

# Hillcrest Middle School

William C. Price, Principal  
Greenville County School District  
W. Burke Royster, Superintendent

## **School Strategic Plan/Portfolio**

**Annual Update:** March 31, 2024  
Scope of Plan: 2024-25 through 2028-29

**SCHOOL RENEWAL PLAN COVER PAGE**

**SCHOOL NAME:** HILLCREST MIDDLE SCHOOL  
**SCHOOL RENEWAL PLAN FOR YEARS 2024-25 through 2028-29 (five years)**  
**SCHOOL RENEWAL ANNUAL UPDATE FOR 2024-25 (one year)**

**Required Signature Page**

The school renewal plan, or annual update, includes elements required by the Early Childhood Development and Academic Assistance Act of 1993 (Act 135) (S.C. Code Ann. §59-139-10 *et seq.* (Supp. 2004)), the Education Accountability Act of 1998 (EAA) (S.C. Code Ann. §59-18-1300 *et seq.* (Supp. 2004)), and SBE Regulation 43-261. The signatures of the chairperson of the board of trustees, the superintendent, the principal, and the chairperson of the School Improvement Council, and the School Read to Succeed Literacy Leadership team lead are affirmation of active participation of key stakeholders and alignment with Act 135 and EAA requirements.

**Assurances for the School Renewal Plans**

The assurance pages following this page have been completed and the district superintendent’s and school principal’s signature below attests that the school/district complies with all applicable assurances requirements including ACT 135 assurance pages.

**SUPERINTENDENT**

|                      |   |             |
|----------------------|---|-------------|
| Dr. W. Burke Royster |  | 5/1/2024    |
| <b>PRINTED NAME</b>  | <b>SIGNATURE</b>  | <b>DATE</b> |

**PRINCIPAL**

|                     |  |             |
|---------------------|--|-------------|
| William C. Price    |  | 5/1/2024    |
| <b>PRINTED NAME</b> | <b>SIGNATURE</b>   | <b>DATE</b> |

**CHAIRPERSON, BOARD OF TRUSTEES**

|                     |  |             |
|---------------------|--|-------------|
| Dr. Carolyn Styles  |  | 5/1/2024    |
| <b>PRINTED NAME</b> | <b>SIGNATURE</b>   | <b>DATE</b> |

**CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL**

|                     |   |             |
|---------------------|---|-------------|
| Kim Groome          |  | 5/1/2024    |
| <b>PRINTED NAME</b> | <b>SIGNATURE</b>  | <b>DATE</b> |

**SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD**

|                     |  |             |
|---------------------|--|-------------|
| Michelle Meloon     |  | 5/1/2024    |
| <b>PRINTED NAME</b> | <b>SIGNATURE</b>   | <b>DATE</b> |

SCHOOL ADDRESS: 510 Garrison Road, Simpsonville 29681  
 SCHOOL TELEPHONE: (864) 355-6100  
 PRINCIPAL E-MAIL ADDRESS: [wprice@greenville.k12.sc.us](mailto:wprice@greenville.k12.sc.us)

**ASSURANCES FOR SCHOOL RENEWAL PLANS**

|  |   |
|--|---|
| <p><b>Early Childhood Development and Academic Assistance Act (Act 135) Assurances</b><br/>         (S.C. Code Ann §59-139-10 <i>et seq.</i> (Supp. 2004))</p> |   |
| <input type="checkbox"/> Yes<br><input type="checkbox"/> No<br><input checked="" type="checkbox"/> N/A   | <p><b>Academic Assistance, PreK–3</b><br/>         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).</p>  |
| <input checked="" type="checkbox"/> Yes<br><input type="checkbox"/> No<br><input type="checkbox"/> N/A   | <p><b>Academic Assistance, Grades 4–12</b><br/>         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).</p>  |
| <input checked="" type="checkbox"/> Yes<br><input type="checkbox"/> No<br><input type="checkbox"/> N/A   | <p><b>Parent Involvement</b><br/>         The school encourages and assists parents in becoming more involved in their children’s education. Some examples of parental 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.</p> |

|  |  |
|--|--|
| <input checked="" type="checkbox"/> Yes<br><input type="checkbox"/> No<br><input type="checkbox"/> N/A | <p><b>Staff Development</b></p> <p>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.</p> |
| <input checked="" type="checkbox"/> Yes<br><input type="checkbox"/> No<br><input type="checkbox"/> N/A | <p><b>Technology</b></p> <p>The school integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning.</p>  |
| <input type="checkbox"/> Yes<br><input type="checkbox"/> No<br><input checked="" type="checkbox"/> N/A | <p><b>Innovation</b></p> <p>The school uses innovation funds for innovative activities to improve student learning and accelerate the performance of all students.</p>   |
| <input checked="" type="checkbox"/> Yes<br><input type="checkbox"/> No<br><input type="checkbox"/> N/A | <p><b>Collaboration</b></p> <p>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).</p>  |
| <input checked="" type="checkbox"/> Yes<br><input type="checkbox"/> No<br><input type="checkbox"/> N/A | <p><b>Developmental Screening</b></p> <p>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.</p>                                |
| <input type="checkbox"/> Yes<br><input type="checkbox"/> No<br><input checked="" type="checkbox"/> N/A | <p><b>Half-Day Child Development</b></p> <p>The school provides half-day child development programs for <b>four-year-olds</b> (some districts fund full-day programs). The programs usually function at primary and elementary schools. However, they may be housed at locations with other grade levels or completely separate from schools.</p>  |
| <input type="checkbox"/> Yes<br><input type="checkbox"/> No<br><input checked="" type="checkbox"/> N/A | <p><b>Developmentally Appropriate Curriculum for PreK–3</b></p> <p>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</p>  |

|  |   |
|--|---|
|  | individual differences in maturation level and take into account the student's social and cultural context.   |
| <input type="checkbox"/> Yes<br><input type="checkbox"/> No<br><input checked="" type="checkbox"/> N/A | <p><b>Parenting and Family Literacy</b></p> <p>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 how to be 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-appropriate education to prepare children for success in school and life experiences (early childhood education). Family Literacy is not grade specific, but is generally most appropriate for parents of children at the primary and elementary school levels and below as well as for secondary school students who are parents. Family Literacy program goals are to strengthen parental involvement in the learning process of preschool children ages birth through five years; to promote school readiness of preschool children; to offer parents special opportunities to improve their literacy skills and education; to provide parents a chance to recover from dropping out of school; and to identify potential developmental delays in preschool children by offering developmental screening.</p> |
| <input type="checkbox"/> Yes<br><input type="checkbox"/> No<br><input checked="" type="checkbox"/> N/A | <p><b>Recruitment</b></p> <p>The district makes special and intensive efforts to <b>recruit</b> and <b>give priority</b> 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 not limited to, the following personal or family situation(s): parent without a high school graduation or equivalency, 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.</p>   |
| <input checked="" type="checkbox"/> Yes<br><input type="checkbox"/> No<br><input type="checkbox"/> N/A | <p><b>Coordination of Act 135 Initiatives with Other Federal, State, and District Programs</b></p> <p>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.</p>  |

# 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  | William C. Price |
| 2. TEACHER  | Lauren Bosak     |
| 3. PARENT/GUARDIAN  | Allison Wilder   |
| 4. COMMUNITY MEMBER   | Michi Cortese    |
| 5. SCHOOL IMPROVEMENT COUNCIL   | Kim Groome       |
| 6. Read to Succeed Reading Coach _____  |                  |
| 7. School Read to Succeed Literacy Leadership Team Lead   | Michelle Meloon  |
| 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>Kelly Finnegan</u> _____  |
| <u>Assistant Principal</u> _____      | <u>Michi Cortese</u> _____   |
| <u>Assistant Principal</u> _____      | <u>Donald Peake</u> _____    |
| <u>PTA President</u> _____            | <u>Lori Flaherty</u> _____   |
| <u>Dept Head-Social Studies</u> _____ | <u>Katie Porter</u> _____    |
| <u>Dept Head-Science</u> _____        | <u>Allison Wilder</u> _____  |
| <u>Dept Head-ELA</u> _____            | <u>Rosetia Johnson</u> _____ |
| <u>Dept Head-Math</u> _____           | <u>Kim Skipper</u> _____     |

# Hillcrest Middle School 2024-2025 Portfolio

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## Introduction

As we near the end of the 2023-2024 school year, the Hillcrest Middle School faculty and staff are proud to present our self-analysis of the educational environment of HMS through our 2024-2025 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 (2024-2029). 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 960 students. We have 211 (22%) African-Americans, 84 (8%) Hispanics, 594 (62%) Caucasians, 9 (.09%) Asians, 3 (.03%) native Hawaiian or other Pacific Islander, 2 (.02%) American Indian or Alaska Native. and 57 (.6%) students of two or more races. The median income of Simpsonville families is \$79, 937.

After studying our standardized testing data, we recognize that in 2022-2023, 67% of HMS students met or exceeded on the SC Ready English assessment which exceeded the state average of 54%. HMS also exceeded the state average score of 41% in mathematics with 54% of our students meeting or exceeding on SC Ready. ELA scores increased from 2021 to 2022 by 7% while math scores increased by 5%. In science, 63% of our sixth graders met or exceeded on SC PASS which was above the state average of 45%

In an attempt to meet the academic needs of all students, HMS has focused on growing the effectiveness of our PLCs. We have worked closely with struggling PLCs to encourage them to not just plan together but also analyze data and adjust instruction based on that data. In addition, because we are now a one-to-one school, we have worked diligently to provide professional development that would assist teachers in integrating technology appropriately throughout all content areas and related arts classes.

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, drama, band, orchestra, Gateway to Technology/Robotics, PE/health, broadcast journalism, Spanish I, and beginning Spanish. During this school year, all of our students are teamed in learning communities. Daily collaboration amongst teachers takes 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. We also have 30 minutes set aside during each day to address social and emotional learning and to offer time for remediation and enrichment. 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 Spanish I, Algebra I, English I, band, drama, art, and chorus.

### **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. These strategies include 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. Teachers are working on data analysis, instructional strategies, and common assessments through Mastery Connect 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 state testing are additional focuses.

Growing teachers professionally is an ongoing goal. We have worked to provide teacher coaching with feedback on weekly observations. 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. The school instructional coach has 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 has provided guidance and professional development on creating student centered lesson plans that implement district curriculum pacing. We have provided technology professional development opportunities that our teachers needed. The administration created 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 2023-2024 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, and weekly updates on websites to families from the principal. Parents may call, email, text, or use Facebook messages to communicate. Each grade level also provides parents with a monthly newsletter that outlines the academic focus for that month. Teachers are required to input grades on the 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 a myriad of 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, having a good attitude, and having good attendance in classes. 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.

Incentives for faculty and staff are provided at Hillcrest Middle School. Our students celebrate "Teacher of the Week" on our WPAW morning news show. We do monthly "shout outs" to teachers at our faculty meetings. 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 surveys to provide feedback for school growth and all teachers have the opportunity to meet 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, HMS athletic website, athletic Facebook page, HMS Twitter account, 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, 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 is offered!

Hillcrest Middle School provides many activities that involve the community throughout the school year. Such activities include Wellness Night, Afternoons at the Springs, Juvenile Diabetes Research Foundation, United Way, and Gracie's Closet. Additionally, local community members are involved in Career Lunch and Learns, Greenville Hospital and Piedmont Mental Health partnerships, job shadowing, Girls United Mentoring, fine arts concerts, sporting events, teacher cadets, Bullying Education visitors/program, Internet/Social Media safety sessions, Parent Lunch and Learns, community readers, awards days/promotion ceremonies, mock trials, and dances.

Hillcrest Middle continues striving to improve our professional learning communities. We are working on being truly collaborative not just cooperative. We want our work to be focused on helping students to grow academically as they work to meet curriculum standards. During the 2023-2024 school year, all grade levels had approximately 320 students each distributed across three, four-teacher teams. We want to continue to provide the proven structure of the middle school concept by establishing an environment most conducive for adolescent learning.

### **AWARDS:**

Our school, over the past years has received the following awards:

- Palmetto Gold Award
- Excellent Report Card Rating
- Cognia Accreditation: 50 Years of Excellence Award
- PTA National Parent Involvement School of Excellence
- PTA Parent Involvement School of Excellence
- SCASA School of Promise
- SC Drama Association Awards
- Palmetto Silver Award
- Award-winning custodial staff
- Duke Scholars and SC Junior Scholars
- Up to \$10,000 in PTA mini-grants awarded to teachers
- SC Junior Scholars/Duke Tip Scholars
- State and District PTA Reflections winners
- United Way Campaign Award of Advancement

HMS teachers have earned National Board recognition and have been named Golden Apple Award winners as well as a top ten finalists for Greenville County Schools Teacher of the Year. We also have published writers and illustrators, LEAD participants, and grant recipients.

## 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, two band rooms, one strings room, one choral room, a cafetorium with stage, conference rooms, a gymnasium, a health room, a media center, two large athletic fields, and one large outdoor track. These facilities are maintained by a fantastic 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) Google classrooms; 3) monthly parent newsletters; 4) "phone blasts" from Principal Price (pre recorded messages informing parents of current and future events); 5) teacher websites updated each week with curricular resources and schedules of assignments and activities; 6) parent/teacher conferences conducted as needed or requested; 7) individual phone calls and emails as needed, conducted by teachers and administrators; 8) Open Houses; 9) HMS school YouTube channel, which contains videos of key HMS events such as athletic games and in-school activities; 10) school social media pages, including Facebook; 11) regular text message "blasts" via Remind101, another means of mass-sending reminders to parents and students; and 12) articles published in Simpsonville's *The Tribune*. The School Improvement Council, composed 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 had more than 400 volunteers during the 2023-2024 school year. HMS clubs partner with community organizations whenever possible: for example, the BETA 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. Our student council volunteer regularly at a local nursing home. Additionally, our school participates in Backpack Blessings, providing food for students' families over the week-ends. We also collected hundreds of shoes for Shoes for Water. Multiple school-wide collection and fundraising drives have transpired throughout the school year. The HMS faculty also 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. Lastly, during the current school year our counseling department organized a Community Wellness Night that featured many local organizations that provided information and resources for overall physical and mental health.

## **SCHOOL PERSONNEL:**

Hillcrest Middle School consists of a knowledgeable, hardworking faculty dedicated to enabling students to become confident, lifelong learners. The HMS faculty includes 57 teachers, three assistant principals, one principal, five guidance counselors, four clerks, one financial officer, one media specialist, one media center assistant, one ESOL teacher, one instructional coach, one technology coach, one resource officer, and support operations and custodial staff and cafeteria staff. Within the teacher faculty, 67% possess advanced degrees, and six teachers are currently enrolled in masters and doctoral programs at area universities. 88% of teachers have continuing contracts. HMS has an above average teacher retention rate of 92.2% presumably due to the high level of teacher satisfaction with their work environment. Of the 68 teachers, administrators, and professional support staff, 77.2% are female, 22.8% are male, 92% are Caucasian, and 8% are African American.

The award-winning HMS faculty includes Golden Apple Award winners, a SC School Counselor of the Year, 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, 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 South Carolina Association for School Counselors.

All of our faculty members work daily in content Professional Learning Communities and grade level teams. Our administrative team, our instructional coach, and district content experts lead our PLCs as we work to become highly effective teams.

## **STUDENT POPULATION:**

Our student population is made up of 964 students. Our diverse population includes 31% of students served by our gifted and talented program. Additionally, 42% of our students are enrolled in one or more of our high school credit classes (Spanish I, Algebra I, English I, Google Basics, Cyber Citizenship, Digital Desktop Publishing). Fourteen percent of our population is served through our special education programs. We utilize inclusive practices in all grade levels as well as educational support related arts classes. Our students' attendance rate for 2022-2023 was 93.1%, and our retention rate was 0.0%.

## **SCHOOL FEATURES:**

Hillcrest Middle focuses on professional learning communities. Grade level content teachers work collaboratively to create common formative and summative assessments. The data is used specifically to monitor mastery of the standards, adjust instruction, and provide direct feedback to the students in real time. In 2023-2024 all of our grade levels consisted of three teams of learning communities.

# Mission, Vision, and Beliefs

## Hillcrest Middle School Vision:

Caring, Committed, Connected

## 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. All students can learn.
2. A student's self-esteem is enhanced by positive relationships and mutual respect among and between students and staff.
3. Students learn best when they are actively engaged in the learning process.
4. A safe and physically comfortable environment promotes student learning.
5. Students learn in different ways and should be provided with a variety of instructional approaches.
6. Each student is a valued individual with unique physical, social, emotional, and intellectual needs.
7. Teachers, administrators, parents, and the community share the responsibility for advancing the school mission.
8. Student learning is the chief priority for the school.
9. The commitment to continuous improvement is imperative if our school is going to enable students to become confident, self-directed, life-long learners.
10. Students need to not only demonstrate their understanding of essential knowledge and skills, but also need to be actively involved in solving problems and producing quality work.

**Hillcrest Middle School-Needs Assessment—Academics  
2022-2023**

SC READY ELA results: (percent meeting and exceeding)

|         | ALL Students | African American | Hispanic | Two or more races | White | Boys | Girls | LEP | Disabled | SIP  | Non-SIP |
|---------|--------------|------------------|----------|-------------------|-------|------|-------|-----|----------|------|---------|
| Grade 6 | 70.1         | 53.1             | 65.5     |                   | 76.1  | 69.6 | 70.5  |     | 18.9     | 58.0 | 79.2    |
| Grade 7 | 59.2         | 39.8             | 50.0     |                   | 70.5  | 55.6 | 63.5  |     | 15.4     | 42.0 | 73.2    |
| Grade 8 | 63.9         | 43.9             | 46.8     |                   | 75.3  | 57.0 | 70.4  |     | 22.2     | 46.9 | 79.3    |

SC READY Mathematics results: (percent meeting and exceeding)

|         | ALL Students | African American | Hispanic | Two or more races | White | Boys | Girls | LEP | Disabled | SIP  | Non-SIP |
|---------|--------------|------------------|----------|-------------------|-------|------|-------|-----|----------|------|---------|
| Grade 6 | 55.6         | 42.2             | 55.2     |                   | 60.3  | 60.5 | 51.4  |     | 18.9     | 41.6 | 66.1    |
| Grade 7 | 44.1         | 20.5             | 38.7     |                   | 56.5  | 43.2 | 45.3  |     | 9.8      | 26.8 | 58.3    |
| Grade 8 | 55.5         | 36.7             | 43.5     |                   | 63.7  | 49.4 | 61.2  |     | 11.4     | 38.0 | 71.0    |

SCPASS Science results: (percent meeting and exceeding)

|         | ALL Students | African American | Hispanic | Two or more races | White | Boys | Girls | LEP | Disabled | SIP  | Non-SIP |
|---------|--------------|------------------|----------|-------------------|-------|------|-------|-----|----------|------|---------|
| Grade 6 | 61.9         | 39.1             | 55.2     |                   | 69.4  | 66.7 | 57.8  |     | 21.6     | 48.2 | 72.1    |

**Two Consecutive Years SC Testing Data:**

HILLCREST MIDDLE SCHOOL

| SC READY<br>English/Language Arts | SPRING 2022 |      |       |         | SPRING 2023 |      |       |         |
|-----------------------------------|-------------|------|-------|---------|-------------|------|-------|---------|
|                                   | DNM         | Appr | Meets | Exceeds | DNM         | Appr | Meets | Exceeds |
| Grade 6                           | 11.9        | 27.1 | 32.2  | 28.8    | 8.1         | 21.8 | 25.5  | 44.5    |
| Grade 7                           | 17.4        | 27.4 | 26.5  | 28.8    | 20.6        | 20.3 | 21.6  | 37.6    |
| Grade 8                           | 14.1        | 23.8 | 38.5  | 23.5    | 13.6        | 22.6 | 26.9  | 37.0    |

| SC READY<br>Mathematics | SPRING 2022 |      |       |         | SPRING 2023 |      |       |         |
|-------------------------|-------------|------|-------|---------|-------------|------|-------|---------|
|                         | DNM         | Appr | Meets | Exceeds | DNM         | Appr | Meets | Exceeds |
| Grade 6                 | 15.5        | 31.1 | 29.1  | 24.3    | 15.3        | 29.1 | 27.2  | 28.4    |
| Grade 7                 | 23.5        | 34.7 | 19.7  | 22.1    | 23.5        | 32.4 | 22.2  | 21.9    |
| Grade 8                 | 14.7        | 27.1 | 23.8  | 34.4    | 16.8        | 27.7 | 25.3  | 30.2    |

| SCPASS<br>Science | SPRING 2022 |      |       |         | SPRING 2023 |      |       |         |
|-------------------|-------------|------|-------|---------|-------------|------|-------|---------|
|                   | DNM         | Appr | Meets | Exceeds | DNM         | Appr | Meets | Exceeds |
| Grade 6           | 23.0        | 14.5 | 24.0  | 38.5    | 22.8        | 15.3 | 28.1  | 33.8    |

**Link to South Carolina Report Card Data**

[Hillcrest Middle School 2023 Report Card](#)

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/ethnicities. Consistency in classroom expectations and classroom management continues to be emphasized. For the 2023-2024 school year, we continued implementing teaming and content PLCs on all grade levels. We also utilized GCSource to track attendance, discipline, and academics for each of our students and continued using a tiered intervention system to address individual needs and concerns.

**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> |       |
|--|-------|
| 2022   | 92.2% |
| 2021   | 89.6% |
| 2020   | 95.5% |
| 2019   | 85.1% |

**Teacher Professional Development Information**

| <b>Year</b> | <b>Continuing Contract</b> | <b>Professional Dev. Days</b> | <b>Advanced Degrees</b> | <b>Classes taught by HQ teachers</b> |
|-------------|----------------------------|-------------------------------|-------------------------|--------------------------------------|
| 2022        | 88.0%                      | 10.0                          | 67.0%                   | 100%                                 |
| 2021        | 84.4%                      | 10.0                          | 69.8                    | 100%                                 |
| 2020        | 75%                        | 10.0                          | 68.1%                   | 100%                                 |
| 2019        | 73.6%                      | 10.0                          | 72.4%                   | 100%                                 |

**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 meets often with all content teachers regularly.
4. After data analysis by standard by the teachers, we must focus on:
  - a. Incorporating literacy across the curriculum
  - b. Creating more student-centered, engaging, hands-on, rigorous activities for students
  - c. Focusing on standards-based instruction, guided by district pacing guides
  - d. Meeting specific needs of our diverse student population: increasing rigor for GT students, providing differentiation in the classroom, and continuing to implement targeted reading programs (System 44, Read 180)
  - e. Utilizing student achievement data in real-time with Mastery Connect to target areas of weakness in the classroom
  - f. Incorporating technology into the daily classroom

## Hillcrest Middle School Professional Development Plan 2024-2025

### **PROPOSAL:**

The intention of this professional development series is to improve student achievement at Hillcrest Middle School through the continued growth of highly-effective Professional Learning Communities and the implementation of best practices in student-centered instruction. Through general faculty meetings, planning period PD, afternoon workshops, grade-level PLC meetings, and content PLC-IC meetings, collaborative teams at HMS will explore and implement effective instructional strategies that will meet the needs of our diverse student population.

### **RATIONALE:**

PLCs - Teachers at Hillcrest Middle have time during the school day to meet and plan collaboratively in content areas. Some PLCs work very effectively together while others are only at the beginning stages of collaboration. In order to grow our PLCs so that they reflect DuFour's ideas on professional learning communities, our teachers need more instruction on the basics of DuFour's theory. In addition, we need to align our planning and instruction with the district's focus on student-centered learning and use data to drive planning and individualized instruction based on student needs.

High Stakes Accountability tests - While student achievement at Hillcrest Middle School has made some gains over past years, our scores have room for improvement compared to schools like ours. Content PLCs have a wide range of achievement on these tests. Subgroups such as Learning Disabled, Gifted and Talented, and African American males are not mastering standards or showing evidence of growth at the pace of other subgroups. Teachers at our school need continued training in the use of MasteryConnect and instruction on using standards-based grading in the classroom.

This year, HMS will begin a two-year professional development program focusing on effective pre-assessments, chunking instruction, formative and summative assessments, and differentiation. We want teachers to know what students already know before beginning to plan. Then, we want teachers to plan lessons using strategies that brain science tells us are best practice for middle level students.

### **LEARNING TARGETS/ ESSENTIAL QUESTIONS:**

- What does brain science tell us about how adolescents learn?
- Why do we preassess? What components are essential to effective preassessments?
- What does chunking look like in a classroom? What teaching elements should chunks include?
- How can checkpoints be added to lessons? What strategies are used during effective checkpoints?
- How can we give more effective feedback that encourages mastery of content?
- How can we provide effective feedback that encourages students to self-correct?
- How can we use data to determine what differentiation is needed in a lesson?
- What strategies should we be using to meet the educational needs of subgroups such as learning disabled, gifted and talented, and African American males?

### **OUTCOMES ANTICIPATED:**

- Teachers will work in collaborative groups to look critically at student achievement on high-stakes tests to determine the strengths and weaknesses of groups of students. Using preassessments, teachers will be able to see very quickly what students have mastered in a standard and what needs more instruction. Analyzing available data, teachers will work in collaborative groups to develop effective instructional strategies that reach the needs of all students. (Will be measured by data analysis worksheets,

MasteryConnect formative assessments and MasteryConnect benchmarks, and observations and standardized test scores showing evidence of improved instructional strategies)

- Teachers will collaborate to create effective, inclusive standards-based lessons that have common pacing, effective student-centered learning techniques, differentiated literacy strategies, and common formative and summative assessments to meet the educational needs of all students. (Will be measured through observations, lesson plans, and student assessment samples)
- Teachers will provide feedback to students that encourages students to take ownership of their learning that includes recognizing their own mistakes and self-correcting.

#### **FOLLOW-UP and SUSTAINABILITY:**

- Professional Development for the provided learning targets will occur during the 2024-2025 school year through PD at monthly faculty meetings, planning group PD, optional afternoon workshops, grade-level collaboration meetings, and content PLC meetings.
- PLC challenges/homework will be given during PD sessions and content collaboration meetings with follow-up discussions occurring at the next meeting.
- Teachers will be given the opportunity to share their accomplishments, talents, skills with others during the optional afternoon workshops.
- Additional professional development will continue into the 2025-2026 school year with reinforcement of these learning targets as well as new learning targets focusing on the development of effective, inclusive student-centered learning at Hillcrest Middle.
- New teachers will be assigned a mentor to help them understand the benefits of collaborative planning and student-centered instruction. Additionally, the instructional coach will meet regularly with them to reinforce their understanding and implementation of these concepts.

#### **PROFESSIONAL LEARNING OPPORTUNITIES:**

**Vertical Department Meetings-** First Wednesday of each month 3:30-4:30pm

Monthly vertical department meetings will focus on best practices within the disciplines. Teachers will share the focus of the district-level meetings and other optional professional development they have attended.

**Content PLC meetings** (During Grade-Level Common Planning Periods on Mondays and Tuesdays. The focus will be data driven instructional planning

**Instructional Coach Optional Workshops--**3:45-5:00pm. The focus will be teacher-driven topics, technology, brain-based teaching, assessments, differentiation.

Each quarter a variety of one-hour workshops will be offered. Topics for each session will be based on teacher needs and requests. Teachers who attend district and state professional developments are also encouraged to bring their learning back to HMS and share with other faculty members.

#### **ROLES and RESPONSIBILITIES:**

- The Principal, Assistant Principals, and Instructional Coach will collaborate in planning whole faculty professional development sessions.

- The Principal, Assistant Principals, and Instructional Coach will lead whole faculty meetings.
- The Instructional Coach will plan and facilitate Grade-level and content PLC meetings.
- The Principal and Instructional Coach will communicate effective classroom practices and literacy strategies through emails, websites, newsletters, and folders on Google Drive.
- The Instructional Coach will support these initiatives through one-on-one coaching, observations, and small group conversations.
- Teachers will read suggested literature and work in collaborative groups to analyze common assessments and PLC best practices.

**Hillcrest Middle School  
Needs Assessment-School Climate; SC School Report Card**

|  | 2017  | 2018  | 2019  | 2020   | 2022  |
|--|-------|-------|-------|--------|-------|
| Teacher Attendance Rate  | 93.3% | 92.1% | 90.5% |        | 93.8% |
| Student Attendance Rate  | 95.0% | 94.5% | 96.1% | 91.8%  | 93.1% |
| Suspension/Expulsion Rate                                      | 0.0   |       |       | 0.0%   | 15%   |
| Percent of Teachers Satisfied with Physical/Social Environment | 91.3% | 91.2% | 75.1% | 100.0% | 91.7% |
| Percent of Students Satisfied with Physical/Social Environment | 86.7% | 77.2% | 67.9% | 83.6%  | 82.5% |
| Percent of Parents Satisfied with Physical/Social Environment  | 84.4% | 83.3% | 80.4% | 86.6%  | 71.4% |
| Percent of Teachers Satisfied with Learning Environment        | 91.2% | 94.1% | 75.1% | 92.6%  | 98.3% |
| Percent of Students Satisfied with Learning Environment        | 83.6% | 71.5% | 67.9% | 84.3%  | 87.5% |
| Percent of Parents Satisfied with Learning Environment         | 89.9% | 86.2% | 80.4% | 82.1%  | 81.3% |
| Percent of Teachers Satisfied with Home-School Relations       | 87.7% | 76.4% | 89.6% | 93.6%  | 93.3% |
| Percent of Students Satisfied with Home-School Relations       | 87.0% | 85.9% | 81%   | 84.3%  | 92.9% |
| Percent of Parents Satisfied with Home-School Relations        | 71.0% | 67.5% | 67.6% | 71.2%  | 61.5% |

Patterns:

1. Overall, teachers are satisfied with HMS with high percentages of satisfaction in learning environment and social/physical environment
2. Home/school relations is the lowest percentage of satisfaction for all groups. Our administrators, teachers and counselors are constantly contacting families for conferences with the intention of working together for the success of the students.
3. Teachers are 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 physical/social environment.

## GOAL AREA 1 – Performance Goal 1

|  |
|--|
| <b>Performance Goal Area:</b> <input checked="" type="checkbox"/> Student Achievement* <input type="checkbox"/> Teacher/Administrator Quality* <input type="checkbox"/> School Climate (Parent Involvement, Safe & Healthy Schools, etc.)*<br>(* required) |
| <b>Performance Goal 1:</b> By 2029, the percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY Math will increase from 52% in 2022-23 to 62% in 2028-29.   |
| <b>Interim Performance Goal:</b> The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY Math will increase by 2% annually.   |

| Data Source(s)                           | SY23 Baseline | SY24 Planning | Data Designation  | 2024-25 | 2025-26 | 2026-27 | 2027-28 | 2028-29 |
|--|---------------|---------------|-------------------|---------|---------|---------|---------|---------|
| SC READY Math<br>SCDE School Report Card |               |               | Projected (MS)    | 54%     | 56%     | 58%     | 60%     | 62%     |
|  | 52%           | TBD           | Actual (MS)       |         |         |         |         |         |
|  | 40%           | TBD           | Actual (District) |         |         |         |         |         |

| Activity   | Timeline  | Person(s) Responsible           | Estimated Cost | Funding Source | Indicators of Implementation<br><i>C=Continue, M=Modify, F=Finish</i>                        |
|--|-----------|---------------------------------|----------------|----------------|--|
| <b>Action Plan for Strategy #1: Ensure all students acquire prerequisite math skills at each level.</b>  |           |                                 |                |                |  |
| 1. Develop annual academic growth targets based on the principal and school goal setting process.  | 2024-2029 | · Admin team, IC                | \$0            |                | Fall Goal Setting meetings with DO   |
| 2. Design individualized school, teacher, and student goals based on growth and achievement.   | 2024-2029 | · Admin team, IC                | \$0            |                | Fall Goal Setting meetings with teachers and students  |
| 3. Integrate mathematical concepts into other subject curriculum maps, showcasing the interconnectedness of learning (i.e., incorporate math into science experiments, art projects, or literature analysis).  | 2024-2029 | · Core teachers, Admin team, IC | \$0            |                | Observations, lesson plans, professional development, classroom evidence of math integration |
| <b>Action Plan for Strategy #2: Ensure math curriculum and instructional delivery meets the needs of all students, with differentiated support for remediation, acceleration, and personalization of learning experiences using the Universal Design for Learning Framework.</b> |           |                                 |                |                |  |

| <b>Activity</b>   | <b>Timeline</b> | <b>Person(s) Responsible</b>           | <b>Estimated Cost</b> | <b>Funding Source</b> | <b>Indicators of Implementation</b><br><i>C=Continue, M=Modify, F=Finish</i>                                       |
|---|-----------------|--|-----------------------|-----------------------|--|
| 1. Update the GCS Curriculum Maps to leverage power standards, grade-level rigor and pacing and ensure consistent use across all classrooms.  | 2024-2029       | · District specialists, Admin team, IC | \$0                   |                       | Classroom observations, lesson plans, PLC team meetings aendas/minutes   |
| 2. Ensure GCS Curriculum Maps include real-world, rigorous, project-based strategies and address differentiated needs and supports, as identified (i.e.: manipulatives, mathematical tools, technology).                                | 2024-2029       | · District specialists                 | \$0                   |                       |  |
| 3. Utilize formative and predictive assessment data to design differentiated instruction for all students.  | 2024-2029       | · Core teachers, Admin team, IC        | \$0                   |                       | Lesson planning, formative and summative assessments (i.e. within MasteryConnect), data discussions within the PLC |
| 4. Provide actionable feedback on instructional delivery and the student experience using learning walks, instructional rounds, and classroom observations to ensure all students have access to grade-level instruction and standards. | 2024-2029       | · Admin team, IC                       | \$0                   |                       | Written observations, teacher reflections based on post observation conferences                                    |
| 5. Track trend data on teacher observations in the district observation tool to plan for professional learning and individualized coaching.   | 2024-2029       | · Admin team, IC                       | \$0                   |                       | Mosaic data  |
| <b>Action Plan for Strategy 3: Create and implement professional learning experiences for teachers and staff that support students' mastery of math skills.</b>   |                 |  |                       |                       |  |
| 1. Analyze school data to determine professional development and coaching needs for teachers to ensure mastery of math content and skills and ensure high expectations for all students.  | 2024-2029       | · Admin team, IC                       | \$0                   |                       | Professional development plan  |
| 2. Provide professional development for teachers throughout the year based on   | 2024-2029       | · IC                                   | \$0                   |                       | Professional development plan  |

| <b>Activity</b>  | <b>Timeline</b> | <b>Person(s) Responsible</b> | <b>Estimated Cost</b> | <b>Funding Source</b> | <b>Indicators of Implementation</b><br><i>C=Continue, M=Modify, F=Finish</i> |
|--|-----------------|------------------------------|-----------------------|-----------------------|--|
| teacher input, trend data and observational feedback.  |                 |                              |                       |                       |  |
| 3. Ensure ongoing, continuous improvement of student achievement through the Professional Learning Community Process by monitoring for fidelity. | 2024-2029       | · Admin team, IC             | \$0                   |                       | Observations of PLC meetings   |
| 4. Foster a collaborative relationship between schools and parents.  | 2024-2029       | · Core teachers, Admin team  | \$0                   |                       | Parent call, email, conference logs  |
| 5. Provide resources and workshops to help parents support their children's mathematical development at home.                                    | 2024-2029       | · Core teachers              | \$0                   |                       | Workshop announcements and agendas   |

## GOAL AREA 1 – Performance Goal 2

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|--|
| <b>Performance Goal Area:</b> <input checked="" type="checkbox"/> Student Achievement* <input type="checkbox"/> Teacher/Administrator Quality* <input type="checkbox"/> School Climate (Parent Involvement, Safe & Healthy Schools, etc.)*<br>(* required) |
| <b>Performance Goal 2:</b> By 2029, the percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY ELA will increase from 64.4 % in 2022-23 to 74.4 % in 2028-29.  |
| <b>Interim Performance Goal:</b> The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY ELA will increase by 2 % annually.   |

| Data Source(s)                          | SY23 Baseline | SY24 Planning | Data Designation  | 2024-25 | 2025-26 | 2026-27 | 2027-28 | 2028-29 |
|---|---------------|---------------|-------------------|---------|---------|---------|---------|---------|
| SC READY ELA<br>SCDE School Report Card |               |               | Projected (MS)    | 66.4%   | 68.4%   | 70.4%   | 72.4%   | 74.4%   |
|   | 64.4%         | TBD           | Actual (MS)       |         |         |         |         |         |
|   | 57%           | TBD           | Actual (District) |         |         |         |         |         |

| Activity   | Timeline  | Person(s) Responsible                     | Estimated Cost | Funding Source | Indicators of Implementation<br><i>C=Continue, M=Modify, F=Finish</i>  |
|--|-----------|---|----------------|----------------|--|
| <b>Action Plan for Strategy #1: Ensure all students acquire prerequisite ELA skills at each level.</b>   |           |   |                |                |  |
| 1. Leverage power standards and address pacing and ensure consistent use across all classrooms.  | 2024-2029 | · Core teachers, Admin team, IC           | \$0            |                | Classroom and PLC meeting observations   |
| 2. Identify the areas of strengths and areas of growth each year from summative assessments to ensure curriculum maps and resources fully support student success. | 2024-2029 | · District specialists, Core teachers, IC | \$0            |                | Lesson planning, formative and summative assessments (i.e. within MasteryConnect), data discussions within the PLC |
| 3. Provide support for implementing data driven reflective conversations to improve teaching practice (district, school, and individual data).                     | 2024-2029 | · Admin team, IC                          | \$0            |                | Observations of PLC meetings   |

| Activity   | Timeline  | Person(s) Responsible           | Estimated Cost | Funding Source | Indicators of Implementation<br><i>C=Continue, M=Modify, F=Finish</i>  |
|--|-----------|---------------------------------|----------------|----------------|--|
| 4. Progress monitor intervention outcomes to determine the most effective strategies for increasing student success.   | 2024-2029 | · Core teachers, Admin team, IC | \$0            |                | Data conversations in PLCs   |
| 5. Implement a range of assessment methods that measure student understanding.   | 2024-2029 | · Core teachers                 | \$0            |                | Lesson planning, formative and summative assessments (i.e. within MasteryConnect), data discussions within the PLC                         |
| 6. Ensure vertical articulation of grade level content and practices.  | 2024-2029 | · Core teachers, IC             | \$0            |                | Vertical articulation discussions in department meetings, classroom observations   |
| 7. Support intentional unit and lesson planning to reflect responsive teaching practices (conferencing, small group instruction, etc.) that meet student needs.  | 2024-2029 | · Core teachers, Admin team, IC | \$0            |                | Lesson planning, formative and summative assessments (i.e. within MasteryConnect), data discussions within the PLC, classroom observations |
| <b>Action Plan for Strategy #2: Ensure ELA curriculum design meets the needs of all students, with differentiated support for remediation, acceleration, and personalization while maintaining the expectation of grade level mastery.</b> |           |                                 |                |                |  |
| 1. Monitor data to ensure a guaranteed and viable curriculum (pacing, content, resources and strategies, etc.).  | 2024-2029 | · IC and Admin                  |                |                | SC Ready and benchmark data  |
| 2. Integrate disciplinary literacy, targeting informational texts, tasks, and talk across all subject areas.   | 2024-2029 | · Core teachers                 |                |                | Classroom observations and lesson plans  |
| 3. Utilize resources for differentiated support and acceleration for all students.   | 2024-2029 | · Core teachers                 |                |                | Lesson plans   |
| 4. Utilize formative and predictive assessment data to design unit and lesson plans' instructional delivery.   | 2024-2029 | · Core teachers                 |                |                | Classroom observations and lesson plans, data conversations  |
| 5. Provide actionable feedback on instructional delivery and the student experience using learning walks, instructional rounds, and classroom observations.  | 2024-2029 | · IC and admin                  |                |                | Mosaic   |

| Activity   | Timeline  | Person(s) Responsible                     | Estimated Cost | Funding Source | Indicators of Implementation<br><i>C=Continue, M=Modify, F=Finish</i> |
|--|-----------|---|----------------|----------------|---|
| 6. Provide diverse and multimedia-rich materials for teaching language arts, including audio, visuals, and interactive texts to accommodate various learning styles. | 2024-2029 | · District specialists, IC, core teachers |                |                | Lesson plans  |
| <b>Action Plan for Strategy #3: Create and implement professional learning experiences for teachers and staff that support student mastery of ELA skills.</b>        |           |   |                |                |   |
| 1. Ensure that professional learning and coaching help all teachers develop the knowledge and skills to support all students in building necessary reading skills.   | 2024-2029 | · District specialists, IC                |                |                | PD plan   |
| 2. Establish peer support groups, mentors and/or networks for teachers to share experiences, resources, and strategies for success.                                  | 2024-2029 | · District specialists, IC                |                |                | PLCs, department meetings, new teacher meetings                       |
| 3. Build capacity for consistent implementation of the GCS Secondary ELA Instructional Framework.  | 2024-2029 | · District specialists, IC                |                |                | Classroom observations  |
| 4. Monitor students' needs in order to determine and use the best instructional practices to achieve mastery of ELA skills.  | 2024-2029 | · Core teachers                           |                |                | Observations of PLCs and classroom lessons                            |
| 5. Provide professional learning opportunities on instructional strategies for diverse learners using the Universal Design for Learning Framework.                   | 2024-2029 | · District specialists, IC                |                |                | PD plan   |

## GOAL AREA 2 – Performance Goal 1

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|--|
| <b>Performance Goal Area:</b> <input type="checkbox"/> Student Achievement* <input checked="" type="checkbox"/> Teacher/Administrator Quality* <input type="checkbox"/> School Climate (Parent Involvement, Safe & Healthy Schools, etc.)*<br>(* required) |
| <b>Performance Goal 1:</b> 100% of classroom teacher positions will be filled on the first day of school by highly qualified educators (through 2029).   |
| <b>Interim Performance Goal:</b> Meet annual targets below.  |

| Data Source(s)                 | SY23 Baseline | SY24 Planning | Data Designation     | 2024-25 | 2025-26 | 2026-27 | 2027-28 | 2028-29 |
|--------------------------------|---------------|---------------|----------------------|---------|---------|---------|---------|---------|
| GCS Human Resources Department |               |               | Projected (District) | 100%    | 100%    | 100%    | 100%    | 100%    |
|                                | 100%          | TBD           | Actual (District)    |         |         |         |         |         |
|                                |               |               | Projected (School)   | 100%    | 100%    | 100%    | 100%    | 100%    |
|                                | XX%           | TBD           | Actual (School)      |         |         |         |         |         |

| Activity  | Timeline  | Person(s) Responsible | Estimated Cost | Funding Source | Indicators of Implementation<br><i>C=Continue, M=Modify, F=Finish</i> |
|---|-----------|-----------------------|----------------|----------------|---|
| <b>Action Plan for Strategy #1: Further community partnerships to encourage early interest in education among diverse student and community groups.</b>   |           |                       |                |                |   |
| 1. Share with students and community members on pathways and alternative pathways to education.   | 2024-2029 | · Admin               |                |                | Parent workshops  |
| 2. If applicable, partner with Clemson University on an ongoing basis to host the Call Me Mister showcase, Express Way to Tiger Town, Student Teacher placements and other opportunities for a path to education. | 2024-2029 | · Admin               |                |                | Diverse recruitment   |
| <b>Action Plan for Strategy #2: Identify and expand community outreach programs that have been most successful in recruiting highly qualified candidates.</b>   |           |                       |                |                |   |
| 1. Continue to expand with middle and high school students - early exposure to  | 2024-2029 | · Admin               |                |                | Career Lunch and Learns   |

| Activity  | Timeline | Person(s)<br>Responsible | Estimated<br>Cost | Funding<br>Source | Indicators of Implementation<br><i>C=Continue, M=Modify, F=Finish</i> |
|---|----------|--------------------------|-------------------|-------------------|---|
| teaching as a career choice through internal and external programs. |          |                          |                   |                   |   |

## GOAL AREA 2 – Performance Goal 2

|  |
|--|
| <b>Performance Goal Area:</b> <input type="checkbox"/> Student Achievement* <input checked="" type="checkbox"/> Teacher/Administrator Quality* <input type="checkbox"/> School Climate (Parent Involvement, Safe & Healthy Schools, etc.)*<br>(* required) |
| <b>Performance Goal 2:</b> Reduce teacher turnover by 0.5 percentage points annually through 2029.   |
| <b>Interim Performance Goal:</b> Meet annual targets below.  |

| Data Source(s)                 | SY23<br>Baseline | SY24<br>Planning | Data<br>Designation  | 2024-25 | 2025-26 | 2026-27 | 2027-28 | 2028-29 |
|--------------------------------|------------------|------------------|----------------------|---------|---------|---------|---------|---------|
| GCS Human Resources Department |                  |                  | Projected (District) | 11.60%  | 11.10%  | 10.60%  | 10.10%  | 9.60%   |
|                                | 12.10%           | TBD              | Actual (District)    |         |         |         |         |         |
|                                |                  |                  | Projected (School)   | 5%      | 4%      | 3%      | 2%      | 1%      |
|                                | 6%               | TBD              | Actual (School)      |         |         |         |         |         |

| Activity  | Timeline  | Person(s)<br>Responsible | Estimated<br>Cost | Funding<br>Source | Indicators of Implementation<br><i>C=Continue, M=Modify, F=Finish</i> |
|---|-----------|--------------------------|-------------------|-------------------|---|
| <b>Action Plan for Strategy #1: Continue to build a strong community of educators by fostering a positive culture where each person feels important and part of the school’s overall achievement.</b> |           |                          |                   |                   |   |
|   | 2024-2029 | ·                        |                   |                   |   |

## GOAL AREA 3 – Performance Goal 1

|   |
|---|
| <b>Performance Goal Area:</b> <input type="checkbox"/> Student Achievement* <input type="checkbox"/> Teacher/Administrator Quality* <input checked="" type="checkbox"/> School Climate (Parent Involvement, Safe & Healthy Schools, etc.)*<br>(* required)  |
| <b>Performance Goal 1:</b> Ensure an environment where positive relationships, consistent behavior expectations, consequences, and interventions foster healthy student and adult interactions, resulting in, by 2029, a 10-point decrease in the percentage of students receiving more than one incident referral in a single school year. |
| <b>Interim Performance Goal:</b> Meet annual targets below.   |

| Data Source(s)   | SY23 Baseline | SY24 Planning | Data Designation     | 2024-25 | 2025-26 | 2026-27 | 2027-28 | 2028-29 |
|--|---------------|---------------|----------------------|---------|---------|---------|---------|---------|
| ETS  |               |               | Projected (District) | 58.5%   | 56.5%   | 54.5%   | 52.5%   | 50.5%   |
| Students referred for Behavior Incidents after their first referral* | 60.5%         | TBD           | Actual (District)    |         |         |         |         |         |
|  |               |               | Projected (School)   | 64%     | 62%     | 60%     | 58%     | 56%     |
|  | 66.16         | TBD           | Actual (School)      |         |         |         |         |         |

*\*On average, 21% of all students have misbehavior resulting in a disciplinary referral. Of those students, 60.5% receive additional behavior referrals.*

| Activity  | Timeline  | Person(s) Responsible  | Estimated Cost | Funding Source | Indicators of Implementation<br><i>C=Continue, M=Modify, F=Finish</i> |
|---|-----------|------------------------|----------------|----------------|---|
| <b>Action Plan for Strategy #1: Ensure a safe and welcoming atmosphere conducive to teaching and learning, with consistent expectations for behavior, appropriate consequences for misbehavior, and support to develop self-direction, integrity, and responsible decision-making in PreK through 12th grades.</b>  |           |                        |                |                |   |
| 1. Implement district framework based on student-centered behavioral and disciplinary expectations and practice aligned with district policy, with a representative multi-disciplinary steering team of school and district-level leaders to monitor and continuously improve an aligned system across all schools. | 2024-2029 | · Admin                |                |                | Programs in use   |
| 2. Establish consistency in teaching and reinforcing expectations and building  | 2024-2029 | · Admim, Core teachers |                |                | School-wide rules and procedures                                      |

| Activity   | Timeline  | Person(s) Responsible | Estimated Cost | Funding Source | Indicators of Implementation<br><i>C=Continue, M=Modify, F=Finish</i> |
|--|-----------|-----------------------|----------------|----------------|---|
| positive relationships, while allowing custom, school-based programming to meet this goal.   |           |                       |                |                |   |
| 3. Create a sense of safety, stability, and belonging for all students, staff, and families, using developmentally appropriate, trauma-informed, school-wide practices and expanded opportunities for family engagement. | 2024-2029 | · Admin               |                |                | Survey results  |
| 4. Utilize training and support on classroom management and relationship building to new teachers and additional support and coaching for school staff with a higher proportion of behavior incidents.                   | 2024-2029 | · Admin, IC           |                |                | New teacher programs  |
| 5. Ensure full implementation of the Early Warning Response System and measures of well-being to monitor, report, and resolve behavioral health needs.   | 2024-2029 | · Admin, Counselors   |                |                | Students matched with needed services                                 |
| 6. Teach interpersonal skills to students, including self-direction, integrity, responsible decision-making, and well-being. Involve family and student input regarding lesson content and structure.                    | 2024-2029 | · Counselors          |                |                | Counseling small groups and SEL classroom lessons                     |
| <b>Action Plan for Strategy #2: Improve school-home connections and parent involvement and enhance communication across stakeholders involved with student well-being.</b>   |           |                       |                |                |   |
| 1. Make home-school relationships a priority through frequent connection and communication.  | 2024-2029 | · Core teachers       |                |                | Communication logs  |
| 2. Ensure school employees exhibit understanding and appreciation of all students and families and use best-practice communication strategies to connect with those families.  | 2024-2029 | · Admin, Counselors   |                |                | Parent/teacher conferences  |

| Activity   | Timeline  | Person(s) Responsible       | Estimated Cost | Funding Source | Indicators of Implementation<br><i>C=Continue, M=Modify, F=Finish</i> |
|--|-----------|-----------------------------|----------------|----------------|---|
| 3. Discuss social, emotional, and behavioral development within parent/teacher/student conferences.  | 2024-2029 | · Counselors, Core teachers |                |                | Parent/teacher conferences  |
| <b>Action Plan for Strategy #3: Expand student access and opportunities to activities related to interpersonal and leadership development, particularly for students characterized as Pupils in Poverty.</b>                               |           |                             |                |                |   |
| 1. Make opportunities for students to participate in clubs and extracurricular activities more accessible through transportation, scholarships for fees/trips, etc.  | 2024-2029 | · Admin                     |                |                | Increased student participation in extracurricular activities         |
| 2. Increase leadership opportunities within the school during the school day.  | 2024-2029 | · Admin                     |                |                | Student council, Student ambassador programs                          |
| 3. Continue and expand community partnerships to provide mentors and out-of-school time activities for students.   | 2024-2029 | · Admin                     |                |                | Community programs offered  |
| <b>Action Plan for Strategy #4: Reduce disparities among students in a subset of behavior incidents influenced by relationships and school culture: Disrespect, Disrupting Class, Refusal to Obey/Defiant, and Inappropriate Behavior.</b> |           |                             |                |                |   |
| 1. Establish common understanding among students and adults of the expectations and meaning of disrespect, disruption, disobedience/defiance, and inappropriate behavior.  | 2024-2029 | · Admin                     |                |                | School-wide training during the first week teachers return            |
| 2. Identify and address the underlying need communicated in incidents of Disrespect, Disrupting Class, Refusal to Obey/Defiant, and Inappropriate Behavior, while maintaining accountability for these actions.                            | 2024-2029 | · Admin                     |                |                | School-wide training during the first week teachers return            |
| 3. Establish standard and reliable classroom practice and developmentally appropriate consequences to lessen the incidence of these offenses and their impact on the order and productivity of the learning environment.                   | 2024-2029 | · Admin                     |                |                | School-wide training during the first week teachers return            |

| Activity   | Timeline  | Person(s) Responsible | Estimated Cost | Funding Source | Indicators of Implementation<br><i>C=Continue, M=Modify, F=Finish</i> |
|--|-----------|-----------------------|----------------|----------------|---|
| 4. Teach productive behaviors, emotional control, and interpersonal skills including listening to and understanding diverse perspectives.  | 2024-2029 | · Counselors          |                |                | School-wide training during the first week teachers return            |
| 5. Provide student-centered interventions and resources for students who repeat detrimental behaviors and strengthen in-class and on-site response to develop healthy regulation and decision-making skills. | 2024-2029 | · Admin, Counselors   |                |                | School-wide training during the first week teachers return            |

### GOAL AREA 3 – Performance Goal 2

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|---|
| <b>Performance Goal Area:</b> <input type="checkbox"/> Student Achievement* <input type="checkbox"/> Teacher/Administrator Quality* <input checked="" type="checkbox"/> School Climate (Parent Involvement, Safe & Healthy Schools, etc.)*<br><i>(* required)</i> |
| <b>Performance Goal 2:</b> By 2029, reduce the percentage of students who are chronically absent* by 10 points.   |
| <b>Interim Performance Goal:</b> Meet annual targets below.   |

| Data Source(s)   | SY23 Baseline | SY24 Planning | Data Designation     | 2024-25 | 2025-26 | 2026-27 | 2027-28 | 2028-29 |
|------------------|---------------|---------------|----------------------|---------|---------|---------|---------|---------|
| Student Services |               |               | Projected (District) | 22%     | 20%     | 18%     | 16%     | 14%     |
|                  | 24%           | TBD           | Actual (District)    |         |         |         |         |         |
|                  |               |               | Projected (School)   | 18%     | 16%     | 14%     | 12%     | 10%     |
|                  | 20.15%        | TBD           | Actual (School)      |         |         |         |         |         |

\*A student is chronically absent when they miss 10% or more of the days they are enrolled at a school site, no matter the reason.

| Activity   | Timeline | Person(s) Responsible | Estimated Cost | Funding Source | Indicators of Implementation<br><i>C=Continue, M=Modify, F=Finish</i> |
|--|----------|-----------------------|----------------|----------------|---|
| <b>Action Plan for Strategy #1: Implement the model framework set forth by the district for proactive monitoring, communication, and intervention for students with chronic absenteeism.</b> |          |                       |                |                |   |

| <b>Activity</b>   | <b>Timeline</b> | <b>Person(s) Responsible</b> | <b>Estimated Cost</b> | <b>Funding Source</b> | <b>Indicators of Implementation</b><br><i>C=Continue, M=Modify, F=Finish</i> |
|---|-----------------|------------------------------|-----------------------|-----------------------|--|
| 1. Implement the updated parent note requirements and examine the impact of disciplinary consequences on the chronic absenteeism rate.                                      | 2024-2029       | · Admin                      |                       |                       | Attendance reports   |
| 2. Implement the model framework and ensure the implementation of strategies.   | 2024-2029       | · Admin                      |                       |                       | Attendance reports   |
| <b>Action Plan for Strategy #2: Increase the percentage of completed Attendance Intervention Plans.</b>   |                 |                              |                       |                       |  |
| 1. Implement Backpack and School Messenger to track, flag, and follow-up on individual Attendance Intervention Plans.   | 2024-2029       | · Admin                      |                       |                       | Backpack reports   |
| 2. Provide ongoing training for Attendance Clerks or Interventionists.  | 2024-2025       | · Admin, District office     |                       |                       |  |
| <b>Action Plan for Strategy #3: Implement a proactive approach to increase attendance rates.</b>  |                 |                              |                       |                       |  |
| 1. Communicate to students, parents, and caregivers about the impact of chronic absenteeism, truancy, and missed days on achievement.                                       | 2024-2029       | · Admin                      |                       |                       | Decrease in absenteeism and truancy  |
| 2. Engage community partners to share the message and help address barriers for families, including increased access to services and support.                               | 2024-2029       | · Admin                      |                       |                       | Decrease in absenteeism and truancy  |
| 3. Distribute materials throughout the year to reinforce the policies and guidelines for when to send students to school and when not to send them (ex. fever, lice, etc.). | 2024-2029       | · Admin                      |                       |                       | Decrease in absenteeism and truancy  |

## GOAL AREA 3 – Performance Goal 3

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|--|
| <b>Performance Goal Area:</b> <input type="checkbox"/> Student Achievement* <input type="checkbox"/> Teacher/Administrator Quality* <input checked="" type="checkbox"/> School Climate (Parent Involvement, Safe & Healthy Schools, etc.)*<br>(* required)   |
| <b>Performance Goal 3:</b> Increase connection between families and school personnel, and ensure engagement in the academic success of children, as measured in a composite of data on parent/teacher conferences, volunteer hours, and Backpack check-ins, such that by 2029, the baseline engagement measured will increase by 10-percentage points. |
| <b>Interim Performance Goal:</b> Meet annual targets below.  |

| Data Source(s)                         | SY23 Baseline | SY24 Planning | Data Designation     | 2024-25 | 2025-26 | 2026-27 | 2027-28 | 2028-29 |
|--|---------------|---------------|----------------------|---------|---------|---------|---------|---------|
| GCS Education Technology Support (ETS) |               |               | Projected (District) | TBD     | TBD     | TBD     | TBD     | TBD     |
|  | TBD           | TBD           | Actual (District)    |         |         |         |         |         |
|  |               |               | Projected (School)   |         |         |         |         |         |
|  | TBD           | TBD           | Actual (School)      | TBD     | TBD     | TBD     | TBD     | TBD     |

| Activity  | Timeline  | Person(s) Responsible | Estimated Cost | Funding Source | Indicators of Implementation<br><i>C=Continue, M=Modify, F=Finish</i> |
|---|-----------|-----------------------|----------------|----------------|---|
| <b>Action Plan for Strategy #1: Increase parent engagement with district communication platforms.</b>   |           |                       |                |                |   |
| 1. Increase parent and guardian utilization of Backpack   | 2024-2029 | · Admin               |                |                | Increased use of Parent Backpack                                      |
| 2. Implement a plan to increase parent and guardian awareness of communication methods, involvement opportunities, and resources for students.  | 2024-2025 | · Admin               |                |                | Increased use of Parent Backpack                                      |
| 3. Provide ongoing access to technology and support to parents and guardians at school locations.   | 2024-2029 | · Admin               |                |                | Increased use of Parent Backpack                                      |
| <b>Action Plan for Strategy #2: Recruit representative parent and community volunteers and community partners to address potential barriers to engagement and to increase opportunities for students to see and interact with diverse leaders in their community.</b> |           |                       |                |                |   |

| <b>Activity</b>   | <b>Timeline</b> | <b>Person(s) Responsible</b> | <b>Estimated Cost</b> | <b>Funding Source</b> | <b>Indicators of Implementation</b><br><i>C=Continue, M=Modify, F=Finish</i>       |
|---|-----------------|------------------------------|-----------------------|-----------------------|--|
| 1. Identify community partners (businesses, pediatrics, health departments, nonprofits, faith-based, and community organizations) to encourage and promote parent and community involvement in schools. | 2024-2029       | · Admin, Counselors          |                       |                       | Increased community involvement  |
| 2. Develop collaborative partnerships focused on addressing barriers to student and family engagement, understanding of school expectations, and student opportunities.                                 | 2024-2029       | · Admin, Counselors          |                       |                       | Increased community involvement  |
| 3. Develop a wide variety of opportunities to engage parents in the school setting through internal and external partnerships.  | 2024-2029       | · Admin, Counselors          |                       |                       | Increased community involvement  |
| <b>Action Plan for Strategy #3: Increase two-way parent engagement at the school level.</b>   |                 |                              |                       |                       |  |
| 1. Provide support to reduce potential barriers to parent and guardian engagement (including those related to language, transportation, and event or conference timing)                                 | 2024-2029       | · Admin, Counselors          |                       |                       | Increased engagement with parents  |
| 2. Develop best practice guidelines and strategies that increase parent and guardian attendance at school events.   | 2024-2026       | · Admin, Counselors          |                       |                       | Increased engagement with parents  |
| 3. Each school will assemble a School Improvement Council that reflects the diversity (e.g. socioeconomic, ethnic, and academic) present in the school community.                                       | 2024-2029       | · Admin                      |                       |                       | SIC that meets frequently and is involved with school programs and implementations |