

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 28, 2017
Scope of Plan: 2013-14 through 2017-18

SCHOOL RENEWAL PLAN COVER PAGE

SCHOOL INFORMATION AND REQUIRED SIGNATURES

SCHOOL *Hillcrest Middle School*

GREENVILLE COUNTY SCHOOL DISTRICT

SCHOOL RENEWAL PLAN FOR YEARS 2013-2014 through 2017-2018 (*five years*)

SCHOOL RENEWAL ANNUAL UPDATE FOR 2017-2018 (*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

Dr. Crystal Ball O'Connor		
PRINTED NAME	SIGNATURE	DATE

SUPERINTENDENT

Dr. W. Burke Royster	<i>W Burke Royster</i>	3/31/17
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Kelly Clark	<i>Kelly R Clark</i>	3/31/17
PRINTED NAME	SIGNATURE	DATE

PRINCIPAL

Kelli P. Farmer	<i>Kelli P Farmer</i>	3/31/17
PRINTED NAME	SIGNATURE	DATE

SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

Karen Ambrose	<i>Karen Ambrose</i>	3/31/17
PRINTED NAME	SIGNATURE	DATE

SCHOOL'S 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 _____ | <u>Kelli P. Farmer</u> |
| 2. TEACHER _____ | <u>Lauren Long</u> |
| 3. PARENT/GUARDIAN _____ | <u>Chris Abee</u> |
| 4. COMMUNITY MEMBER _____ | <u>Ricky Long</u> |
| 5. SCHOOL IMPROVEMENT COUNCIL _____ | <u>Kelly Clark</u> |
| 6. Read to Succeed Reading Coach _____ | |
| 7. School Read to Succeed Literacy Leadership Team Lead _____ | <u>Karen Ambrose</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>
<u>Assistant Principal</u>	<u>Janet Kirby</u>
<u>Assistant Principal</u>	<u>Michi Cortese</u>
<u>PTA President</u>	<u>Sara Geer</u>
<u>Assistant Principal</u>	<u>Donald Peake</u>
<u>Dept Head-Social Studies</u>	<u>Lynn Kirby</u>
<u>Dept Head-Science</u>	<u>Molly Schulz</u>
<u>ELA/Grant Writer</u>	<u>Michelle Fowler</u>

***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 school 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.

 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.

 X **Collaboration**

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

Developmental Screening

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

Half-Day Child Development

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

Developmentally Appropriate Curriculum for PreK–3

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

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.

Recruitment

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

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

The school 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 2016-17 Portfolio
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Introduction

As we near the end of the 2016-17 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 2016-17 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, department chairs, 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 transform 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 971 students. We have 214 (22.8%) African-Americans, 77 (8.3%) Hispanics, 577 (61.8%) Caucasians, 22 (2.5%) Asians, 4 (.4%) American Indians, and 39 (4.2%) students of two or more races. The median income of Simpsonville families is \$48,410; however, we have almost 35% of our students on subsidized meals.

After studying our standardized testing data, we recognize that in 2015-16, HMS students exceeded the district average (46%) scores in SC Ready in English with 47.2% and in mathematics (district=40% and HMS=42.2%). We noted that our own 6th grade students scored 47% exceeding and ready in Mathematics while the district average for the district 6th graders was 40%, but these same students scored below the district average in ELA. Our 7th grade students meeting or exceeding percentage was 44% in math compared to 40% of the district's 7th graders and 49.6% at HMS compared to 46% in the district. Our 8th graders were below the district scores by 5.5% in math, but the same group was .8% above the district in ELA. Although our scores exceed most district and state averages, we are still ranking in the "middle of the pack" among middle schools like ours, leaving us with room for growth. Our students demonstrated overall growth in SC PASS Social Studies, dropped slightly from 82.4% met or exemplary to 79.2% met or exemplary. Our overall growth for our science students, increased from 68.7% met or exemplary in 2015 to 71.9% met or exemplary in 2016. Improving science and social studies instruction will continue to be a focus area for us in the 2016-17 school year. We have implemented collaborative content groups in order for teachers to work together to better understand these results and close the achievement gap across all sub-groups of students. We have encouraged off-campus professional development including STEM and STEAM opportunities to improve these outcomes. We have implemented intentional literacy strategies across the content, expanded inclusion to all grade levels for math and ELA classes, and developed a peer tutoring program to assist students across content areas.

Currently, on a daily basis, all of our students have math, English language arts, social studies, science, and two related arts classes. Our related arts choices consist of chorus, visual arts, orchestra, career/math exploratory, Gateway to Technology robotics, medical detectives, PE/health, speech/drama, broadcast journalism, virtual Google basics and Multimedia, virtual Spanish I, on-site Spanish I, French I, beginning French/Spanish, and off-site faith-based Bible study classes. During this school year, our sixth and seventh grade students were teamed in learning communities, and our teachers continued professional development on Professional Learning Communities. (Eighth grade students are not teamed.) Daily collaboration took place during grade-level common planning periods and after school. Each planning period has set expectations and protocols in place. Currently, each of our classes is 57 minutes. Additionally, we offer remediation Tuesdays-Fridays for all grade levels from 7:50am-8:20am in assigned content rooms. We also offer re-do opportunities and re-teaching time during QUEST time at lunches. All teachers are available for after school assistance from 3:15-3:45. Our students are academically grouped in ELA and math. Our school offers inclusive educational services in all grade levels, with a more intentional focus in ELA and math. 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, French I, and Google Basics, and Multi-media.

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 equipped with wireless internet. Teachers have access to four computer labs for student research. We have updated our keyboarding computer lab and purchased 45 additional chromebooks for individual classrooms. We have 2 chromebook carts (30 chromebooks each), 1 laptop cart (30 laptops), a 3D Rover with science/math curriculum, 2 new 3D printers, teacher iPads for music classes, and new cameras and computers for broadcast journalism

classes. All teacher and administrator laptops were replaced two years ago. Our media center houses 24 student computers and is available for research as well. HMS owns three Senteo clicker sets for classroom use. We are continuing to incorporate technology through professional development and scheduled lab time for students. Our goal is continue to train both our teachers and students on Google Apps, Google Classroom and Google Docs. We have updated our BYOD, Bring Your Own Device policy. Students are invited to bring their own devices to participate in activities and research, at a minimum, on a weekly basis. The technology components are utilized to deliver, strengthen, reinforce, and accelerate learning in all subject areas and assist teachers in creating student-centered classrooms.

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, literacy integration and professional learning community foundations. Teachers are involved in training that focuses on student-centered classrooms where student discovery, creativity, critical thinking and collaboration are facilitated in all content areas. Teacher are working on data analysis, Rubicon Atlas, instructional strategies, and common assessments during weekly 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.

Daily accountability has been a challenge our teachers face. We have improved teacher coaching as well as feedback on weekly observations and on weekly lesson plans. We have updated our lesson plan template, and have utilized our district academic specialists to assist our teachers. The specialists have provided new, rigorous strategies that incorporate higher levels of thinking. During 2015-16, HMS hired a new instructional coach. The new IC focused on facilitating collaborative planning, teacher support and feedback through coaching cycles, observations, team-planning, and data analysis. She has focused on the development of effective professional learning communities within our school. Our IC helped us to revamp our walk-through observation form, and provided guidance and professional development on creating Learning Focused lesson plans, implementing curriculum pacing and student-centered strategies as provided in Rubicon Atlas. 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.

All classes in 2016-17 were 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, our 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 utilized weekly calls, weekly emails, weekly updates on websites 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 celebrate student of the month and student of the quarter for all grade levels. We give Positive Referrals that are completed by teachers and administrators for students "caught" doing positive behaviors. HMS students enjoy "PAWS" awards for completing all homework, utilizing agendas, 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 morning news show, our morning announcements, the school website and our HMS Facebook page. Our students can enjoy 13 various afterschool monthly club meetings in clubs such as Movie Making, Drama, Wildcats for a Cause, Craft, Computer, Wildcat Readers, Career, Writing, and Recycling. We enjoy two HMS spirit weeks to celebrate our fall and winter sports and arts.

Incentives for faculty and staff are provided at Hillcrest Middle School. Attendance at school and extra-curricular events is rewarded monthly. Jean coupons, Leave at 3:20 Passes, 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 in which peers 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. Our students celebrate "Teacher of the Week" on our WPAW morning news show. 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), and Red Ribbon Week activities. Finally, all teachers receive a minimum of one quarterly feedback conference from classroom observations, offering celebrations and suggestions from the administrative team and/or the instructional coach. 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 dedication 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 with stakeholders: telephone calls, School Messenger (each Sunday evening from the principal), HMS and Greenville County School District websites, HMS Facebook page, new HMS athletic website, athletic facebook page, HMS Twitter account, 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, and Gracie's Closet. Additionally, local community members are involved in Career Day, Greenville Hospital and Piedmont Mental Health partnerships, job shadowing, Lunch-n-Learns, Girls United Mentoring, fine arts concerts, sporting events, teacher cadets, Bullying Education visitors/program, Internet/Social Media safety sessions, Parent

Lunch and Learns, PASS Preparation Rally speakers, community readers, awards days/promotion ceremonies, mock trials, and dances.

The greatest challenge Hillcrest Middle faced this year is the implementation of true professional learning communities. A new level of trust has had to be established for teachers to truly be able to share and professionally converse for the benefit of students. Faculty had to be open and honest as teachers worked to try new strategies and create common assessments. During the 2016-17 school year, all grade levels had approximately 310 students each. Due to allocations, HMS has gained two additional teaching positions for the 2017-18 school year. 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, 2014-15). Our PTA earned a Bronze Organization Award and a 500 Member Award. Additionally, we have an award-winning teaching staff and custodial staff, and we have received multiple grants including over 60 Donors Choose Grants, Innovative Arts Grants, SC State Library Grant, MENSA Foundation Grant, Makerspace Grant, PTA grants others. HMS teachers have earned National Board recognition and have been named Golden Apple winners and region social studies teachers of the year. 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 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 health room, a physical education health room/weight room, 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. Our PTA has 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 378 volunteers during the 2015-16 school year, including the annual Career Day, a school-wide 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. Additionally, our school participates in Backpack Blessings, providing food for students' families over the week-ends. Our Girls Inspired club held a coat drive at the beginning of the winter season. We also collected hundreds of shoes for Shoes for Water. Multiple school-wide collection and fundraising drives have transpired throughout the school year, the most notable of which was the United Way Spirit Week, which generated over \$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 boasts a knowledgeable, hardworking faculty dedicated to enabling students to become confident, lifelong learners. The HMS faculty includes 55 teachers, three assistant principals, one administrative assistant, one principal, three guidance counselors, four secretaries, one financial officer, one media specialist, 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, 74.5% possess advanced degrees, and five teachers are currently enrolled in masters and doctoral programs at area universities. 98.2% of teachers have continuing contracts, up from 96.5% in 2015-16. HMS has an above-average teacher retention rate of 94.1%, presumably due to the high level of teacher satisfaction with their work environment. The 2015-16 teacher attendance rate was 94.6%. Of the 82 teacher faculty and support staff, 91% are female, 9% are male, 80% are Caucasian, 16% are African American, and 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 published children's book author, 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.

All of our faculty members work daily in Professional Learning Communities. Our sixth and seventh grade teachers work in three teams per grade level, but all teachers work together as grade-level teams as well as content teams. Our administrative team, our instructional coach, and district content experts lead our PLCs as we work through the implementation phases of becoming effective for our students.

Student Population

Our student population is made up of 963 students. Our diverse population includes 26.9% of students served by our gifted and talented program. Additionally, 52% of our students are enrolled in one or more of our high school credit classes (Spanish, French, Algebra I, Geometry, English I). 13.8% of our population is served through our special education programs. We utilize inclusive practices in all grade levels as well as educational support related arclasses. Our students' attendance rate for 2015-16 was 96.2%, and our retention rate was down from 0.9% to 0.8%.

Mission, Vision, and Beliefs

Hillcrest Middle School Vision:

HILLCREST MIDDLE SCHOOL: A HERITAGE OF EXCELLENCE WITH A VISION TO EMPOWER OUR STUDENTS TO BE CONFIDENT, INNOVATIVE, SELF-DIRECTED THINKERS AS THEY CONTINUALLY CONTRIBUTE TO SOCIETY.

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 2015-16

Hillcrest Middle School continues to have a gap in academic achievement when comparing subgroups:
SC READY Math results: (percent meeting and exceeding)

TEST	African American	Hispanic	Two or more races	Asian	White	Boys	Girls	LEP	Disabled
ELA	26%	45%	56%	64%	52%	42%	51%	41%	5%
MATH	19%	42%	35%	57%	49%	43%	41%	33%	7%

PASS SCIENCE/SOCIAL STUDIES results- percentage of students scoring met or exemplary:

TEST	African American	Hispanic	Two or more races	Asian	White	Boys	Girls	LEP	Disabled
SC	48%	72%	70%	86%	77%	70%	71%	61%	33%
SS	67%	88%	79%	89%	81%	79%	78%	79%	42%

Percentage of students meeting and exceeding expectations on standardized testing

	ELA	MATH	SS	SCIENCE
6 th grade	43.6%	48.8%	82.4%	73%
7 th grade	49.5%	44.0%	71.9%	73.6%
8 th grade	48.2%	35.2%	82.8%	69.5%

After studying our standardized testing data, we recognize that in 2015-16, HMS students exceeded the district average (46%) scores in SC Ready in English with 47.2% and in mathematics (district=40% and HMS=42.2%). We noted that our own 6th grade students scored 47% exceeding and ready in Mathematics while the district average for the district 6th graders was 40%, but these same students scored below the district average in ELA. Our 7th grade students meeting or exceeding percentage was 44% in math compared to 40% of the district's 7th graders and 49.6% at HMS compared to 46% in the district. Our 8th graders were below the district scores by 5.5% in math, but the same group was .8% above the district in ELA. Although our scores exceed most district and state averages, we are still ranking in the "middle of the pack" among middle schools like ours, leaving us with room for growth. Our students demonstrated overall growth in SC PASS Social Studies, dropped slightly from 82.4% met or exemplary to 79.2% met or exemplary. Our overall growth for our science students, increased from 68.7% met or exemplary in 2015 to 71.9% met or exemplary in 2016

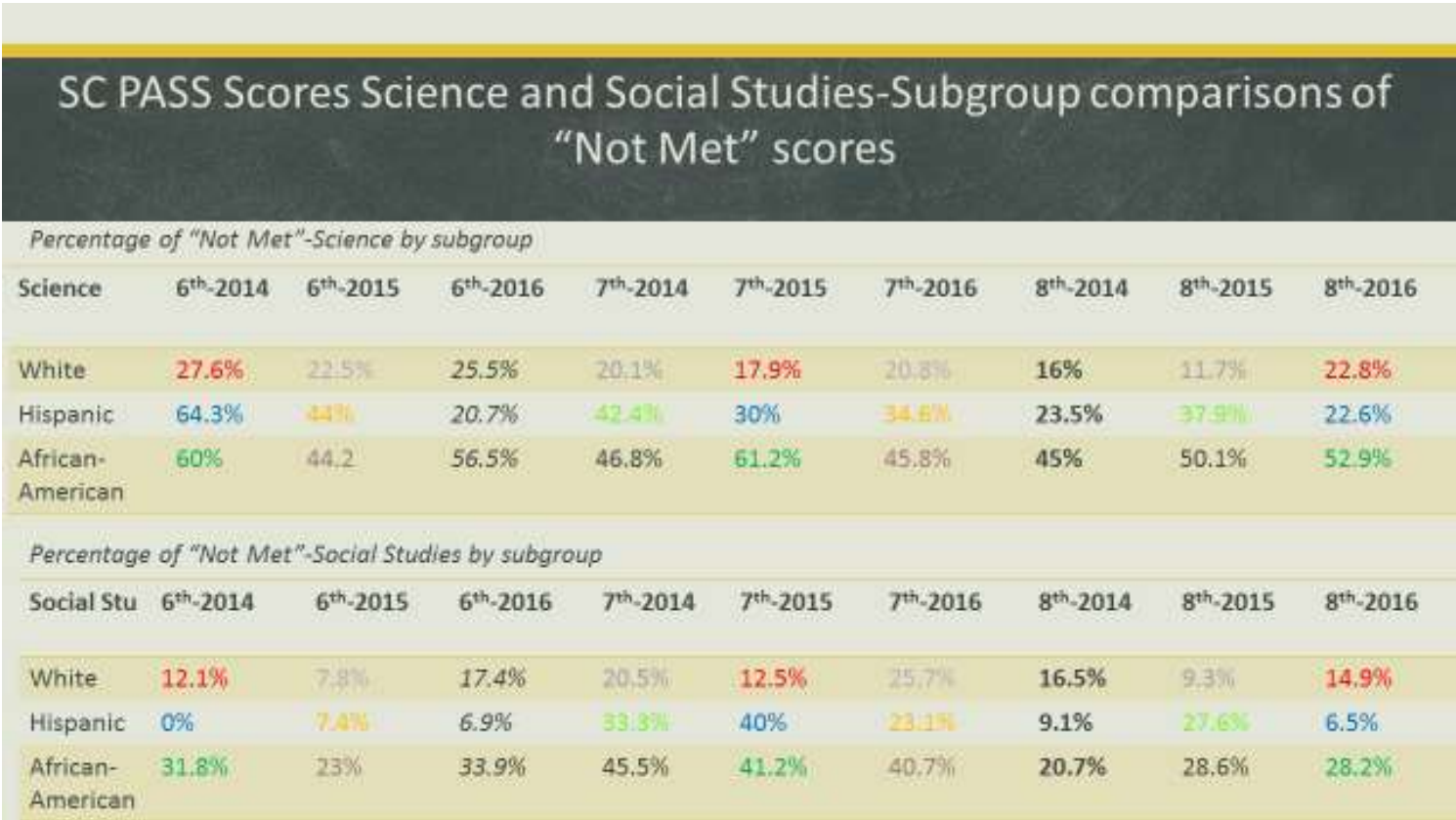
Clearly, there are gaps in achievement in all sub-groups. We will continue professional development to learn specific strategies for engaging students of different races/ethnicity. Consistency in classroom expectations and classroom management will be addressed. For the 2016-17 school year, we returned to teaming for 6th and 7th grades, and all grade levels had two hours of planning time throughout the day. The master schedule has been redone so that two common planning periods among content areas are included. We are also working to eliminate cross grade-level teachers. We are utilizing GCSOURCE to track attendance, discipline, and academics for each of our students. We have created a tiered intervention system to address individual needs and concerns.

THREE YEAR COMPARISON-PASS SCORES (See 2015-16 on previous page)

**All students (average score)	2014	2013	2012	NOTES:
ELA-All Male Female White African-American Disabled LEP Subsidized Meals	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.
MATH-All Male Female White African-American Disabled LEP Subsidized Meals	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.)
SCIENCE-All Male Female White African-American Disabled LEP Subsidized Meals	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.)
SOCIAL STUDIES-All Male Female White African-American Disabled LEP Subsidized Meals	649.8 654.7 644.7 657.8 627.6 600.4 653.5 635.1	641.3 648.7 634.1 648.5 618.4 595.4 635.1 623.6	638.2 642.0 634.6 646.3 615.4 597.5 633.2 622.5	General improvement from 2012-2014

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<i>YEAR</i>	<i>ABSOLUTE RATING</i>	<i>ABSOLUTE GROWTH</i>	<i>ESEA RATING</i>
2014	GOOD	AVERAGE	84.4/B
2013	GOOD	AVERAGE	82.9/B
2012	GOOD	EXCELLENT	88.7/B
2011	GOOD	GOOD	DID NOT MEET AYP
2010	GOOD	GOOD	DID NOT MEET AYP



SC Ready ELA and Math-Subgroup comparisons of “Not Met” scores

Percentage of “Not Met”-ELA by subgroup

ELA	6 th -2016	7 th -2016	8 th -2016
White	12.4%	9.5%	12.9%
Hispanic	10.3%	11.5%	6.5%
African-American	30.6%	28.8%	31.0%

Percentage of “Not Met”-Math by subgroup

Math	6 th -2016	7 th -2016	8 th -2016
White	14.9%	15.4%	20.9%
Hispanic	10.3%	26.9%	19.4%
African-American	35.5%	49.2%	45.2%

**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

Teachers Returning from Previous Year	
2016	94.1%
2015	94.2%
2014	95.4%
2013	91.8%
2012	90.7%
2011	88.4%
2010	87.1%

Teacher turnover rate indicates a high level of job satisfaction. For 2017, 98.2% of teachers that are not retiring (1 teacher) indicated an intent to return (1).

Teacher Professional Development Information

Year	Continuing Contract	Professional Dev. Days	HMS PD Opportunities	Advanced Degrees	Classes taught by HQ teachers
2016	98.2%	10.8	45	74.5%	100%
2015	96.5%	10.6	41	71.9%	100%
2014	89.8%	7.5	22	69.5%	98.4%
2013	86%	7.9	20	70.2%	97.1%
2012	N/AV	7.7	20	72.2%	96.8%
2011	71.4%	7.3	N/AV	95.9%	98.6%

NOTES:

1. HMS professional development opportunities continue to rise. 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. All teachers that teach our gifted and talented students have received proper certification for such classes.
3. Our instructional coach now meets monthly with all content teachers as well as weekly with our administrative team.
4. After data analysis by standard by the teachers, we must focus on:
 - a. Incorporating literacy across the curriculum
 - b. Collaboration among teachers--PLC continuing implementation
 - c. Creating more student-centered, 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; co-teaching inclusion training from Stetson**
- 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	2015	2016
Teacher Attendance Rate	92.8 %	95.1%	92.1%	95.1%	95.3%	94.6%
Student Attendance Rate	96.8%	96.9%	96.9%	95.9%	96.3%	96.2%
Suspension/Expulsion Rate	1.1%	1.8%	0.8%	0.7%	1.4%	1.3%
Students Older than Usual for Grade	0.6%	N/AV	3.1%	2.6%	0.9%	0.8%
Percent of Teachers Satisfied with Physical/Social Environment	100%	96.2%	94.6%	100%	98%	100%
Percent of Students Satisfied with Physical/Social Environment	78.3%	82.5%	76%	75.8%	78%	83%
Percent of Parents Satisfied with Physical/Social Environment	84.2%	80%	79.1%	83.6%	86%	91.4%
Percent of Teachers Satisfied with Learning Environment	100%	94.2%	100%	100%	98%	98.5%
Percent of Students Satisfied with Learning Environment	77.5%	79%	76%	75.1%	79%	81%
Percent of Parents Satisfied with Learning Environment	85.7%	88.2%	79.1%	85.4%	83%	91.7%
Percent of Teachers Satisfied with Home-School Relations	92.3%	96.1%	97.5%	100%	98%5	98.6%
Percent of Students Satisfied with Home-School Relations	84.8%	88.1%	84.2%	87.5%	91%	86.6%
Percent of Parents Satisfied with Home-School Relations	79%	76.4%	82.4%	74.7%	73%	80.1%

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. We are concerned that ALL of our parents are given the cell number of the principal, and permission is granted to all families to contact the principal with any concerns during or after school hours or even on weekends. Our teachers and counselors are constantly contacting families for conferences with the intention of working together for the success of the students.
3. Teachers are 98% satisfied with the learning environment, but we are still finding achievement gaps within our student sub-groups.
4. Parents are the most critical of the school in home-school relations.
5. Students are the most critical of the school in social/physical environment.

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 ELA each year.

FIVE YEAR PERFORMANCE GOAL: 2015-16 baseline data of the number of students meeting or exceeding standard will increase a minimum of 3 percentage points each year; therefore, by 2017-18, we will have a minimum of a 6 point increase in the total number of our students who score at or above the 2015-16 reading baseline on the SC READY ELA test.

ANNUAL OBJECTIVE: The number of students meeting or exceeding the reading standard as measured by SC READY will increase by 3 percentage points annually. Baseline data was determined in 2015-16.

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

	Baseline 2015-16	2016- 17	2017- 18
School Projected	X	50.2	53.2
School Actual	47.2		
District Projected	X	49	52
District Actual (MS only)	46		

Baseline data to be established in 2015-16.

EOCEP % ENGLISH I

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 2013-2018.

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

	Baseline 2011- 12	Planning Year 2012-13	2013- 14	2014- 15	2015- 16	2016- 17	2017- 18
School Projected	X	X	100	100	100	100	100
School Actual	100	100	100	98	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	79.7 (MS & HS)	82.8 (MS & HS)		

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

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: 2015-16 baseline data of the number of students meeting or exceeding standard will increase a minimum of 3 percentage points each year; therefore, by 2017-18, we will have a minimum of a 6 point increase in the total number of our students who score at or above the 2015-16 reading baseline on the SC READY Math test.

ANNUAL OBJECTIVE: The number of students meeting or exceeding the reading standard as measured by SC READY will increase by 3 percentage points annually. Baseline data was determined in 2015-16.

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

	Baseline 2015-16	2016- 17	2017- 18
School Projected	X	45.2	48.2
School Actual	42.2		
District Projected	X	44	47
District Actual (MS only)	41		

Baseline data to be established in 2015-16.

EOCEP % ALGEBRA I

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 2013-2018.

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

	Baseline 2011- 12	Planning Year 2012-13	2013- 14	2014- 15	2015- 16	2016- 17	2017- 18
School Projected	X	X	100	100	100	100	100
School Actual	100	100	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	90.1 (MS & HS)	85.5 (MS & HS)		

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

SC READY % TESTED

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 SC READY.

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

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

% Tested ELA – School	Baseline 2015-16	2016-17	2017-18
Projected Performance	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	*		
Students in Poverty	*		

SC SDE did not provide data for 2015-16.

% Tested ELA – District Grades 6-8	Baseline 2015-16	2016 -17	2017-18
Projected Performance	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	*		
Students in Poverty	*		

SC SDE did not provide data for 2015-16.

% Tested Math – School	Baseline 2015-16	2016 -17	2017-18
Projected Performance	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	*		
Students in Poverty	*		

SC SDE did not provide data for 2015-16.

% Tested Math – District – Grades 6-8	Baseline 2015-16	2016-17	2017-18
Projected Performance	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	*		
Students in Poverty	*		

SC SDE did not provide data for 2015-16.

SCPASS SCIENCE

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 point increase in the total number of our students who score at or above the 2014-15 science baseline on the SCPASS.

ANNUAL OBJECTIVE: The number of students meeting or exceeding the science standard as measured by SCPASS will increase by 1 percentage point annually.

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

	Baseline 2014-15	2015- 16	2016- 17	2017- 18
School Projected	X	69.7	70.7	71.7
School Actual	68.7	71.9		
District Projected	X	73.9	74.9	75.9
District Actual	72.9	71.4		

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

SCPASS SOCIAL STUDIES

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 point increase in the total number of our students who score at or above the 2014-15 science baseline on the SCPASS.

ANNUAL OBJECTIVE: The number of students meeting or exceeding the science standard as measured by SCPASS will increase by 1 percentage point annually.

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

	Baseline 2014-15	2015- 16	2016- 17	2017- 18
School Projected	X	83.4	84.4	85.3
School Actual	82.4	79.2		
District Projected	X	82.2	83.2	84.2
District Actual	81.2	78.8		

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

<u>STRATEGY Activity</u>	<u>Timeline</u>	<u>Person Responsible</u>	<u>Estimated Cost</u>	<u>Funding Sources</u>	<u>Indicators of Implementation</u>
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	Weekly	Principal/IC/ PLC Team Leaders	0	0	meeting agendas; sign-in sheets
Study Rubicon Atlas as curriculum guide focus	Ongoing	IC/ Department Chairs	0	0	meeting agendas
Participate in Positive Peer Observations	twice yearly	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 usage of technology to supplement teaching in the classroom (BYO Device days, Chromebooks, Edmodo, Google Apps/Google Documents, etc.)	Ongoing	admin team/IC	0	0	Teacher Lesson Plans
Utilize peer tutors for individual remediation	daily (or as needed)	lead teachers/ SPED teachers	0	0	Sign-in sheets/peer tutor weekly logs
Review PASS/MAP data to close gaps in student achievement an to set teacher/ student growth goals. Create and utilize individual student goals data folders.	Ongoing	grade-level admin	0	0	teacher SLO forms, student goal sheets

PROFESSIONAL DEVELOPMENT

Student Achievement Teacher/Administrator Quality School Climate Other
Priority

GOAL AREA 2: Ensure quality personnel in all positions.

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

ANNUAL OBJECTIVE: Student test scores increase as stated in this action plan.

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

	Baseline 2011- 12	Planning Year 2012-13	2013- 14	2014- 15	2015- 16	2016- 17	2017- 18
Projected	x	x	22	24	26	28	30
Actual	20	20	22	35	41		

<u>STRATEGY Activity</u>	<u>Timeline</u>	<u>Person Responsible</u>	<u>Estimated Cost</u>	<u>Funding Sources</u>	<u>Indicators of Implementation</u>
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	\$5500	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-monthly meetings	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

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

	Baseline 2011- 12	Planning Year 2012-13	2013- 14	2014- 15	2015- 16	2016- 17	2017- 18
School Projected	X	X	95.0	95.0	95.0	95.0	95.0
School Actual	96.9	96.9	95.9	96.3	96.2		
District Projected	X	X	95.0	95.0	95.0	95.0	95.0
District Actual	95.9	95.6	95.0	95.6	95.7		

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

	Baseline 2011- 12	Planning Year 2012-13	2013- 14	2014- 15	2015- 16	2016- 17	2017- 18
School Projected	X	X	Less than 0.5%	Less than 0.5%	Less than 0.5%	Less than 0.5%	Less than 0.5%
School Actual	1.8	0.8	0.7	1.4	1.3		
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%	0.7%	0.9%		

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 2013-14, 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

	Baseline 2011- 12	Planning Year 2012-13	2013- 14	2014- 15	2015- 16	2016- 17	2017- 18
School Projected	X	X	88.7	89.2	89.7	90.2	90.7
School Actual	88.2	83.7	85.4	83.0	91.7		
District Projected	X	X	89.0	89.5	90.0	90.5	91.0
District Actual	88.0*	88.1	88.1	89.8	90.1		

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 annually students who are satisfied with the learning environment.

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

	Baseline 2011- 12	Planning Year 2012-13	2013- 14	2014- 15	2015- 16	2016- 17	2017- 18
School Projected	X	X	80	81	82	83	84
School Actual	79	75.9	75.1	79	81		
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	83.9 (ES, MS, & HS)	83.8 (ES, MS, & HS)		

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 % in 94.22012 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

	Baseline 2011- 12	Planning Year 2012-13	2013- 14	2014- 15	2015- 16	2016- 17	2017- 18
School Projected	X	X	94.7	95.2	95.7	96.2	96.7
School Actual	94.2	100	100	98	98.5		
District Projected	X	X	92.5	93.0	93.5	94.0	94.5
District Actual	98.0	92.6	93.5	93.3	91.7		

PARENT SATISFACTION – SAFETY

Student Achievement
 Teacher/Administrator Quality
 School Climate
 Other Priority

FIVE YEAR PERFORMANCE GOAL: Increase the percent of parents who indicate that their child feels safe at school from 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 #20

	Baseline 2011- 12	Planning Year 2012-13	2013- 14	2014- 15	2015- 16	2016- 17	2017- 18
School Projected	X	X	93.2	93.7	94.2	94.7	95.2
School Actual	84.2	79.1	83.6	86	91.4		
District Projected	X	X	93.9	94.3	94.7	95.1	95.5
District Actual	93.5	92.8	93.1	91.7	91.7		

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

	Baseline 2011- 12	Planning Year 2012-13	2013- 14	2014- 15	2015- 16	2016- 17	2017- 18
School Projected	X	X	89.5	90	90.5	91	91.5
School Actual	78.3	82.5	75.8	78	83		
District Projected	X	X	91.9	92.3	92.7	93.1	93.5
District Actual	90.9	90.2	89.2	91.3	91.1		

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 points annually teachers who feel safe at school during the school day

DATA SOURCE(S): SDE School Report Card Survey results – Teacher Survey item #42

	Baseline 2011- 12	Planning Year 2012-13	2013- 14	2014- 15	2015- 16	2016- 17	2017- 18
School Projected	X	X	99	99	99	99	99
School Actual	96.2	94.6	100	98	100		
District Projected	X	X	98.5	98.5	98.5	98.5	98.5
District Actual	98.9	98.3	98.2	98.3	98.4		

<u>STRATEGY Activity</u>	<u>Timeline</u>	<u>Person Responsible</u>	<u>Est. Costs</u>	<u>Funding Sources</u>	<u>Indicators of Implementation</u>
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/ WatchDOGS leader	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

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
Provide teachers with surveys such as a self-analysis Professional Learning Communities survey, in-house surveys, district and state surveys	mid-year, annually	Principal/IC	0	0	survey feedback
Host Family Involvement nights such as Open House, Transition Nights, Academic Nights, PTA Nights, Orientation Nights	quarterly	Leadership Team	\$500	PTA funds	sign-in sheets, event programs

HMS Changes to address deficiencies 2016-17

Professional Learning Communities created across all grade-levels

- *Collaborative Tool Kit* created to guide teacher daily planning/meeting
- *Weekly meeting template feedback for team and content planning sessions*
- Common assessments created and data shared-developing
- *Data-driven instruction/data PD—Analysis of last year's students and current students*
- Student-centered teaching strategies—continuous improvement
- Monthly District Support at HMS for ELA, Science, and Social Studies
- Rubicon Atlas/Unit planning template
- Inclusion-all grade levels
- Bell to bell teaching expectation
- *Positive Peer Observations*
- Active Leadership Team developed
 - Teacher Incentive Committee created
 - Collaborative Admin decision making
 - New vision and mission statement created
 - School-wide theme created

HMS Changes to address deficiencies 2016-17

- Failure is Not an Option mentality modeled
 - QUEST created/Study Buddies/Morning/Afternoon tutoring opportunities available for all grade levels-done
 - *Peer Tutoring Skill Building* program—AM and during content classes for 6th and 7th grades
 - No zero policy for all classes
 - Tiered Intervention System
 - Parent Communication Expectations and Incentives
 - Monday Morning Muffins—Mentoring Program
 - School-wide implementation of *The Leader in Me/Seven Habits*
 - *Data folders for all grade levels*
 - The Learning Continuum on NWEA will be shared with all teachers
- Master Schedule Change:
 - Morning Reading Time Added
 - Daily Flex Time added—Literacy Focus

HMS Changes to address deficiencies 2016-17

- New Related Arts classes (to support the combination of ELA/Literature and Technology):
 - Google Basics and Multi-Media, Computer Apps
 - Keyboarding Proficiency Test instead of teaching as a class
 - Gateway to Technology classes in Medical Detectives and Design/Modeling
 - All grades-support classes for academic assistance
 - All related arts incorporate literacy components (including PE and art, etc.)
- New Technology:
 - Over 20 Donorschoose grants to include: New Kindle Fires, new classroom chromebooks, alternative seating, bicycle desks
 - A minimum of 2 laptops in ALL classrooms with a minimum of 6 in SPED room
 - Community partnership with Synnex continued—Robotics team—Year 2
 - Teacher expectations and PD on Google usage

HMS Changes to address deficiencies 2016-17

- Professional Development for Faculty
 - Student Centered Teaching Strategies
 - Google Documents/Technology usage in the classroom
 - Classroom management and climate
 - Literacy: Inclusion in the classrooms/Differentiation in the classroom
- Community Involvement
 - Piedmont Mental Health/Mentor Upstate/Kemet/Pelham Medical/Carolina Dental Health
 - Synnex—3D printers and robotics team
 - Upstate Backpack Blessings/Simpsonville Baptist Church
 - The Springs Assisted Living/Animal Care/Coat Drive and Can Drive
 - Shoes 4 Water
 - Gracie's Closet
 - PTA /SIC—Silver Level of Membership
 - Kona Ice
 - Positive Postcards

Weblink

2015-16 School Report Card:

<http://ed.sc.gov/data/report-cards/state-report-cards/2016/opportunities/students/?d=2301&s=011&t=M&y=2016>