

# Hillcrest Middle School

510 Garrison Road  
Simpsonville, South Carolina

Kelli P. Farmer, Principal  
Greenville County School District  
W. Burke Royster, Superintendent

## School Strategic Plan/Portfolio

Annual Update March 27, 2015  
Scope of Plan: 2013-14 through 2017-18

**MISSION: TO BUILD A COLLABORATIVE LEARNING COMMUNITY  
FOCUSED ON STUDENT ACHIEVEMENT**

**SCHOOL RENEWAL PLAN COVER PAGE**

(Mandated Component) (SIGNED HARD COPY SENT TO DISTRICT OFFICE ON 3/27)

***REQUIRED - SCHOOL INFORMATION AND SIGNATURES***

**SCHOOL: Hillcrest Middle School**

**DISTRICT: Greenville County Schools**

**SCHOOL RENEWAL PLAN FOR YEARS: 2013-14 through 2017-18 (*five years*)**

**SCHOOL RENEWAL ANNUAL UPDATE FOR: 2015-16 (*one year*)**

**Assurances**

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

**CHAIRPERSON, BOARD OF TRUSTEES**

Mrs. Lisa Wells		
<b>PRINTED NAME</b>	<b>SIGNATURE</b>	<b>DATE</b>

**SUPERINTENDENT**

Mr. W. Burke Royster		
<b>PRINTED NAME</b>	<b>SIGNATURE</b>	<b>DATE</b>

**CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL**

Jay Gerhart		
<b>PRINTED NAME</b>	<b>SIGNATURE</b>	<b>DATE</b>

**PRINCIPAL**

Kelli P. Farmer		
<b>PRINTED NAME</b>	<b>SIGNATURE</b>	<b>DATE</b>

SCHOOL ADDRESS: 510 Garrison Road, Simpsonville, SC 29681

SCHOOL'S TELEPHONE: (864) 355-6100

PRINCIPAL'S E-MAIL ADDRESS: Kpfarmer@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	Kelli P. Farmer
2. TEACHER (MATH)	Meri Heather Acton, HMS TOY
3. PARENT/GUARDIAN	Shay Poterala
4. COMMUNITY MEMBER	Laurie Duprey
5. SCHOOL IMPROVEMENT COUNCIL	Jay Gerhart
OTHERS	Donald Peake, Admin
<u>POSITION</u>	<u>NAME</u>
6. ADMINISTRATIVE ASSISTANT	Donald Peake
7. ASSISTANT PRINCIPAL	Michi Cortese
8. SCHOOL GRANT WRITER/TEACHER, ELA	Michelle Fowler
9. TEACHER, DEPT HEAD SCIENCE	Molly Schulz
10. TEACHER, DEPT HEAD SOCIAL STUDIES	Karen Ambrose
11. PTA PRESIDENT	Melanie Johnson
12. INSTRUCTIONAL COACH	Helen Schiller

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

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

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

x **Parent Involvement**

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

x **Staff Development**

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

x **Technology**

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

N/A **Innovation**

The school 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.

\_\_\_\_\_ **Recruitment**

The district makes special and intensive efforts to **recruit** and give **priority** to serving those parents or guardians of children, ages birth through five years, who are considered at-risk of school failure. “At-risk children are defined as those whose school readiness is jeopardized by any of, but no limited to, the following personal or family situation(s): Educational level of parent below high school graduation, poverty, limited English proficiency, significant developmental delays, instability or inadequate basic capacity within the home and/or family, poor health (physical, mental, emotional) and/or child abuse and neglect.

**Collaboration**

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

**Developmental Screening**

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

**Half-Day Child Development**

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

**Developmentally Appropriate Curriculum for PreK–3**

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

**Parenting and Family Literacy**

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

**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.

Hillcrest Middle School 2014-15 Portfolio  
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## Introduction

As we near the end of the 2014-15 school year, the Hillcrest Middle School faculty and staff are proud to have the opportunity to present our self-analysis of the educational environment of HMS through our 2014-15 Hillcrest Middle School Portfolio. This portfolio presents student achievement data extracted from our state assessment tests as well as information from a school self-assessment process, and survey data obtained from students, parents, and faculty. All of this information was used to create our action plan for the next five years (2013-2018). As time passes, our staff, administration, students, parents, and school partners have become more of a collaborative learning community sharing a vision for increased academic achievement and a plan that provides the means to reach our academic goals. Our action plan is flexible, and it will be examined yearly and revised when necessary during the five year scope of this plan. Our action plan was created and will continually be revised by our administrative team, our instructional coach, our PTA and SIC, content teachers, and community partners.

The Strategic Education Plan for Greenville County School District defines the operational components that each school will follow in their own self-analysis and goal-setting processes. The overall goal is to merge data derived from research-based sources into SMART goals to change the educational culture of our school. Following this process helps our school to:

- Accurately describe the context of our school
- Create instructional coherence and a school mission
- Build an action plan to assist faculty in utilizing instructional programs/strategies that are rigorous, relevant, and researched-based
- Establish a leadership structure that is aligned with the school vision (through the participation of all stakeholders)
- Build community partnerships centered around student learning
- Become an effective learning organization focusing on increasing student achievement by progressing toward implementation of the mission

We intend for this portfolio to be a “snapshot” of Hillcrest Middle School. Our portfolio process is intended to be an ongoing data-driven study through which we continually assess and revise our action plan strategies to verify that we are focusing on root causes of deficiencies hindering increased student achievement. We continually attempt to build a collaborative learning community so that we may together implement strategies based on research and data.

## Hillcrest Middle School—Executive Summary

### STUDENT ACHIEVEMENT:

Hillcrest Middle School's current enrollment is 1017 students. We have 220 (21.6%) African-Americans, 83 (8.1%) Hispanics, 640 (62.9%) Caucasians, 24 (2.4%) Asians, 4 (.5%) American Indian, and 46 (4.5%) students of two or more races. The median income of Simpsonville families is \$48,410; however, we have almost 30% of our students on subsidized meals.

Our school has a pattern of earning “good” overall standardized test scores, but we want to do more to improve our rating to an excellent absolute rating and an excellent growth rating. One of our biggest challenges is that we are only 4 of 18 schools to score a “good” absolute rating, with 13 scoring “excellent” and only one scoring “average”. At times, it has seemed acceptable that “good” was good enough, but beginning with our changes during this school year, 2014-15, our school will not accept excuses for any socio-economic or demographic changes/challenges, so we are determined to continue to see success in the classroom, the arts, athletics, and the community that reach beyond being merely “good”. The challenge of accepting change to our previous patterns of traditional teaching will worth the storms we face.

We, after studying our standardized testing data, we recognize that in 2013-14, HMS students PASS achievement increased in the following areas: seventh-grade English language arts (ELA), science, and social studies; eighth-grade ELA, math, science, and social studies. Seventh-grade ELA scores increased from 631 to 631.8, and eighth-grade ELA scores increased from 634.6 to 635.8. Eighth-grade math scores increased from 628.5 to 633.6. Seventh-grade science scores increased from 624 to 625.2, and eighth-grade science scores increased significantly, from 629.4 to 645.5. Seventh-grade social studies scores increased from 635.1 to 637.1, and eighth-grade social studies scores increased dramatically, from 647.5 to 675.6. Overall, the highest amount of growth occurred in eighth-grade social studies scores. We noted that we did not see the growth we wanted for our sixth grade students. We have begun vertical content conversations as well as peer observations in order to better understand these results. We have encouraged off-campus professional development including STEM and STEAM opportunities to improve these outcomes. This year, we have added inclusion to our sixth grade classes, and this team-teacher approach seems to have had positive effects on our students. (Inclusion will take place in both sixth and seventh grades next year.)

Currently, all of our students have math, English language arts, literature, social studies, and science. Our students also have two related arts classes, one each day with our school following an A Day/B Day schedule for related arts. Our related arts choices consist of chorus, visual arts, strings, home arts, keyboarding, academic support, PE/health, and off-site faith-based Bible study classes. During the 2014-15 school year, our students were not teamed, but our teachers participated in professional development on Professional Learning Communities, as next year we will have three sixth grade teams and three seventh grade teams. (Eighth grade will not be teamed.) All collaboration for 2014-15 took place afterschool or with the few teachers that had common planning. In 2015-16, all grade level teachers will share two common planning times with specified protocol for all planning meetings. Currently, each of our classes is 57 minutes. Additionally, we offer remediation on Mondays, Wednesdays, and Fridays for sixth and seventh graders (as well as for eighth graders as needed) from 7:50am-8:20am. Students are academically grouped in ELA and math (based on GT tests, MAP tests, overall previous grades, and PASS scores). In conjunction with our regular curriculum, Hillcrest



Middle offers accelerated classes in which students can earn high school credits. These classes include Algebra I, Geometry, English I, Spanish I, and keyboarding.

Technology is an area that Hillcrest Middle School has embraced. All content classes and SPED classes are equipped with Promethean boards and a minimum of two classroom computers. The building is now equipped with wireless internet, and our school completed the technology Refresh process this year. Teachers have access to four computer labs for student research. Through Refresh, we also updated our keyboarding computer lab and purchased 15 chromebooks. All teacher and administrator laptops were replaced. Our media center houses 24 student computers and is available for research as well. HMS owns three Senteo clicker sets for classroom use. The technology components are utilized to deliver, strengthen, reinforce, and accelerate learning in all subject areas. We are continuing to incorporate technology through professional development and scheduled lab time for students. Our goal is purchase more Chromebooks in preparation for utilizing Google Apps with our students. We have also become a BYOD, Bring Your Own Device, school. Students are invited to bring their own device to participate in activities and research on, at a minimum, a monthly basis. We will never have enough technology!

#### TEACHER/ADMINISTRATOR QUALITY:

Professional development is essential to meeting our school's goals of success for student academics, teacher quality, and school climate. Presently, our faculty is focused on research-based strategies for implementing the South Carolina State Standards, technology integration, and professional learning community foundations. Teachers work on data analysis, Rubicon Atlas, instructional strategies, and common assessments during monthly content meetings, faculty meetings, collaboration meetings, and professional development days. Literacy implementation across the curriculum as well as preparation for the changes in the state testing are additional focuses. Finally, we will continue to focus professional development on engaging our various subgroups through differentiated instruction and technology integration.

Daily accountability has been a second challenge our teachers faced. We have improved teacher coaching as well as feedback on weekly observations and on weekly lesson plans. Our teachers were told they were "good", but they were not provided with adequate feedback on how to become "great". They were not provided adequate information when they needed new, rigorous strategies that incorporated higher levels of thinking. Many teachers were not provided with technology professional development opportunities that moved them in the direction of the district's expectations. During 2014-15, HMS hired a new principal, an additional administrative assistant, and a new instructional coach. The principal comes from a Title I school from the midlands that has worked with historically struggling students. Her experiences has lent themselves to providing teachers with new classroom management strategies as well as engaging strategies for impoverished students. The new IC focused completely on teacher feedback, observations, and coaching conferences. Our IC helped us to revamp our walk-through observation form, and she provided guidance and professional development on Learning Focused lesson plans and Rubicon Atlas. The new administrative assistant handles all special education situations (academic and instructional) so that there is consistency across all grade levels. All administrators, guidance counselors, and the instructional coach began meeting weekly to discuss academic expectations and verbiage so that we could share with our teachers. We named technology experts within our building and began to provide technology professional development opportunities that our teachers needed. We completed a professional learning community survey as well as other staff surveys asking for teacher needs in professional development and daily school support. We have used this feedback to add to our five-year plan as well as school-wide professional development plan.

Finally, during 2014-15, we have two sections of English Language Arts taught by a teacher that is certified in ELA, but she is not highly qualified. Her sections have been changed next year so that she is teaching all social studies, an area in which she is highly qualified. All classes in 2015-16 will be taught by highly qualified teachers. All teachers will continue to be evaluated using the Greenville County School District's PAS-T evaluation system. All staff members and administrators are also evaluated using Greenville's evaluation system.

#### SCHOOL CLIMATE:

According to our state report card surveys as well as quarterly surveys sent to our parents by the principal, students, faculty, and families are pleased with Hillcrest Middle School. This year, we recognized the need to improve admin/family communication and we recognized the need to improve teacher/family communication. We have added weekly calls to families from the principal, and we have provided each family with the principal's cell number and email address so that they have constant availability to her. Parents may call, email, text, or use Facebook messages to communicate. We have also mandated that teachers input grades on Parent Portal within five days of giving an assessment, and they must keep their teacher websites updated with Google assignment calendars. All faculty and staff must return calls or emails from stakeholders within 24 hours.

Hillcrest Middle School provides myriad incentives for our students. We have implemented student of the month recognition for all grade levels and Positive Referrals that are completed by teachers and administrators for students "caught" doing positive behaviors. HMS students enjoy "PAWS" awards for completing all homework, having a good attitude, and having good attendance in classes. We also recognize our related arts students of the month as well as athletes of the month. Creative student work is constantly on display to celebrate the academic abilities of our students. We celebrate our students on our school website as well as on our HMS Facebook page. Our students enjoy afterschool monthly club meetings in clubs such as Movie Making, Drama, Wildcats for a Cause, Craft, Computer, Wildcat Readers, Career, Writing, and Recycling.

Incentives for faculty and staff are provided at Hillcrest Middle School. Attendance at school and extra-curricular events is rewarded quarterly. Jean coupons, Leave at 3:20 Passes, and No Lesson Plans Due Passes, Duty-free lunches, and Flip-Flop/Hat days are tokens of appreciation teachers receive. We have implemented a Teacher-of-the-Month program where peers can recognize the instructional strategies of other teachers and "Applause for Teachers" cards where peers can say thank you to a fellow teacher for various actions. We do monthly "shout outs" to teachers at our faculty meetings. These shout-outs are results of semester positive peer observations in the classrooms. HMS enjoys doing faculty team-building events such as HMS Pep Rally participation, Minute to Win It games, community service projects (Tape to Wall for United Way), Red Ribbon Week activities. Finally, all teachers receive a minimum of one monthly feedback conference from classroom observations, offering celebrations and suggestions from the administrative team and/or the instructional coach. The sole responsibility of our IC for 2014-15 is to provide classroom coaching for our teachers. All teachers have an opportunity to fill out a quarterly survey to provide feedback for school growth and all teachers have an interview with the principal at the beginning of the year as well as at the end-of-the year to give suggestions, locate weaknesses, and discuss celebrations. We understand the importance of showing our appreciation and support for the hard work and education of our teachers, and we thrive on their feedback to make certain Hillcrest Middle continues its growth.

Hillcrest Middle School offers many opportunities for stakeholders' involvement in school functions and activities. Numerous opportunities are available for two-way communication stakeholders: telephone calls, School Messenger (each Sunday evening from the principal), new HMS and

Greenville County School District websites, HMS Facebook page, student agendas, progress/report cards, parent/teacher conferences, transition nights, School Improvement Council/PTO meetings, Parent Portal, chaperone opportunities for field studies, classroom volunteer opportunities, quarterly newsletters, classroom “Open Door” policy, Mentor Greenville program, and Piedmont Mental Health Community program. We understand the idea that it takes a village to raise a child, and we welcome all of the support that we can get!

Hillcrest Middle School provides many activities that involve the community throughout the school year. Such activities include Relay for Life, Juvenile Diabetes Research Foundation, United Way, Candy for the Troops, Gracie’s Closet, and Dodging for Dinners. Additionally, local community members are involved in Career Day, Greenville Hospital and Piedmont Mental Health partnerships, job shadowing, fine arts concerts, sporting events, teacher cadets, Bullying Education visitors/program, PASS Preparation Rally speakers, community readers, awards days/promotion ceremonies, mock trials, and dances.

The greatest challenge Hillcrest Middle faced this year is the idea of change. Teaching, collaboration, parent communication, and daily routines have all changed. Our school has adapted as a family, and we are now able to move into 2015-16 where we will have a large eighth grade (approximately 360 students) and smaller seventh and sixth grade classes (approximately 290). By 2016-17, all grade levels will be at the new middle school, thus, our grade levels will even out. This unbalanced population will create the challenge of having larger class sizes for all eighth grade teachers for one year. Our decreasing student population will mandate the loss of teachers. Our open-mindedness and willingness to work together are strengths that will allow us to get through all changes and challenges.

#### AWARDS”

Our school, over the past years has received the following awards: PTA National Parent Involvement School of Excellence, PTA State Parent Involvement School of Excellence, School of Promise, SC Drama Association Awards, Palmetto Silver Awards (2006-07, 2010-11, 2011-12). This current year, our PTA earned a Bronze Organization Award and a 500 Member Award. Additionally, we have an award-winning custodial staff, and we have received multiple grants including SC State Library Grant, MENSA Foundation Grant, Makerspace Grant, PTA grants others. Our students have earned awards in art contests, music contests, and geography contests. We have multiple Duke Scholars and SC Junior Scholars in our student body. We plan on moving from “good” to “excellent” in and out of the classroom. We plan to use our family atmosphere to push both our faculty and our kids to the top because at Hillcrest Middle School, we firmly do believe “whatever it takes, our kids ARE worth it”!

# School Profile

## School Community

Hillcrest Middle School (HMS) strives to provide a caring, safe, nurturing, and physically comfortable environment where student learning is the top priority and where student learning needs are the primary focus. The HMS building contains 64 classrooms, four computer labs, one band room, one strings room, one choral room, a cafetorium with stage, conference rooms, a gymnasium, a healthroom, a physical education lab, a media center, a special education mobile lab, two large athletic fields, and one large outdoor track. These facilities are expertly maintained by an award-winning custodial staff. At the end of the 2013-14 school year, Promethean boards were placed in all content area classrooms previously bereft of this technology, and comprehensive Promethean board training was provided to teachers and other faculty members to maximize the effective use of this transformative technology.

Parental involvement is key to children's academic success, and HMS continuously fosters collaboration with parents and guardians. The school's Parent-Teacher Association (PTA) has been awarded the PTA National Parent Involvement School of Excellence distinction, and PTA participation has reached an all-time high for parents and 100% faculty membership. This year, our PTA earned a Bronze Organization Award and a 500 Member Award. HMS faculty utilize numerous methods of disseminating information to parents, including 1) an up-to-date website with Google calendar, notifications of current and upcoming events, pictures of student activities and achievements, and other valuable resources; 2) quarterly printed newsletters distributed with report cards; 3) "phone blasts" from Principal Farmer (prerecorded messages informing parents of current and future events); 4) teacher websites updated each week with curricular resources and schedules of assignments and activities; 5) parent/teacher conferences conducted as needed or requested; 6) individual phone calls and emails as needed, conducted by teachers and administrators; 7) Open Houses; 8) HMS school YouTube channel, which contains videos of key HMS events such as athletic games and in-school activities; 9) school social media pages, including Facebook; 10) regular text message "blasts" via Remind101, another means of mass-sending reminders to parents and students; and 11) articles published in Simpsonville's *The Tribune*. The School Improvement Council, comprised of school faculty members, parents, and students, meets monthly to discuss and resolve all pertinent school-related issues and concerns. HMS faculty provide many opportunities for parents to witness their students' academic and extracurricular accomplishments, such as athletic events, music (chorus, band, and strings) performances, drama productions, and movie making club "Red Carpet Night," along with curricular-based activities such as the eighth-grade English language arts mock trials and debates.

HMS strives to collaborate with parents and other community members as often as possible in order to enhance the effectiveness of activities and provide real-world context for students' learning. HMS boasted a total of 375 volunteers during the 2013-14 school year, including the annual Career Day, a schoolwide event that provides students the opportunity to learn about various interesting careers and how to accomplish them. HMS clubs partner with community organizations whenever possible: for example, the Wildcats for a Cause club organized a donation drive for Greenville County Animal Care and, later, volunteered at the facility to care for their animals and learn more about the organization's mission and efforts. Multiple schoolwide collection and fundraising drives have transpired throughout the school year, the most notable of which was the United Way Spirit Week, which generated \$5,000. Additionally, HMS faculty facilitate collaboration with field experts for

curricular activities: for example, a Communications professor and several Communications students from Furman University worked with eighth-grade English language arts students to enhance their debate skills then judged the debates and provided feedback; also, two professional lawyers served in a similar role for eighth-grade students during their mock trial project.

### **School Personnel**

Hillcrest Middle School (HMS) boasts a knowledgeable, hardworking faculty dedicated to enabling students to become knowledgeable, confident, lifelong learners. The HMS faculty includes 64 teachers, two assistant principals, two administrative assistants, one principal, three guidance counselors, four secretaries, one financial officer, two media specialists, one media center assistant, one career development coordinator, one instructional coach, one resource officer, and support operations and custodial staff and cafeteria staff. Within the teacher faculty, 69.5% possess advanced degrees, and five teachers are currently enrolled in master's and doctoral programs at area universities. 89.8% of teachers have continuing contracts, up from 86% in 2012-13. HMS has an above-average teacher retention rate of 95.4%, presumably due to the high level of teacher satisfaction with their work environment. The 2013-14 teacher attendance rate was 95.1%, an increase from 92.1% in 2012-13. Of the 87 teacher faculty and support staff, 84% are female, 16% are male, 80% are Caucasian, 16% are African American, and 3.4% are of other ethnicities.

The award-winning HMS faculty includes Golden Apple Award winners, a writing consultant for the Low Country Reading Project, a teacher consultant for the Upstate Writing Project, Who's Who Among America's Teachers, Greenville County Conservation Regional winner, VFW Post Teacher of the Year, a published illustrator, Distinguished Teachers of Reading, an Instructional Coach Institute participant, and multiple National Board Certified teachers. HMS teachers are active in professional organizations: one teacher serves as the middle-level coordinator on the board of the South Carolina Council for Teachers of English, and five teachers have recently presented at state and national conferences, such as the South Carolina Association for Middle Level Education and the National Council of Teachers of English.

# Mission, Vision, and Beliefs

## **Hillcrest Middle School Vision:**

HILLCREST MIDDLE SCHOOL: A HERITAGE OF EXCELLENCE WITH A VISION FOR CREATING A PROFESSIONAL, COLLABORATIVE LEARNING COMMUNITY THAT FOCUSES ON STUDENT ACHIEVEMENT THROUGH THE INTEGRATION OF TECHNOLOGY AND THE ARTS WITHIN A RIGOROUS ACADEMIC CURRICULUM.

## **Hillcrest Middle School Mission:**

The mission of Hillcrest Middle School is to build a collaborative learning community focused on student achievement.

## **Hillcrest Middle School Beliefs:**

1. The school should provide a caring, safe, nurturing, and physically comfortable environment where student learning is the top priority and where student learning needs are the primary focus.
2. All students can learn, and appropriate and equal opportunities for success should exist when students have challenging, suitable, and attainable expectations for learning and when students actively engage in the learning process.
3. Educational experiences should enable students to understand essential knowledge and skills, solve problems competently, think critically and creatively, apply their learning in meaningful contexts, produce quality work, communicate effectively, and act responsibly.
4. Because the adolescent learner possesses unique physical, social, emotional, and intellectual needs, the school should use a variety of instructional approaches, learning activities, and assessment techniques to accommodate individual student needs and differences in learning styles.
5. Positive and appropriate school programs, strategies, and relationships should reinforce the value of a good education, foster mutual respect, teach good citizenship, and encourage school and community responsibilities.
6. Culturally diverse experiences should enhance students' interest and participation in the overall school program and increase students' understanding of different peoples and cultures.
7. Computer literacy is a vital component for success in today's technological world, and its integration into the total school experience should enable learners to gain the confidence and skills necessary to compete successfully in life.
8. Exceptional students require special services and resources.
9. Related arts offerings should complement and broaden the total educational experience.
10. Advancing the school's mission is the shared responsibility of teachers, administrators, home, and community, and a strong commitment by all to improvement in education will enable students to become confident, self-directed, lifelong learners.

## Hillcrest Middle School-Needs Assessment—Academics 2014

Hillcrest Middle School continues to have a gap in academic achievement when comparing subgroups:  
IN ELA:

Content	Subgroup 1	Subgroup 2	Difference	Notes
*ELA	White-640.9	African American-609.3	31.6	
ELA	White-640.9	Hispanic-627.2	13.7	
ELA	Non-LEP-640.9	LEP-628.1	*12.8	
*ELA	Non-SPED (all students)-632.3	SPED-568.8	63.5	
ELA	Full Pay lunches(all students)-632.3	Subsidized lunches-618.2	*14.1	

IN MATH:

Content	Subgroup 1	Subgroup 2	Difference	Notes
*MATH	White-642.1	African American-608.6	33.4	
MATH	White-642.1	Hispanic-622.8	19.3	
MATH	Non-LEP-632.3	LEP-626.7	5.6	
*MATH	Non-SPED-632.3	SPED-577.1	55.2	
MATH	Full Pay lunches-632.3	Subsidized lunches-616.1	16.2	

IN SCIENCE:

Content	Subgroup 1	Subgroup 2	Difference	Notes
*SCIENCE	White-637.4	African American-602.1	35.3	
SCIENCE	White-637.4	Hispanic-618.7	18.7	
SCIENCE	Non-LEP-632.6	LEP- 617.0	15.6	
*SCIENCE	Non-SPED-632.6	SPED-576.5	56.1	
SCIENCE	All students-637.4	Subsidized lunches-614.8	22.6	

IN SOCIAL STUDIES:

<b>Content</b>	<b>Subgroup 1</b>	<b>Subgroup 2</b>	<b>Difference</b>	<b>Notes</b>
*SOC STUDIES	White-657.8	African American-627.6	30.2	
SOC STUDIES	White-657.8	Hispanic-649.5	8.3	
SOC STUDIES	All-649.8	LEP-653.5	+3.7	
*SOC STUDIES	All-649.8	SPED-600.4	49.4	
SOC STUDIES	All-Full Pay lunches-649.8	Subsidized lunches-635.1	14.7	

Clearly, the gaps in all sub-groups need attention, but we have included the Special Education teachers as a part of all of our strategies and action plans. We feel that, often, these teachers were being overlooked as we discussed specific content areas. Also, we will continue professional development to address the special needs of impoverished students. We will learn specific strategies for engaging students of different races/ethnicity. Consistency in classroom expectations and classroom management will be addressed. For the 2015-16 school year, we will return to teaming for 6<sup>th</sup> and 7<sup>th</sup> grades, and all grade levels will have collaboration time throughout the day. The master schedule has been redone so that two common planning periods are included.



**\*\*ADDITIONAL PASS TEST NOTES/COMPARISONS 2013 TO 2014:**

**SCHOOL =  
Hillcrest Middle**

		2014 ELA (2013 SCORE/)		2014 Math (2013 SCORE)		2014 Science (2013 SCORE)		2014 Social Studies (2013 SCORE)		2014 ELA Percent Tested	2014 Math Percent Tested
		Valid N	Mean	Valid N	Mean	Valid N	Mean	Valid N	Mean		
All Students		1000	632.3 (632.5)	1001	632.6 (632.8)	674	627.8 (625.5)	671	649.8 (641.3)	99.9%	100.0%
Gender	Female	494	639.5 (636.1)	494	632.8 (631.2)	352	627.2 (624.1)	330	644.7 (634.1)	100.0%	100.0%
	Male	506	625.2 (628.5)	507	632.3 (634.6)	322	628.4 (626.9)	341	654.7 (648.7)	99.8%	100.0%
Race/Ethnicity	Asian/Pacific Islander										
	African-American	245	609.3 (610.4)	246	608.6 (609.7)	164	602.1 (605.6)	167	627.6 (618.4)	99.6%	100.0%
	Hispanic	93	627.2 (628.4)	93	622.8 (625.2)	62	618.7 (620.6)	62	649.5 (635.5)	100.0%	100.0%
	American Indian/Alaska Native										
	White	635	640.9 (640.7)	635	642.1 (641.4)	431	637.4 (633.4)	422	657.8 (648.5)	100.0%	100.0%
Disabled	YES	115	568.8 (571.4)	115	577.1 (576.5)	77	576.5 (571.6)	79	600.4 (595.4)	100.0%	100.0%
LEP	YES	84	628.1 (615.5)	84	626.7 (624.7)	53	617.0 (610.5)	57	653.5 (635.1)	100.0%	100.0%
Subsidized Meals	YES	331	618.2 (616.7)	331	616.1 (615.0)	232	614.8 (611.1)	229	635.1 (623.6)		100.0%

**YELLOW**=SCORE AVERAGE DECREASED FROM 2013 TO 2014

**GREEN**=SCORE AVERAGE INCREASED FROM 2013 TO 2014

**PINK**=BELOW 600

### THREE YEAR COMPARISON-PASS SCORES

<b>**All students (average score)</b>	<b>2014</b>	<b>2013</b>	<b>2012</b>	<b>NOTES:</b>
<b>ELA-All</b> <b>Male</b> <b>Female</b> <b>White</b> <b>African-American</b> <b>Disabled</b> <b>LEP</b> <b>Subsidized Meals</b>	632.3 625.2 639.5 640.9 609.3 568.8 628.1 618.2	632.5 628.5 636.1 640.7 610.4 571.4 615.5 616.7	652.7 648.1 657.3 659.6 631.5 592.5 645.1 636.2	Decline from 2012 to 2013. From 2013 to 2014, continued decline in male, African-American, and disabled sub-groups.
<b>MATH-All</b> <b>Male</b> <b>Female</b> <b>White</b> <b>African-American</b> <b>Disabled</b> <b>LEP</b> <b>Subsidized Meals</b>	632.6 632.3 632.8 642.1 608.6 577.1 626.7 616.1	632.8 634.6 631.2 641.4 609.7 576.5 624.7 615.0	645.0 644.7 645.4 652.6 623.2 596.5 640.3 629.1	A general decline from 2012 to 2013, but growth from 2013 to 2014. (Constant decline for males and African American sub-groups.)
<b>SCIENCE-All</b> <b>Male</b> <b>Female</b> <b>White</b> <b>African-American</b> <b>Disabled</b> <b>LEP</b> <b>Subsidized Meals</b>	627.8 628.4 627.2 637.4 602.1 576.5 617.0 614.8	625.5 629.9 624.1 633.4 605.6 571.6 610.5 611.1	630.1 629.8 630.8 637.9 607.9 581.0 621.1 615.0	A general decline from 2012 to 2013, but growth from 2013 to 2014. (Constant decline for males and African American sub-groups.)
<b>SOCIAL STUDIES-All</b> <b>Male</b> <b>Female</b> <b>White</b> <b>African-American</b> <b>Disabled</b>	649.8 654.7 644.7 657.8 627.6 600.4	641.3 648.7 634.1 648.5 618.4 595.4	638.2 642.0 634.6 646.3 615.4 597.5	General improvement from 2012-2014

<b>LEP</b> <b>Subsidized Meals</b>	653.5 635.1	635.1 623.6	633.2 622.5	
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<i>YEAR</i>	<i>ABSOLUTE RATING</i>	<i>ABSOLUTE GROWTH</i>	<i>ESEA RATING</i>
<b>2014</b>	<b>GOOD</b>	<b>AVERAGE</b>	<b>84.4/B</b>
<b>2013</b>	<b>GOOD</b>	<b>AVERAGE</b>	<b>82.9/B</b>
<b>2012</b>	<b>GOOD</b>	<b>EXCELLENT</b>	<b>88.7/B</b>
<b>2011</b>	<b>GOOD</b>	<b>GOOD</b>	<b>DID NOT MEET AYP</b>
<b>2010</b>	<b>GOOD</b>	<b>GOOD</b>	<b>DID NOT MEET AYP</b>

**Hillcrest Middle School  
Needs Assessment-Teacher and Administrator Quality**

Hillcrest Middle School recognizes that having highly qualified and highly effective teachers in a stable environment are two of the greatest indicators of academic success for our students. Our goal is to continue to survey teachers to gain a greater insight into their wants and needs. We will continue to work to provide resources, professional development, empowerment, mentorships, and proper leadership to ensure that our teacher retention rate continues to remain high. We understand that a small percentage of teacher turnover is healthy and natural, but our goal is to continue to provide a supportive environment for teachers so that they can continue to reach and teach our diverse population.

**Teacher Turnover Rate**

<b>Teachers Returning from Previous Year</b>	
<b>2014</b>	<b>95.4%</b>
<b>2013</b>	<b>91.8%</b>
<b>2012</b>	<b>90.7%</b>
<b>2011</b>	<b>88.4%</b>
<b>2010</b>	<b>87.1%</b>

**Teacher turnover rate indicates a high level of job satisfaction. The rate has continued to increase over the past 5 years. (For 2015, 100% of teachers indicated an intent to return, but with changes to master schedules, etc., we predict a decline in teacher return rate beginning with 2015.)**

**Teacher Professional Development Information**

<b>Year</b>	<b>Continuing Contract</b>	<b>Professional Dev. Days</b>	<b>HMS PD Opportunities</b>	<b>Advanced Degrees</b>	<b>Classes taught by HQ teachers</b>
<b>2014</b>	<b>89.8%</b>	<b>7.5</b>	<b>22</b>	<b>69.5%</b>	<b>98.4%</b>
<b>2013</b>	<b>86%</b>	<b>7.9</b>	<b>20</b>	<b>70.2%</b>	<b>97.1%</b>
<b>2012</b>	<b>N/AV</b>	<b>7.7</b>	<b>20</b>	<b>72.2%</b>	<b>96.8%</b>
<b>2011</b>	<b>71.4%</b>	<b>7.3</b>	<b>N/AV</b>	<b>95.9%</b>	<b>98.6%</b>

**NOTES:**

- 1. HMS, in 2014-15 has already had 35 professional development opportunities, raising the number of opportunities that teachers have had in the past. All PD has been chosen based on our school vision as well as from feedback from teachers regarding specific needs as we move forward.**
- 2. We have one teacher that is not highly qualified in her subject area. This teacher is HQ in social studies and certified in ELA. She will only be teaching social studies next year, the area in which she is HQ. At this point, all students will be taught by 100% highly qualified teachers, a first over the past 4 years.**
- 3. HMS has had the same principal for the past 24 years. 2014-15 ushered in a new principal and the addition of an extra administrative assistant.**
- 4. After data analysis by standard by the teachers, we must focus on:**
  - a. Incorporating literacy across the curriculum**
  - b. Collaboration among teachers**
  - c. Creating more engaging, hands-on, rigorous activities for students**
  - d. Focus on standards-based instruction, guided by Rubicon Atlas supports and pacing guides**
  - e. Specific needs of our diverse student population, providing differentiation in the classroom**
  - f. Utilizing student achievement data to create engaging lessons**
  - g. Incorporating technology into the daily classroom**

**Hillcrest Middle School  
Needs Assessment-School Climate**

	2011	2012	2013	2014
Teacher Attendance Rate	92.8 %	95.1%	92.1%	95.1%
Student Attendance Rate	96.8%	96.9%	96.9%	95.9%
Suspension/Expulsion Rate	1.1%	1.8%	0.8%	0.7%
Students Older than Usual for Grade	0.6%	N/AV	3.1%	2.6%
Percent of Teachers Satisfied with Physical/Social Environment	100%	96.2%	94.6%	100%
Percent of Students Satisfied with Physical/Social Environment	78.3%	82.5%	76%	75.8%
Percent of Parents Satisfied with Physical/Social Environment	84.2%	80%	79.1%	83.6%
Percent of Teachers Satisfied with Learning Environment	100%	94.2%	100%	100%
Percent of Students Satisfied with Learning Environment	77.5%	79%	76%	75.1%
Percent of Parents Satisfied with Learning Environment	85.7%	88.2%	79.1%	85.4%
Percent of Teachers Satisfied with Home-School Relations	92.3%	96.1%	97.5%	100%
Percent of Students Satisfied with Home-School Relations	84.8%	88.1%	84.2%	87.5%
Percent of Parents Satisfied with Home-School Relations	79%	76.4%	82.4%	74.7%

**Patterns:**

1. Teachers appear to have the highest percentages in all categories, indicating a satisfaction with HMS overall. The teachers' responses do seem to indicate a need to improve home/school relationships. (This satisfaction could be leading to complacency if we are not careful.)
2. Home/school relations is the lowest percentage of satisfaction for all groups.
3. Teachers are 100% satisfied with the learning environment over the years, but the growth amongst student achievement is not evident.
4. Parents are the most critical of the school in home-school relations.
5. Students are the most critical of the school in learning environment.

## ACT ASPIRE WRITING

### SCHOOL RENEWAL PLAN FOR 2013-14 through 2017-18

- Student Achievement  
  Teacher/Administrator Quality  
  School Climate  
 Other Priority

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

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

**FIVE YEAR PERFORMANCE GOAL:** 2014-15 baseline data (of the number of students meeting or exceeding standard) will increase a minimum of 2 percentage points each year; therefore, by 2017-18, we will have a minimum of a 6 percentage point increase in the total number of our students who score at or above the 2014-15 writing baseline on the ACT Aspire.

**ANNUAL OBJECTIVE:** The number of students meeting or exceeding the writing standard as measured by ACT Aspire will increase by 2 percentage points annually.

**DATA SOURCE(S):** ESEA Federal Accountability and SDE School Report Card

	<b>Baseline 2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
School Projected	X			
School Actual				
District Projected	X			
District Actual				

\*Baseline data to be established in 2014-15.\*

**ACT ASPIRE ENGLISH**

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

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

**FIVE YEAR PERFORMANCE GOAL:** 2014-15 baseline data (of the number of students meeting or exceeding standard) will increase a minimum of 2 percentage points each year; therefore, by 2017-18, we will have a minimum of a 6 percentage point increase in the total number of our students who score at or above the 2014-15 reading baseline on the ACT Aspire.

**ANNUAL OBJECTIVE:** The number of students meeting or exceeding the reading standard as measured by ACT Aspire will increase by 2 percentage points annually.

**DATA SOURCE(S):** ESEA Federal Accountability and SDE School Report Card

	<b>Baseline 2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
School Projected	X			
School Actual				
District Projected	X			
District Actual				

\*Baseline data to be established in 2014-15.\*



## ACT ASPIRE READING

- Student Achievement  
  Teacher/Administrator Quality  
  School Climate  
 Other Priority

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

**FIVE YEAR PERFORMANCE GOAL:** 2014-15 baseline data (of the number of students meeting or exceeding standard) will increase a minimum of 2 percentage points each year; therefore, by 2017-18, we will have a minimum of a 6 percentage point increase in the total number of our students who score at or above the 2014-15 reading baseline on the ACT Aspire.

**ANNUAL OBJECTIVE:** The number of students meeting or exceeding the reading standard as measured by ACT Aspire will increase by 2 percentage points annually.

**DATA SOURCE(S):** ESEA Federal Accountability and SDE School Report Card

	<b>Baseline 2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
School Projected	X			
School Actual				
District Projected	X			
District Actual				

\*Baseline data to be established in 2014-15.\*

## EOCEP % ENGLISH I

x Student Achievement    Teacher/Administrator Quality    School Climate  
Other Priority

**FIVE YEAR PERFORMANCE GOAL:** Maintain at 100% annually the percentage of students who meet standard (test score of 70 or higher) on the state-mandated End of Course test in English I from 2013 to 2018.

**ANNUAL OBJECTIVE:** Maintain at 100% annually the percentage of students who meet standard (test score of 70 or higher) on the state-mandated End of Course test in English I.

**DATA SOURCE(S):** SDE School Report Card and SDE EOCEP data file used for accountability calculations

	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013- 14</b>	<b>2014- 15</b>	<b>2015- 16</b>	<b>2016- 17</b>	<b>2017- 18</b>
School Projected	X	X	100	100	100	100	100
School Actual	100	100	100				
District Projected (MS and HS)	X	X	77.3	78.3	79.3	80.3	81.3
District Actual (MS only)	98.9	98.9	98.5				

End of Course data for MS only includes EOCEP scores for 7<sup>th</sup> and 8<sup>th</sup> graders at GCS traditional middle schools and charter middle schools.

## ACT ASPIRE MATH

x Student Achievement    Teacher/Administrator Quality    School Climate  
 Other Priority

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

**FIVE YEAR PERFORMANCE GOAL:** 2014-15 baseline data (of the number of students meeting or exceeding standard) will increase a minimum of 2 percentage points each year; therefore, by 2017-18, we will have a minimum of a 6 percentage point increase in the total number of our students who score at or above the 2014-15 math baseline on the ACT Aspire.

**ANNUAL OBJECTIVE:** The number of students meeting or exceeding the math standard as measured by ACT Aspire will increase by 2 percentage points annually.

**DATA SOURCE(S):** ESEA Federal Accountability and SDE School Report Card

	<b>Baseline 2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
School Projected	X			
School Actual				
District Projected	X			
District Actual				

\*Baseline data to be established in 2014-15.\*

## EOCEP % ALGEBRA I

x Student Achievement     Teacher/Administrator Quality     School Climate  
 Other Priority

**FIVE YEAR PERFORMANCE GOAL:** Maintain at 100% annually the percentage of students who meet standard (test score of 70 or higher) on the state-mandated End of Course test in Algebra I from 2013 to 2018.

**ANNUAL OBJECTIVE:** Maintain at 100% annually the percentage of students who meet standard (test score of 70 or higher) on the state-mandated End of Course test in Algebra I.

**DATA SOURCE(S):** SDE School Report Card

	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013- 14</b>	<b>2014- 15</b>	<b>2015- 16</b>	<b>2016- 17</b>	<b>2017- 18</b>
School Projected	X	X	100	100	100	100	100
School Actual	100	100	100				
District Projected (MS and HS)	X	X	84.6	85.6	86.6	87.6	88.6
District Actual (MS only)	99.4	97.6	99.2				

End of Course data for MS only includes EOCEP scores for 7<sup>th</sup> and 8<sup>th</sup> graders at GCS traditional middle schools and charter middle schools.

## ACT ASPIRE % TESTED

x Student Achievement     Teacher/Administrator Quality     School Climate  
 Other Priority

**FIVE YEAR PERFORMANCE GOAL:** Meet the annual measurable objective (AMO) of 95% tested for all students and student subgroups tested on ACT Aspire.

**ANNUAL OBJECTIVE:** Meet the annual measurable objective (AMO) of 95% tested for all students and student subgroups tested on ACT Aspire.

**DATA SOURCE(S):** ESEA Federal Accountability and SDE School Report Card

<b>% Tested ELA – School</b>	<b>Baseline 2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
Projected Performance	95.0	95.0	95.0	95.0
Actual Performance				
All Students				
Male				
Female				
White				
African-American				
Asian/Pacific Islander				
Hispanic				
American Indian/Alaskan				
Disabled				
Limited English Proficient				
Subsidized Meals				

\*Baseline data to be established in 2014-15.\*

<b>% Tested ELA – District Grades 6-8</b>	<b>Baseline 2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
Projected Performance	95.0	95.0	95.0	95.0
Actual Performance				
All Students				
Male				
Female				
White				
African-American				
Asian/Pacific Islander				
Hispanic				
American Indian/Alaskan				

Disabled				
Limited English Proficient				
Subsidized Meals				

\*Baseline data to be established in 2014-15.\*

<b>% Tested Math – School</b>	<b>Baseline 2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
Projected Performance	95.0	95.0	95.0	95.0
Actual Performance				
All Students				
Male				
Female				
White				
African-American				
Asian/Pacific Islander				
Hispanic				
American Indian/Alaskan				
Disabled				
Limited English Proficient				
Subsidized Meals				

\*Baseline data to be established in 2014-15.\*

<b>% Tested Math – District – Grades 6-8</b>	<b>Baseline 2014-15</b>	<b>2015- 16</b>	<b>2016- 17</b>	<b>2017- 18</b>
Projected Performance	95.0	95.0	95.0	95.0
Actual Performance				
All Students				
Male				
Female				
White				
African-American				
Asian/Pacific Islander				
Hispanic				
American Indian/Alaskan				
Disabled				
Limited English Proficient				
Subsidized Meals				

\*Baseline data to be established in 2014-15.\*

## SCPASS SCIENCE

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

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

**FIVE YEAR PERFORMANCE GOAL:** 2014-15 baseline data (of the number of students meeting or exceeding standard) will increase a minimum of 1 percentage point each year; therefore, by 2017-18, we will have a minimum of a 3 percentage point increase in the total number of our students who meet or exceed the 2014-15 science standard on the SCPASS.

**ANNUAL OBJECTIVE:** Increase, annually, by 1 percentage point the number of students that meet or exceed the standard in science as measured by the South Carolina Palmetto Assessment of State Standards (SCPASS).

**DATA SOURCE(S):** ESEA Federal Accountability and SDE School Report Card

	<b>Baseline 2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
School Projected	X			
School Actual				
District Projected	X			
District Actual				

\*Beginning in 2014-15, grades 4-8 will take Science **and** Social Studies.\*

## SCPASS SOCIAL STUDIES

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

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

**FIVE YEAR PERFORMANCE GOAL:** 2014-15 baseline data (of the number of students meeting or exceeding standard) will increase a minimum of 1 percentage point each year; therefore, by 2017-18, we will have a minimum of a 3 percentage point increase in the total number of our students who meet or exceed the 2014-15 social studies standard on the SCPASS.

**ANNUAL OBJECTIVE:** Increase, annually, by 1 percentage point the number of students that meet or exceed the standard in social studies as measured by the South Carolina Palmetto Assessment of State Standards (SCPASS).

**DATA SOURCE(S):** ESEA Federal Accountability and SDE School Report Card

	<b>Baseline 2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
School Projected	X			
School Actual				
District Projected	X			
District Actual				

\*Beginning in 2014-15, grades 4-8 will take Science **and** Social Studies.\*



<b><u>STRATEGY Activity</u></b>	<b><u>Timeline</u></b>	<b><u>Person Responsible</u></b>	<b><u>Estimated Cost</u></b>	<b><u>Funding Sources</u></b>	<b><u>Indicators of Implementation</u></b>
Participate in weekly leadership team meetings and analyze (Learning Focused format) teacher lesson plans	weekly	admin team/IC	0	0	Copies of lesson plan feedback; walk-through observations, meeting agendas
Utilize guided collaborative planning meetings as a tool to address uniformity among best practices and assessments	monthly	Principal/IC	0	0	meeting agendas; sign-in sheets
Study Rubicon Atlas as curriculum guide focus	ongoing	IC	0	0	meeting agendas
Participate in Positive Peer Observations	twice yearly (minimum)	admin team	0	0	observation feedback copies
Farmer's Almanac Strategies (weekly teacher newsletter from principal)	weekly	Principal	0	0	copies of Farmer's Almanacs
Promote the	ongoing	admin	0	0	Teacher Lesson Plans

usage of technology to supplement teaching in the classroom (Bring Your Own Device Days, Chromebooks, Edmodo, Google Apps/Google Documents, etc.)		team/IC			
Utilize "Study Buddies" as morning enrichment and remediation opportunities	3 times per week	guidance counselors/lead teachers	0	0	Sign-in sheets/Id lists
Utilize peer tutors for individual remediation	3 times per week (or as needed)	lead teachers	0	0	Sign-in sheets
Review PASS/MAP data to close gaps in student achievement and to set teacher/student growth goals.	ongoing	grade-level admin	0	0	teacher, student goal sheets

**PROFESSIONAL DEVELOPMENT**

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

<b><u>STRATEGY Activity</u></b>	<b><u>Timeline</u></b>	<b><u>Person Responsible</u></b>	<b><u>Estimated Cost</u></b>	<b><u>Funding Sources</u></b>	<b><u>Indicators of Implementation</u></b>
Identify and utilize in-house experts on strategies, collaboration and technology	ongoing	IC/admin team/dept heads	0	0	Lesson plans, formal/informal observations
Allow teachers/admin to attend relevant professional development opportunities off-campus	ongoing	IC/admin/department heads	\$5000	District PD funds	Agendas from events, agendas from collaboration meetings, attendance sheets from each
Instructional coach focuses on teacher observations, teacher feedback, and lesson plan analysis	ongoing	admin team	0	0	IC meeting feedback, meeting notes
Utilize district experts for teacher PD and feedback	ongoing	IC/admin team	0	0	PD meeting notes and sign-in sheets
Utilize teacher surveys to analyze teacher needs for relevant professional development	quarterly	IC	0	0	survey results
Research and provide relevant educational articles and/or book studies for faculty	monthly	IC/principal	\$500	local funds	copies of articles; book lists
36					

**GOAL AREA 2:** Ensure quality personnel in all positions.

**FIVE YEAR PERFORMANCE GOAL:** Monthly, offer teachers (within a professional learning community) a minimum of three on-site training sessions that provide professional development on research-based best practices strategies for increasing student achievement

**ANNUAL OBJECTIVE:** Score increases as stated in this action plan

**DATA SOURCE(S):** Actual number of in-service sessions offered as listed on the school district portal

	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013- 14</b>	<b>2014- 15</b>	<b>2015- 16</b>	<b>2016- 17</b>	<b>2017- 18</b>
Projected	x	x	22	24	26	28	30
Actual	20	20	22	35			

## STUDENT ATTENDANCE

- Student Achievement   
  Teacher/Administrator Quality   
  School Climate  
 Other Priority

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

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

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

**DATA SOURCE(S):** SDE School Report Card – School Profile page – Students section

	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013- 14</b>	<b>2014- 15</b>	<b>2015- 16</b>	<b>2016- 17</b>	<b>2017- 18</b>
School Projected	X	X	95.0	95.0	95.0	95.0	95.0
School Actual	96.9	96.9	95.9				
District Projected	X	X	95.0	95.0	95.0	95.0	95.0
District Actual	95.9	95.6	95.0				

## STUDENT EXPULSION

- Student Achievement   
  Teacher/Administrator Quality   
  School Climate  
 Other Priority

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

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

**DATA SOURCE(S):** SDE School Report Card - School Profile page – Students section

	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013- 14</b>	<b>2014- 15</b>	<b>2015- 16</b>	<b>2016- 17</b>	<b>2017- 18</b>
School Projected	X	X	Less than 0.5%	Less than 0.5%	Less than 0.5%	Less than 0.5%	Less than 0.5%
School Actual	1.8%	0.8%	0.7%				
District Projected	X	X	Less than 0.5%	Less than 0.5%	Less than 0.5%	Less than 0.5%	Less than 0.5%
District Actual	0.5%	0.6%	0.6%				

## PARENT SATISFACTION – LEARNING ENV. \_

- Student Achievement   
  Teacher/Administrator Quality   
  School Climate  
 Other Priority

**FIVE YEAR PERFORMANCE GOAL:** Increase the percent of parents who are satisfied with the learning environment from 88.2% in 2012 to 90.7% by 2018.

**ANNUAL OBJECTIVE:** Beginning in 2012-13, increase by 0.5 percentage point(s) annually parents who are satisfied with the learning environment.

**DATA SOURCE(S):** SDE School Report Card Survey results – Parent Survey item #5

	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013- 14</b>	<b>2014- 15</b>	<b>2015- 16</b>	<b>2016- 17</b>	<b>2017- 18</b>
School Projected	X	X	88.7	89.2	89.7	90.2	90.7
School Actual	88.2	83.7	85.4				
District Projected	X	X	89.0	89.5	90.0	90.5	91.0
District Actual	88.0*	88.1	88.1				

\*SDE has not yet provided GCS with the District’s Parent Survey results for 2011-12. Info is from 10-11.\*



## STUDENT SATISFACTION – LEARNING ENV.

- Student Achievement   
  Teacher/Administrator Quality   
  School Climate  
 Other Priority

**FIVE YEAR PERFORMANCE GOAL:** Increase the percent of students who are satisfied with the learning environment from 79% in 2012 to 84% by 2018.

**ANNUAL OBJECTIVE:** Beginning in 2013-14, increase by 1 percentage point(s) annually students who are satisfied with the learning environment.

**DATA SOURCE(S):** SDE School Report Card Survey results – Parent Survey item #18

	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013- 14</b>	<b>2014- 15</b>	<b>2015- 16</b>	<b>2016- 17</b>	<b>2017- 18</b>
School Projected	X	X	80	81	82	83	84
School Actual	79	75.9	75.1				
District Projected (ES, MS, and HS)	X	X	83.5	84.0	84.5	85.0	85.5
District Actual (ES/MS)	83.8	82.7	81.6				

## TEACHER SATISFACTION – LEARNING ENV. \_

- Student Achievement   
  Teacher/Administrator Quality   
  School Climate  
 Other Priority

**FIVE YEAR PERFORMANCE GOAL:** Increase the percent of teachers who are satisfied with the learning environment from 94.2% in 2012 to 96.7% by 2018.

**ANNUAL OBJECTIVE:** Beginning in 2013-14, increase by 0.5 percentage point(s) annually teachers who are satisfied with the learning environment.

**DATA SOURCE(S):** SDE School Report Card Survey results – Teacher Survey item #27

	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013- 14</b>	<b>2014- 15</b>	<b>2015- 16</b>	<b>2016- 17</b>	<b>2017- 18</b>
School Projected	X	X	94.7	95.2	95.7	96.2	96.7
School Actual	94.2	100	100				
District Projected	X	X	92.5	93.0	93.5	94.0	94.5
District Actual	98.0	92.6	93.5				

## PARENT SATISFACTION – SAFETY\_

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

**FIVE YEAR PERFORMANCE GOAL:** Increase the percent of parents who indicate that their child feels safe at school from 92.5% in 2012 to 95.2% by 2018.

**ANNUAL OBJECTIVE:** Beginning in 2013-14, increase by 0.5 percentage point(s) annually parents who indicate that their child feels safe at school.

**DATA SOURCE(S):** SDE School Report Card Survey results – Parent Survey item #18

	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013- 14</b>	<b>2014- 15</b>	<b>2015- 16</b>	<b>2016- 17</b>	<b>2017- 18</b>
School Projected	X	X	93.2	93.7	94.2	94.7	95.2
School Actual	92.5	93	93				
District Projected	X	X	93.9	94.3	94.7	95.1	95.5
District Actual	93.5	92.8	93.1				

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

## STUDENT SATISFACTION – SAFETY\_

- Student Achievement   
 Teacher/Administrator Quality   
 School Climate  
 Other Priority

**FIVE YEAR PERFORMANCE GOAL:** Increase the percent of students who feel safe at school during the school day from 89% in 2012 to 91.5% by 2018.

**ANNUAL OBJECTIVE:** Beginning in 2013-14, increase by 0.5 percentage point(s) annually students who feel safe at school during the school day.

**DATA SOURCE(S):** SDE School Report Card Survey results – Student Survey item #30

	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013- 14</b>	<b>2014- 15</b>	<b>2015- 16</b>	<b>2016- 17</b>	<b>2017- 18</b>
School Projected	X	X	89.5	90	90.5	91	91.5
School Actual	89	89	89				
District Projected	X	X	91.9	92.3	92.7	93.1	93.5
District Actual	90.9	90.2	89.2				

## TEACHER SATISFACTION – SAFETY

- Student Achievement   
  Teacher/Administrator Quality   
  School Climate  
 Other Priority

**FIVE YEAR PERFORMANCE GOAL:** Maintain at 100 percentage points annually teachers who feel safe at school during the school day from 2012 to 2018.

**ANNUAL OBJECTIVE:** Beginning in 2013-14, maintain at 99 percentage point(s) annually teachers who feel safe at school during the school day.

**DATA SOURCE(S):** SDE School Report Card Survey results – Teacher Survey item #39

	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013- 14</b>	<b>2014- 15</b>	<b>2015- 16</b>	<b>2016- 17</b>	<b>2017- 18</b>
School Projected	X	X	99	99	99	99	99
School Actual	99	100	100				
District Projected	X	X	98.5	98.5	98.5	98.5	98.5
District Actual	98.9	98.3	98.2				

<b><u>STRATEGY Activity</u></b>	<b><u>Timeline</u></b>	<b><u>Person Responsible</u></b>	<b><u>Est. Costs</u></b>	<b><u>Funding Sources</u></b>	<b><u>Indicators of Implementation</u></b>
Hold grade-level meetings, guided by guidance, administrators, and SRO with students to discuss safe schools	First month of school	Grade-level administrators	0	0	Handouts from meetings Weekly calls/emails to parents announcing meeting dates Bulletin boards Meeting agenda
Integrate community mentor program and mental health counselor into school environment	Ongoing	Guidance counselors	0	0	Sign-in sheets of mentors Parent communication log/invitations to join program counselor feedback parent permission forms
Communicate through quarterly newsletter from grade-level administrators/counselors	Quarterly	Guidance counselors, grade-level administrators	0	0	copies of newsletters
Communicate weekly through parent/guardian calls, emails (offering principal cell phone number each week), school Facebook page, school webpage, Parent Portal, and student agendas	weekly	Principal	0	0	School Messenger dashboard reports Facebook page and webpage
Provide quarterly surveys to parents/guardians and staff	Once quarterly	Administrative team	0	0	Survey copies and feedback
Participate in safety drills (lockdowns, bus evacuations, fire, tornado, first responders drills, and drug dog visits)	Monthly or as needed	Administrative team	0	0	Drill logs
Hold grade-level meetings to educate teachers on emergency procedures and accountability	opening faculty meetings	Crisis Team Leader	0	0	meeting agendas

## Weblinks

2013-14 School Report Card and 2013-14 ESEA Federal Accountability Rating System:

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

(Click on Hillcrest Middle School full or summary report.)

2013-14 ESEA Federal Accountability Rating System:

<https://ed.sc.gov/data/esea/2014/district.cfm?SID=2301>

(Scroll to bottom and Click on Hillcrest Middle School.)