teachers	0	N/A	Weekly Common Lesson Plans

Performance Goal Area: <input checked="" type="checkbox"/> Student Achievement* <input type="checkbox"/> Teacher/Administrator Quality* <input type="checkbox"/> School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* (* required) <input type="checkbox"/> District Priority
<i>Gifted and Talented Requires</i> <input type="checkbox"/> Gifted and Talented: Academic <input type="checkbox"/> Gifted and Talented: Artistic <input type="checkbox"/> Gifted and Talented: Social and Emotional <i>1 Academic Goal and 1 Additional Goal</i> <input type="checkbox"/> Gifted and Talented: Other

PERFORMANCE GOAL: 3 The percentage of students scoring A, B, and C on the Biology EOCEP will increase from __61__% in 2016-17 to __71__% in 2022-23.
INTERIM PERFORMANCE GOAL: The percentage of students scoring A, B, and C on the Biology EOCEP will increase by __2__% annually.

DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
ESSA Federal Accountability and SC SDE School Report Card	(2016-17) 61	School Projected	63	65	67	69	71
		School Actual					
	(2016-17) 64	District Projected	67	70	73	76	79
		District Actual					

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Tutoring sessions year-long for all students.	Continuous	EOC Teachers	0	N/A	Attendance Log of Sessions
2. English 1 district benchmark and data analysis by English 1 teachers.	Quarterly	EOC Teachers	0	N/A	Benchmark Data and PLC Notes
3. All English 1 teachers participate in a PLC that meets bi-monthly for data driven, standards based instructional planning.	Bi-Monthly	EOC Teachers	0	N/A	Meeting Minutes
4. Schedule common planning period for English 1 teachers for data driven, standards based instructional planning.	Daily	EOC Teachers	0	N/A	Weekly Common Lesson Plans

Performance Goal Area:
☒ Student Achievement*
 ☐ Teacher/Administrator Quality*
 ☐ School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* (* required)
 ☐ District Priority

Gifted and Talented Requires ☐ Gifted and Talented: Academic ☐ Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional *1 Academic Goal and 1 Additional Goal* ☐ Gifted and Talented: Other

PERFORMANCE GOAL: 4 The percentage of students scoring A, B, and C on the US History and the Constitution EOCEP will increase from __57__% in 2016-17 to __67__% in 2022-23.

INTERIM PERFORMANCE GOAL: The percentage of students scoring A, B, and C on the US History and the Constitution EOCEP will increase by __2__% annually.

DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
ESSA Federal Accountability and SC SDE School Report Card	(2016-17) 57	School Projected	59	61	63	65	67
		School Actual					
	(2016-17) 58	District Projected	61	64	67	70	73
		District Actual					

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Tutoring sessions year-long for all students.	Continuous	EOC Teachers	0	N/A	Attendance Log of Sessions
2. English 1 district benchmark and data analysis by English 1 teachers.	Quarterly	EOC Teachers	0	N/A	Benchmark Data and PLC Notes
3. All English 1 teachers participate in a PLC that meets bi-monthly for data driven, standards based instructional planning.	Bi-Monthly	EOC Teachers	0	N/A	Meeting Minutes
4. Schedule common planning period for English 1 teachers for data driven, standards based instructional planning.	Daily	EOC Teachers	0	N/A	Weekly Common Lesson Plans

Performance Goal Area:
☒ Student Achievement*
 ☐ Teacher/Administrator Quality*
 ☐ School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* (*

required) ☐ District Priority

Gifted and Talented Requires ☐ Gifted and Talented: Academic ☐ Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional *1 Academic Goal and 1 Additional Goal* ☐ Gifted and Talented: Other

PERFORMANCE GOAL: 5 Increase the average ACT Composite Score for the graduating class from 17.7 in 2016-17 to 29.7 in 2022-23.

PERFORMANCE GOAL: 6 Increase the average SAT Composite Score for the graduating class from 1033 in 2016-17 to 1058 in 2022-23.

INTERIM PERFORMANCE GOAL: 5) Annually increase the average ACT Composite Score for the graduating class.

INTERIM PERFORMANCE GOAL: 6) Annually increase the average SAT Composite Score for the graduating class.

ACT Graduating Class Data

DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
ESSA Federal Accountability and SC SDE School Report Card	(2016-17) 17.7	School Projected	19.7	21.7	23.7	27.7	29.7
		School Actual					
	(2016-17) 19.4	District Projected	21.0	22.0	22.2	22.4	22.8
		District Actual					

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. School counselors will assist students and parents in choosing appropriate college entrance tests based on courses and post-secondary goals.	Continuous	School Counselors	0	N/A	Logs of meetings and student sign-ups for college entrance tests
2. Test Prep class taught by English and math teachers for college entrance tests.	Continuous	English and Math Teachers	0	N/A	Master Schedule
3. ACT/SAT Test Practice	Continuous	Guidance	0	District Funding	Naviance Reports

SAT Graduating Class Data

DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
ESSA Federal Accountability and SC SDE School Report Card	(2016-17) 1033	School Projected	1038	1043	1048	1053	1058

		School Actual					
	(2016-17) 1089	District Projected	1098	1107	1116	1125	1134
		District Actual					

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. School counselors will assist students and parents in choosing appropriate college entrance tests based on courses and post-secondary goals.	Continuous	School Counselors	0	N/A	Logs of meetings and student sign-ups for college entrance tests
2. Test Prep class taught by English and math teachers for college entrance tests.	Continuous	English and Math Teachers	0	N/A	Master Schedule
3. ACT/SAT Test Practice	Continuous	Guidance	0	Library Funding	Naviance

Performance Goal Area: ☒ Student Achievement* ☐ Teacher/Administrator Quality* ☐ School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* (*

required) ☐ District Priority

Gifted and Talented Requires ☐ Gifted and Talented: Academic ☐ Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional *1 Academic Goal and 1 Additional Goal* ☐ Gifted and Talented: Other

PERFORMANCE GOAL: 7 Students will meet or exceed the state and federal accountability standard as measured by the WIN Ready 2 Work Career Readiness Assessment from 2018-19 through 2022-23.

INTERIM PERFORMANCE GOAL: Annually meet or exceed the standard as measured by the WIN Ready 2 Work Career Readiness Assessment.

DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
ESSA Federal Accountability and SC SDE School Report Card	Baseline will be established in 2017-18.	School Projected	TBD	TBD	TBD	TBD	TBD
		School Actual					
	Baseline will be established in 2017-18.	District Projected	TBD	TBD	TBD	TBD	TBD
		District Actual					

ACTION PLAN FOR STRATEGY #1:	EVALUATION
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ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. School counselors will assist students and parents in choosing appropriate college entrance tests based on courses and post-secondary goals.	Continuous	School Counselors	0	NA	Logs of Meetings and Student Signups for College Entrance Tests, IGP Meetings
2. Test Prep class taught by English and math teachers for college entrance tests.	Continuous	English and Math teacher	0	NA	Master Schedule
3. Naviance Career Readiness Training, Job Fair Expo, Career Speakers, and Job Shadowing/Internship Opportunities	Continuous	Guidance, Administration	0	NA	Attendance Logs

Performance Goal Area: ☒ Student Achievement* ☐ Teacher/Administrator Quality* ☐ School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* (* required) ☐ District Priority

Gifted and Talented Requires ☐ Gifted and Talented: Academic ☐ Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional *1 Academic Goal and 1 Additional Goal* ☐ Gifted and Talented: Other

PERFORMANCE GOAL: 8 Annually increase learning outcomes for traditionally underperforming student demographic groups across the performance goals as measured by gap data for each standardized test (Hispanic – Hispanic/Latino, AA - Black/African-American, SWD - Disabled, LEP - Limited English Proficient, SIP - Students in Poverty).

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
EOCEP English 1	% A, B, C = __56 (2016-17) Annual Increase = _2_	Projected Hispanic	58	60	62	63	65
EOCEP English 1	% A, B, C = __ (2016-17) Annual Increase = __	Actual Hispanic					
EOCEP English 1	% A, B, C = __42 (2016-17) Annual Increase = _2_	Projected AA	44	46	48	50	52
EOCEP English 1	% A, B, C = __ (2016-17) Annual Increase = __	Actual AA					
EOCEP English 1	% A, B, C = __13 (2016-17) Annual Increase = _2_	Projected SWD	15	17	19	21	23
EOCEP English 1	% A, B, C = __ (2016-17) Annual Increase = __	Actual SWD					

EOCEP English 1	% A, B, C = __44 (2016-17) Annual Increase = _2_	Projected LEP	46	48	50	52	54
EOCEP English 1	% A, B, C = __ (2016-17) Annual Increase = __	Actual LEP					
EOCEP English 1	% A, B, C = __49 (2016-17) Annual Increase = _2_	Projected SIP	51	53	55	57	59
EOCEP English 1	% A, B, C = __ (2016-17) Annual Increase = __	Actual SIP					
EOCEP Algebra 1	% A, B, C = __26 (2016-17) Annual Increase = _2_	Projected Hispanic	28	20	32	34	36
EOCEP Algebra 1	% A, B, C = __ (2016-17) Annual Increase = __	Actual Hispanic					
EOCEP Algebra 1	% A, B, C = _25_ (2016-17) Annual Increase = __	Projected AA					
EOCEP Algebra 1	% A, B, C = __ (2016-17) Annual Increase = __	Actual AA					
EOCEP Algebra 1	% A, B, C = __5 (2016-17) Annual Increase = __	Projected SWD					
EOCEP Algebra 1	% A, B, C = __ (2016-17) Annual Increase = __	Actual SWD					

EOCEP Algebra 1	% A, B, C = __18 (2016-17) Annual Increase = __	Projected LEP					
EOCEP Algebra 1	% A, B, C = __ (2016-17) Annual Increase = __	Actual LEP					
EOCEP Algebra 1	% A, B, C = __23 (2016-17) Annual Increase = __	Projected SIP					
EOCEP Algebra 1	% A, B, C = __ (2016-17) Annual Increase = __	Actual SIP					
EOCEP Biology 1	% A, B, C = __50 (2016-17) Annual Increase = __	Projected Hispanic					
EOCEP Biology 1	% A, B, C = __ (2016-17) Annual Increase = __	Actual Hispanic					
EOCEP Biology 1	% A, B, C = __47 (2016-17) Annual Increase = __	Projected AA					
EOCEP Biology 1	% A, B, C = __ (2016-17) Annual Increase = __	Actual AA					
EOCEP Biology 1	% A, B, C = __16__ (2016-17) Annual Increase = __	Projected SWD					
EOCEP Biology 1	% A, B, C = __ (2016-17) Annual Increase = __	Actual SWD					

EOCEP Biology 1	% A, B, C = __46 (2016-17) Annual Increase = __	Projected LEP					
EOCEP Biology 1	% A, B, C = __ (2016-17) Annual Increase = __	Actual LEP					
EOCEP Biology 1	% A, B, C = __50 (2016-17) Annual Increase = __	Projected SIP					
EOCEP Biology 1	% A, B, C = __ (2016-17) Annual Increase = __	Actual SIP					
EOCEP U.S. Hist/Const.	% A, B, C = __46 (2016-17) Annual Increase = __	Projected Hispanic					
EOCEP U.S. Hist/Const.	% A, B, C = __ (2016-17) Annual Increase = __	Actual Hispanic					
EOCEP U.S. Hist/Const.	% A, B, C = __41 (2016-17) Annual Increase = __	Projected AA					
EOCEP U.S. Hist/Const.	% A, B, C = __ (2016-17) Annual Increase = __	Actual AA					
EOCEP U.S. Hist/Const.data file	% A, B, C = __22 (2016-17) Annual Increase = __	Projected SWD					
EOCEP U.S. Hist/Const.	% A, B, C = __ (2016-17) Annual Increase = __	Actual SWD					

EOCEP U.S. Hist/Const.	% A, B, C = __41 (2016-17) Annual Increase = __	Projected LEP					
EOCEP U.S. Hist/Const.	% A, B, C = __ (2016-17) Annual Increase = __	Actual LEP					
EOCEP U.S. Hist/Const.	% A, B, C = __51__ (2016-17) Annual Increase = __	Projected SIP					
EOCEP U.S. Hist/Const.	% A, B, C = __ (2016-17) Annual Increase = __	Actual SIP					
ACT Graduating Class	Composite = __ (2016-17) Annual Increase = __	Projected Hispanic					
ACT Graduating Class	Composite = __ (2016-17) Annual Increase = __	Actual Hispanic					
ACT Graduating Class	Composite = __ (2016-17) Annual Increase = __	Projected AA					
ACT Graduating Class	Composite = __ (2016-17) Annual Increase = __	Actual AA					
ACT Graduating Class	Composite = NA (2016-17) Annual Increase = __	Projected SWD	TBD	TBD	TBD	TBD	TBD
ACT Graduating Class	Composite = NA (2016-17) Annual Increase = __	Actual SWD					

ACT Graduating Class	Composite = NA (2016-17) Annual Increase = __	Projected LEP	TBD	TBD	TBD	TBD	TBD
ACT Graduating Class	Composite = NA (2016-17) Annual Increase = __	Actual LEP					
ACT Graduating Class	Composite = NA (2016-17) Annual Increase = __	Projected SIP	TBD	TBD	TBD	TBD	TBD
ACT Graduating Class	Composite = NA (2016-17) Annual Increase = __	Actual SIP					
SAT	Composite = (2016-17) Annual Increase = __	Projected Hispanic					
SAT	Composite = __ (2016-17) Annual Increase = __	Actual Hispanic					
SAT	Composite = __ (2016-17) Annual Increase = __	Projected AA					
SAT	Composite = __ (2016-17) Annual Increase = __	Actual AA					
SAT	Composite = NA (2016-17) Annual Increase = __	Projected SWD	TBD	TBD	TBD	TBD	TBD
SAT	Composite = NA (2016-17) Annual Increase = __	Actual SWD					

SAT	Composite = NA (2016-17) Annual Increase = __	Projected LEP	TBD	TBD	TBD	TBD	TBD
SAT	Composite = NA (2016-17) Annual Increase = __	Actual LEP					
SAT	Composite = NA (2016-17) Annual Increase = __	Projected SIP	TBD	TBD	TBD	TBD	TBD
SAT	Composite = NA (2016-17) Annual Increase = __	Actual SIP					
WIN	(2017-18) Annual Increase = __	Projected Hispanic	TBD	TBD	TBD	TBD	TBD
WIN	(2017-18) Annual Increase = __	Actual Hispanic					
WIN	(2017-18) Annual Increase = __	Projected AA	TBD	TBD	TBD	TBD	TBD
WIN	(2017-18) Annual Increase = __	Actual AA					
WIN	(2017-18) Annual Increase = __	Projected SWD	TBD	TBD	TBD	TBD	TBD
WIN	(2017-18) Annual Increase = __	Actual SWD					

WIN	(2017-18) Annual Increase = __	Projected LEP	TBD	TBD	TBD	TBD	TBD
WIN	(2017-18) Annual Increase = __	Actual LEP					
WIN	(2017-18) Annual Increase = __	Projected SIP	TBD	TBD	TBD	TBD	TBD
WIN	(2017-18) Annual Increase = __	Actual SIP					

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Tutoring session's year-long for all students.	Continuous	EOC Teachers	0	NA	Attendance Logs of Sessions
2. English 1 district benchmark and data analysis by English 1 teachers.	Quarterly	EOC Teachers	0	NA	Benchmark Data and PLC Notes
3. All English 1 teachers participate in a PLC that meets bi-monthly for data driven, standards based instructional planning.	Bi-Monthly	EOC Teachers	0	NA	Meeting Minutes
4. Schedule common planning period for English 1 teachers for data driven,	Daily	EOC Teachers	0	NA	Weekly Plans

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
standards based instructional planning					
5. EL, SpED, Read 180, LanguageLIVE!, Content Recovery and Credit Recover Coursework	Continuous	Specified Teachers	0	NA	Benchmark Data and Pass Rate

Performance Goal Area: ☒ Student Achievement* ☐ Teacher/Administrator Quality* ☐ School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* (* required) ☐ District Priority

Gifted and Talented Requires ☐ Gifted and Talented: Academic ☐ Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional
1 Academic Goal and 1 Additional Goal ☐ Gifted and Talented: Other

PERFORMANCE GOAL: 9 By 2023, Greenville County Schools will achieve and maintain a district graduation rate of at least 90%, a graduation rate of at least 80% in each high school below 80%, and a 90% employability credentialing rate among eligible special needs students.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
Graduation Rate	(2016-17) 87.4	School Projected	89.4	91.4	93.4	95.4	97.4
		School Actual					
Graduation Rate	(2016-17) 87	District Projected	86	87	88	89	90
		District Actual					

Employability Credentialing Rate	School = TBD	School Projected	TBD	TBD	TBD	TBD	90
		School Actual					
Employability Credentialing Rate	District = TBD	District Projected	TBD	TBD	TBD	TBD	90
		District Actual					

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. 9GR lists to determine students currently not on track to graduate in four years, assign to administration, and develop individual plans for acceleration.	Continuous	Administration	0	NA	4 Year Graduation Rate, 9GR Lists
2. Credit Recovery, Content Recovery and the SDP strategically to target students that need alternative means for success.	Continuous	Administration and Teachers	0	NA	Credit Recovery, Content Recovery, SDP
3. Administrative Interventions to target	Continuous	Administration and	0	NA	Interventions and Meeting

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
specific students to address environmental factors beyond the classroom affecting student performance.		Teachers			Logs

Performance Goal Area: ☒ Student Achievement* ☐ Teacher/Administrator Quality* ☐ School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* (* required) ☐ District Priority

Gifted and Talented Requires ☐ Gifted and Talented: Academic ☐ Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional
1 Academic Goal and 1 Additional Goal ☐ Gifted and Talented: Other

PERFORMANCE GOAL: 10 By 2023, increase the percentage of graduates meeting Graduation Plus (G+) requirements as indicated by:
 90% earning at least one college credit course (dual/AP/IB), or earning two career specific units, or earning work-based unit credit(s), or achieving an industry certification

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
PowerSchool, College Reports	Class of 2018	School Projected	TBD	TBD	TBD	TBD	90%
		School Actual					
PowerSchool, College Reports	Class of 2018	School Projected	TBD	TBD	TBD	TBD	90%
		School Actual					

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Dual Credit, AP, Coursework	Continuous	Guidance	0	NA	PowerSchool Scheduling
2. Increasing vocational certificate opportunities – Magnet Program	Continuous	Guidance and Magnet Coordinator	0	NA	PowerSchool Scheduling

Performance Goal Area: ☒ Student Achievement* ☐ Teacher/Administrator Quality* ☐ School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* (* required) ☐ District Priority

Gifted and Talented Requires ☐ Gifted and Talented: Academic ☐ Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional
1 Academic Goal and 1 Additional Goal ☐ Gifted and Talented: Other

PERFORMANCE GOAL: 11 Annually increase the percentage of 9th graders across every demographic who are on track for graduation at the conclusion of their freshman year (Students are on-track if, at the completion of their initial 9th-grade year, they have completed one-quarter of the credits necessary to graduate, including the completion of English I and Algebra I).

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
PowerSchool	84	School Projected	86	88	90	92	94
		School Actual					
PowerSchool	(2016-17) 74	District Projected	77	81	84	87	90
		District Actual					

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Support Freshman Academy	Continuous	Administration	0	NA	Bi-Weekly FA Meetings and Common Planning
2. Credit Recovery, Content Recovery and the SDP strategically to target students that need alternative means for success.	Continuous	Administration and Teachers	0	NA	Credit Recovery, Content Recovery, SDP
3. Intervention Specialist to target specific students to address environmental factors beyond the classroom affecting student performance.	Continuous	Administration and Teachers	0	NA	Interventions and Meeting Logs

Performance Goal Area: ☒ Student Achievement* ☐ Teacher/Administrator Quality* ☐ School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* (* required) ☐ District Priority

Gifted and Talented Requires ☐ Gifted and Talented: Academic ☐ Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional *1 Academic Goal and 1 Additional Goal* ☐ Gifted and Talented: Other

PERFORMANCE GOAL: **12 Annually** increase the percentage of high school Gifted and Talented Academic (GTA) students taking AP courses.

INTERIM PERFORMANCE GOAL: Annually increase the percentage of high school Gifted and Talented Academic (GTA) students taking AP courses.

DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
PowerSchool	(2016-17) 384	School Projected	389	394	399	404	409
		School Actual					
PowerSchool	(2016-17) 52	District Projected	52	55	58	61	65
		District Actual					

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Increasing Gifted and Talented Academic Courses, including AP and Dual Credit.	Continuous	Administration and Guidance	0	NA	PowerSchool Scheduling

Performance Goal Area: ☐ Student Achievement* ☒ Teacher/Administrator Quality* ☐ School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* (* required) ☐ District Priority

Gifted and Talented Requires ☐ Gifted and Talented: Academic ☐ Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional
1 Academic Goal and 1 Additional Goal ☐ Gifted and Talented: Other

PERFORMANCE GOAL: 1 The school will have qualified, diverse teachers (gender and ethnicity) by 2023.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
Employment report	% of diverse teachers 2017-18	School Projected	TBD	TBD	TBD	TBD	TBD
		School Actual					
Employment report	% of diverse teachers 2017-18	District Projected	TBD	TBD	TBD	TBD	TBD
		District Actual					

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Shining Stars Recruitment	March	Administration	0	NA	Resumes
2.					
3.					

Performance Goal Area: ☐ Student Achievement* ☐ Teacher/Administrator Quality* ☒ School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* (* required) ☐ District Priority

Gifted and Talented Requires ☐ Gifted and Talented: Academic ☐ Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional *1 Academic Goal and 1 Additional Goal* ☐ Gifted and Talented: Other

PERFORMANCE GOAL: 1 Achieve and maintain a rate of 90% among parents, students, and teachers who agree they feel safe during the school day on the South Carolina Department of Education Survey.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
SC SDE School Report Card Survey		School Projected Students	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		School Actual Students	TBD				
SC SDE School Report Card Survey		School Projected Teachers	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		School Actual Teachers	TBD				

SC SDE School Report Card Survey		School Projected Parents	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		School Actual Parents	TBD				
SC SDE School Report Card Survey		District Projected Students	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		District Actual Students	TBD				
SC SDE School Report Card Survey		District Projected Teachers	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		District Actual Teachers	TBD				
SC SDE School Report Card Survey		District Projected Parents	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		District Actual Parents					

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Safety Drills, Safety Meetings and Constant Communication with Parents with weekly message	Continuous	Administration and Safety Team	0	NA	Meeting Minutes, Social Media, E-Mail and Phone Blasts

Performance Goal Area: ☐ Student Achievement* ☐ Teacher/Administrator Quality* ☒ School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* (* required) ☐ District Priority

Gifted and Talented Requires ☐ Gifted and Talented: Academic ☐ Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional *1 Academic Goal and 1 Additional Goal* ☐ Gifted and Talented: Other

PERFORMANCE GOAL: 2 The school will proactively address student behavior so the percentage of students recommended for expulsion each year is maintained at less than 1% of the total student population.

PERFORMANCE GOAL: 3 The school will continue to contribute to a safe school environment and positively impact student behavior as indicated by an annual expulsion rate of less than .07 %.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

Percent Recommended for Expulsion

DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
ESSA Federal Accountability and SDE School Report Card	(2016-17)	School Projected	≤1.0	≤1.0	≤1.0	≤1.0	≤1.0
		School Actual					
ESSA Federal Accountability and SDE School Report Card	(2016-17) 0.7	District Projected	≤1.0	≤1.0	≤1.0	≤1.0	≤1.0
		District Actual					

Annual Expulsion Rate

DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
ESSA Federal Accountability and SDE School Report Card	(2016-17)	School Projected	≤ .07	≤ .07	≤ .07	≤ .07	≤ .07
		School Actual					
ESSA Federal Accountability and SDE School Report Card	(2016-17) 0.4	District Projected	≤ .07	≤ .07	≤ .07	≤ .07	≤ .07
		District Actual					

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. SRO, Guidance Support, and Positive Behavior Reinforcement, MTSS	Continuous	Administration, SRO, Intervention Specialist, Guidance, MTSS Team	0	NA	Meeting Minutes, Freshman Academy Positive Referrals, Faculty Meetings, MTSS Reports

Performance Goal Area: ☐ Student Achievement* ☐ Teacher/Administrator Quality* ☒ School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* (* required) ☐ District Priority

Gifted and Talented Requires ☐ Gifted and Talented: Academic ☐ Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional
1 Academic Goal and 1 Additional Goal ☐ Gifted and Talented: Other

PERFORMANCE GOAL: 4 The school will demonstrate a caring environment as indicated by an increase in the percent of secondary students who describe their teacher as caring on the AdvancED Culture and Climate Survey.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
AdvancED Culture & Climate Surveys		School Projected	44%	46%	48%	50%	52%
		School Actual	44%				
AdvancED Culture & Climate Surveys	51	District Projected Secondary	54	58	62	66	70
		District Actual Secondary	TBD				

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Administrative Interventions, SRO, Guidance Support, and Positive Behavior Reinforcement, MTSS	Continuous	Administration, SRO, Intervention Specialist, Guidance, MTSS Team	0	NA	Meeting Minutes, Freshman Academy Positive Referrals, Faculty Meetings, MTSS Reports
2. Communication	Continuous	Faculty and Staff	0	NA	Meeting Minutes, Social Media, E-Mail and Phone Blasts, GTV
3. SIC and PTA	Monthly	SIC, PTA and Faculty and Staff	0	NA	SIC and PTA Meetings

Performance Goal Area: ☐ Student Achievement* ☐ Teacher/Administrator Quality* ☒ School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* (* required) ☐ District Priority

Gifted and Talented Requires ☐ Gifted and Talented: Academic ☐ Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional *1 Academic Goal and 1 Additional Goal* ☐ Gifted and Talented: Other

PERFORMANCE GOAL: 5 Achieve and maintain a student attendance rate of 95% or higher.

INTERIM PERFORMANCE GOAL: Maintain an annual student attendance rate of 95% or higher.

DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
ESSA Federal Accountability and SDE School Report Card	(2016-17) 94.4	School Projected	≥ 95	≥ 95	≥ 95	≥ 95	≥ 95
		School Actual	TBD				
ESSA Federal Accountability and SDE School Report Card	(2016-17) 95	District Projected	≥ 95	≥ 95	≥ 95	≥ 95	≥ 95
		District Actual	TBD				

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Attendance Clerk, Truancy Report, MTSS, Seat-Time Recovery and Intervention Specialist	Continuous	Administration, Attendance Clerk and Teachers	0	NA	PowerSchool/PowerTeacher, EWRS

Performance Goal Area: ☐ Student Achievement* ☐ Teacher/Administrator Quality* ☒ School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* (* required) ☐ District Priority

Gifted and Talented Requires ☐ Gifted and Talented: Academic ☐ Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional
1 Academic Goal and 1 Additional Goal ☐ Gifted and Talented: Other

PERFORMANCE GOAL: 6 The school will create and sustain an environment that supports mental and social/emotional health, as indicated by an annual decrease in the percent of high school students who, on the AdvancED Climate and Culture Survey, report feeling afraid, lonely, or angry while they are at school.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
AdvancED Culture & Climate Surveys	Afraid – 6% Lonely – 16% Angry 17%	School Projected	Afraid – 6% Lonely – 16% Angry 17%				
		School Actual					
AdvancED Culture & Climate Surveys	Afraid – 7% Lonely – 14% Angry 15%	District Projected Secondary	Afraid ≤ 7 Lonely ≤ 13 Angry ≤ 14	Afraid ≤ 7 Lonely ≤ 13 Angry ≤ 14	Afraid ≤ 6 Lonely ≤ 12 Angry ≤ 13	Afraid ≤ 6 Lonely ≤ 12 Angry ≤ 13	Afraid ≤ 5 Lonely ≤ 11 Angry ≤ 12
		District Actual Secondary	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Administrative Interventions , SRO, Guidance Support, and Positive Behavior Reinforcement, MTSS	Continuous	Administration, SRO, Intervention Specialist, Guidance, MTSS Team	0	NA	Meeting Minutes, Freshman Academy Positive Referrals, Faculty Meetings, MTSS Reports
2. Communication	Continuous	Faculty and Staff	0	NA	Meeting Minutes, Social Media, E-Mail and Phone Blasts, GTV
3. SIC and PTA	Monthly	SIC, PTA and Faculty and Staff	0	NA	SIC and PTA Meetings