

HILLCREST MIDDLE SCHOOL

Greenville County School District

510 Garrison Road
Simpsonville, South Carolina 29681
864-355-6100

Mr. Keith Russell, Principal
Mr. W. Burke Royster, Superintendent

Strategic School Plan/Portfolio

Annual Update for March 2014
Scope of Plan (2013-14 through 2017-18)

**MISSION: TO BUILD A COLLABORATIVE LEARNING COMMUNITY FOCUSED ON
STUDENT ACHIEVEMENTSCHOOL RENEWAL PLAN COVER PAGE**

SCHOOL RENEWAL PLAN COVER PAGE

SCHOOL: Hillcrest Middle School

SCHOOL DISTRICT: Greenville County Schools

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

SCHOOL RENEWAL ANNUAL UPDATE FOR: 2014-15 (*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

Mr. Charles J. Saylors		
PRINTED NAME	SIGNATURE	DATE

SUPERINTENDENT

Mr. W. Burke Royster		
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Mr. Jay Gerhart		
PRINTED NAME	SIGNATURE	DATE

PRINCIPAL

Mr. Keith Russell		
PRINTED NAME	SIGNATURE	DATE

SCHOOL ADDRESS: 510 Garrison Road, Simpsonville, SC 29681

SCHOOL'S TELEPHONE: (864) 355-6100

PRINCIPAL'S E-MAIL ADDRESS: KRussell@Greenville.k12.sc.us

STAKEHOLDER INVOLVEMENT FOR SCHOOL PLAN

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

<u>POSITION</u>	<u>NAME</u>
1. PRINCIPAL:	Keith Russell
2. TEACHER:	Joshua Loso
3. PARENT/GUARDIAN:	Meri Heather Acton
4. COMMUNITY MEMBER:	Lynn Kirby
5. SCHOOL IMPROVEMENT COUNCIL:	Jay Gerhart
6. OTHERS* (May include school board members, administrators, School Improvement Council members, students, PTO members, agency representatives, university partners, etc.)	

<u>POSITION</u>	<u>NAME</u>
Media Specialist	Susan Dicey
PTA President	Linda Watson
SIC Member	Teresa Mattison
Instructional Coach	Rick Zepel, Ph.D.

ASSURANCES FOR SCHOOL PLAN

Act 135 Assurances

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

_____ **Academic Assistance, PreK–3**

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

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

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

X **Parent Involvement**

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

X **Staff Development**

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

X **Technology**

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

X **Recruitment**

The district makes special and intensive efforts to **recruit** and give **priority** to serving those parents or guardians of children, ages birth through five years, who are considered at-risk of school failure. “At-risk children are defined as those whose school readiness is jeopardized by any of, but no limited to, the following personal or family situation(s): Educational level of parent below high school graduation, poverty, limited English

proficiency, significant developmental delays, instability or inadequate basic capacity within the home and/or family, poor health (physical, mental, emotional) and/or child abuse and neglect.

X Collaboration

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

X Developmental Screening

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

Half-Day Child Development

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

Developmentally Appropriate Curriculum for PreK–3

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

X Parenting and Family Literacy

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

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

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

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Table of Contents

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STUDENT ACHIEVEMENT**

Hillcrest Middle School

2014 Strategic Plan

Table of Contents

<u>Topic</u>	<u>Begins on Page Number</u>
Table of Contents	7
Introduction	8
Executive Summary	9
School Profile	15
Mission, Vision, and Beliefs	18
Data Analysis and Needs Assessment	20
Action Plan	39
School Report Card	71

Introduction

2014 Hillcrest Middle School Strategic Plan/ Portfolio

As we near the end of the 2013-2014 school year the faculty and staff of Hillcrest Middle School (HMS) are proud to have the opportunity to present our self-analysis of the educational environment here at HMS, our 2014 Hillcrest Middle School Portfolio. This portfolio presents student achievement data extracted from our state assessment test PASS. This data, a school self-assessment process, and survey data obtained from students, parents, and faculty was then used to create an Action Plan setting benchmark goals for student achievement for the next five school years (2013-2018). As time has passed our staff, administration, students, parents, and school partners have become even more of a collaborative learning community sharing a vision for increased student learning and a plan for the future. That Action Plan is flexible and will be examined yearly and revised when necessary during the five year scope of the plan.

Several years ago the School District of Greenville County created an educational plan. That overall plan was revised in 2013 and is now called the Strategic Education Plan 2013-2018. That plan defines the operational components that each school will follow in their own self-analysis and goal setting process. The overall goal is to merge data derived from research based sources into SMART decisions to change the educational culture of our school. Following this process helps our school to:

- Accurately describe the context of the school
- Create instructional coherence and a school mission
- Build an action plan to implement the vision
- Ensure professional development activities to assist faculty in initiating instructional programs leading to increased student achievement
- Establish a leadership structure that is aligned to the mission through the participation of all stakeholders
- Build community partnerships centered around student learning
- Become a congruent, effective learning organization focusing on increasing student achievement by progressing toward implementation of the mission

We intend for this strategic plan/ portfolio to be a “snapshot” of Hillcrest Middle School. Our school 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 an even more collaborative learning community so we may together implement strategies based on data driven decisions.

The Staff of Hillcrest Middle School
March 2014

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Executive Summary

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**MISSION: TO BUILD A COLLABORATIVE LEARNING COMMUNITY FOCUSED ON
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Hillcrest Middle School

Portfolio Committee

March 2014

Keith Russell-Principal

Sara Austin-Science

Beth Bruce-School Secretary

Michi Cortese-Assistant Principal

Susan Dicey-Media Specialist

Terry Kent-Band

Janet Kirby-Assistant Principal

Lynne Kirby-Social Studies

Deanna Klump-Media Specialist

Charlene Landry-Special Education

Kim Long-ELA Department Chair

Josh Loso-Mathematics

Joyce Oates-Guidance

Molly Schulz-Science Chair

Bessie Skenteris-Mathematics Chair

Rick Zepel, Ph.D.-Instructional Coach

Executive Summary

School Portfolio 2014
Hillcrest Middle School
March 28, 2014

A little over ten years ago Hillcrest Middle School (HMS) was physically bursting with a student population of over 1500 all housed in over 30 portables as our building went through renovation and construction. The next school year HMS underwent additional renovations and rezoning which reduced the student population by 60% and the staff by 50%, forcing half of our faculty (some very long term faculty) to transfer to other schools. Over the years since that time our physical space more than doubled, and our student numbers increased, decreased, and then increased again. In August 2008 the faculty and student numbers decreased with the opening of a new middle school to absorb our overflow. That change and teacher allocation formulas caused us to lose some teaming and common planning time. Since that time all teaming and common planning had to be eliminated due to budget allocations. The same budget constraints caused our faculty numbers to still remain smaller although student numbers have increased. Our socio-economic level has decreased with no additional teaching aides or specialists to help this population. We continue to do more with less. However, our standardized test scores and academic honors continue to increase. We are proud of our continued and consistent success with all types of learners.

Not only have we incorporated a new physical environment, new faculty, new standardized testing, and a reduced socio-economic level of students, we now have multiple, also new, feeder schools with greatly varying populations. Each feeder school is also housed in a new building that is a “new” combination of students from different neighborhoods. This continued inconsistency provides eclectic and challenging groups of culturally and socio-economically diverse groups of students to bond into a teachable population.

Statistical analysis proves that many of the students we lost in the past seven or eight years were students who potentially score higher in standardized tests than the students who remained. Also, we house, by choice, a large percentage of disabled learners that represent about 20% of our student body. This percentage has increased slightly to this number due to a reduction in the percentage of regular education students leaving HMS due to new school construction. This makes our disabled learner population one of the largest in the school district for a school “like ours.”

Despite our physical and population changes, our standardized test scores have continued to remain high. We are very proud that in the past several years we have met all of our state’s AYP disaggregated categories, as defined by PASS standards, except those for disabled learners in ELA and Math. In one recent single school year we increased our AYP progress from meeting 19 out of 25 disaggregated categories to meeting 23 out of 25 categories South Carolina requires to meet AYP. In the recent past (two years ago) we increased our progress to meeting 26 out of 29 objectives. This AVP [percentage ranked us near the top of

all middle schools in the school district. In fact, of the fifteen middle schools in our district Hillcrest Middle has more often ranked in the top three than any other middle school. In 2011 Hillcrest Middle received a Palmetto Silver Award for our gain in PASS scores (less than one-third of all schools in the district received this award) and we also received a “Closing the Gap” award from the state of South Carolina for our gains in scores for minority students. Our school was one of only two schools in the entire school district to win both awards. In 2012 Hillcrest Middle School again won these same two awards making us the **only** school in the entire school district to win both these awards two years in a row. Just about a year ago we won a Palmetto Award for gains in PASS scores but this time we achieved the GOLD award for increases in PASS scores. Our 2013 ESEA Federal Accountability System rating totaled 82.9 points. Several years ago HMS received the National PTA Parental Involvement School of Excellence Award on our first attempt. Only three middle schools in the entire state of South Carolina received the award the same year we did.

In the 2012-2013 school year we had hundreds of students take course for high school credit with great success. In fact, of our class of seventh graders taking Honors Algebra I for credit all but two students passed the exam with all other students passing with an average score of 96%. The school district’s high school students who took the exam averaged on a 60-70% passing rate and a much lower average grade on the exam. Similar passing rates and benchmark scores have occurred in our other high school level courses in Algebra I (eighth grade), Language Arts Honors English I, French, and Geometry. We have recently added Spanish I to this list. We achieved one of the highest percentages of eighth grade South Carolina Junior Scholars in the entire state. Our school continues to lead the way in establishing high benchmarks with our efforts to increase student achievement, teacher quality, school climate and the involvement of all stakeholders in school policy.

In addition, Hillcrest Middle School has continued to have the same principal for the last twenty-two consecutive years, and we have had only three previous principals in our entire forty-five year history. We are one of only two schools in Greenville County School District to have had the same principal for that length of time.

During the past several years our school district has experienced many changes including a new Education Plan, the introduction of PASS, increased reliance on MAP, and we are now working on the introduction of Common Core Standards. We have had three different superintendents in the past ten years causing multiple changes in program focus. Yet, each year we continue to thrive academically. We can statistically prove, from standardized tests, that the longer a student remains at Hillcrest Middle the more his achievement differential increases above the national average, and the more his growth in scores increases from year to year.

Instructional and Organizational Priorities:

For many years in the past HMS had used a team approach in three separate teams each for grades six, seven, and eight, but now, due to a reduction in staff due to budget constraints, all teaming was discontinued with the 2011-2012 school year. Up until 2011-2012 each grade has its' own wing of the school, but some of that had to be eliminated due to teachers teaching multiple grades and/or subjects. Teachers also no longer have the opportunities to have common planning time with peers who teach the same students or the same subject. Sixth graders are still separated from other grades in related arts classes, at lunch, at morning and afternoon bus holding in use of hallways and restrooms. Academic priorities are drawn from the Greenville County School District Educational Plan, South Carolina State Standards, and MAP and PASS scores. Students are taught according to standards-based instruction in each subject area following a Learning Focused model. Lesson plans and teaching are continually monitored by our administration and instructional coach to verify the "time on task" means making use of every minute to make every possible effort to increase our student's knowledge of curriculum goals. We have used outside consultants for curriculum calibration. We also monitor curriculum goals to be sure every level of instruction is aligned with curriculum standards and stress rigor and "Common Core" based instructional practices. School process goals are derived from a yearly review of our school's action plan.

Student Learning Needs and Desired Result:

As HMS has changed over the past several years, the student population needs have changed also. HMS has had a disproportionably large percentage of disabled learners compared to our total school population. Unfortunately the South Carolina Standards for AYP have not been met for the last several years due to that structural entity. Conversely, an increasing number of our students still continue to receive the distinction of being named South Carolina Junior Scholars and hundreds of students have received high school credit with honors for work completed here. In fact, over 90% of students enrolled in high school credit courses pass the end of course exam with a 100% average. Each year, year after year, hundreds of culturally diverse students reach these lofty goals. Problems do still continue with increasing the scores of minority students, our disabled learner population being asked to achieve scores that are impossible for them, and with the diverse needs of our continually lowering socio-economic student base.

Action Plan Goals:

General performance goals follow elsewhere in our action plan goals based upon the three areas of increasing student achievement, improving administrator/teacher quality, and school climate. For years our general portfolio goals have continually included:

- Creating a collaborative learning community
- Increasing student achievement through instruction in a standards based curriculum with varied Learning Focused based teaching strategies
- Utilizing assessment to monitor and adjust instruction of content standards
- Providing an increasing variety of technology based instruction
- Reinforcing the value of good citizenship and group and personal responsibility

Specific Action Plan goals for the school years 2013 – 2018 include:

- Increasing the academic achievement of all levels of students
- Increasing PASS scores of disabled learners
- Increasing the percentage of minority students (particularly males) scoring in the top quartile in standardized testing
- Increasing the use of technology in instruction
- Increasing the quality of teachers and administrators
- Increasing the incidence of appropriate respectful student behavior

Conclusion:

The challenge facing Hillcrest Middle School will be to maintain, and hopefully increase, our current levels of success with a dynamic changing student culture. Hillcrest Middle School works hard to continue our long record of involving all stakeholders in the educational process. We need to keep up our award winning test scores while we help disabled learners and minority students increase their own achievement level. We need to do more to prepare our faculty to deal with a changing student body with varying learning styles and from different backgrounds, do more to truly meet the needs of disabled learners, and do more to help teachers deal with students who have different backgrounds and different cultures. As we strive to increase the quality of teaching through professional development programs and mentoring we will still face higher student to teacher ratios and lack of funding for needed technology. We will continue to use the portfolio process, standardized assessment processes, and other educational programs (such as Learning Focus, MAP, PAS-T, and ADEPT) to modify the school climate to achieve our goals. Our Hillcrest Middle School community is hopeful that we will achieve even greater success in the coming years.

March 28, 2014

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School Profile

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STUDENT ACHIEVEMENT**

Hillcrest Middle

510 Garrison Road
Simpsonville, SC 29681
Telephone: (864) 355-6100
Fax: (864) 355-6120
www.greenville.k12.sc.us/hillcrm/

Grades: 6th - 8th Grades

Enrollment: 1,050 (June 2013)

501 Males 549 Females

Sixth Grade: 169 males 195 females

Seventh Grade: 183 males 163 females

Eighth Grade: 149 males 191 females

Free Lunch: 285 students

Reduced Lunch: 69 students

School Location: Simpsonville, SC on Garrison Road

Directions - <http://www.greenville.k12.sc.us/Schools/directions.asp>

Principal: Keith Russell (23rd Year as Principal)

email: krussell@greenville.k12.sc.us

Renovation Completed • 64 Classrooms • 2 Computer Labs • 2 Large Athletic Fields • All Air-Conditioned Classrooms • Band Room • Cafetorium with Stage • Choral Room • Conference Rooms • Gymnasium • Healthroom • Media Center • Outdoor Track • PE Lab • Strings Room

Achievements and Honors

- U.S. Department of Education Excellence In Education (1984-85)
- S.C. Parent/Teacher Association Goals Award Winner (1988-89) (1994-95, 1995-96, 1996-97)
- School Incentive Reward Winner (1986-87, 1994-95, 1995-96, 1996-97), Honorable Mention (1987-88)
- State Award for Innovative Class (1989)
- Beta Club Awards
- Midlink Magazine Cool School Award
- EduNet Choice Award
- Innovative Teaching Concepts Educational Site Award of Excellence
- Golden Web Award
- The Class Act Award
- Critical Mass Award
- Webmaster's Choice Gold Award
- Best Middle School Website of the Year Award
- USA Today Best Bet 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 (2010-11), Palmetto Gold Award 2013
- South Carolina PTA of the Year (2013)

For a closer look...

For more in depth information on this school - including programs, course offerings, extracurricular activities, and more - visit www.greenville.k12.sc.us/hillcrm/

If you would like information about the School Report Card rating visit the State Department of Education Website <http://ed.sc.gov/data/report-cards/> or for more detailed testing information, visit <http://ed.sc.gov/data/state-assessments/>

For more information call INFOLine at 864-355-3100, log onto our website at www.greenville.k12.sc.us, or watch The Schools Channel (Charter Cable Channels 14 and 99).

Faculty

4
58
39

Administrators
Teachers
Support Staff

Outstanding Features/Programs

- Advanced Art classes
- Advanced Chorus
- Algebra I Classes
- Band Program
- Beta Club
- Book Fair
- Challenge Program
- Computer - Programming Classes, Graphics Classes, Application Classes, and Keyboarding
- Duke Scholars
- E Newsletter
- Excellent Transition Program
- Fall Community Food Drive
- French Classes
- Honors Algebra I Classes
- Honors English I Classes
- Geography Bee
- Geometry Classes
- Outstanding Volunteer Program
- Middle School Sports
- Multimedia Capabilities - Internet
- SC Junior Scholars
- Spanish Classes
- Special Education Program
- Strings Program
- Student Council
- Student Incentive Program
- Two Computer Lab

Hillcrest Middle School

School Year 2013-2014

Now that we have reached the end fourth of the current school year we want to report the following changes that have recently occurred or will occur in our school.

School Wide:

Our school continued for the third year (2013) in a row as a Palmetto Silver or Gold Award Winner (achieving the GOLD award this year). We are the only middle school in the district to have won this level of awards three years in a row. Standardized test scores. End of course test scores, and achievement levels in MAP have all continued to increase. We have recently placed first in the entire school district with the percentage of students meeting their MAP target growth scores from fall to spring of the school year. Our End of Course scores in Algebra 1 Honors and English 1 are among the highest in the school district. We continue to produce Duke TIP Scholars and South Carolina Junior Scholars at one of the highest levels in the state. In every school district measure we continually rank in the top four middle schools in every measure assessed. No other middle school of the 16 in the school district can make that claim.

Faculty:

Several years ago we lost nine faculty members due to a decrease in enrollment because about 175 students were assigned to a newly constructed middle school. Our student numbers have increased again, but our faculty growth numbers have not matched that student increase. We have many more ESOL students than several years ago but still have only a half time ESOL teacher. We have added a Spanish teacher three years ago, and in 2013-2014 have added an additional Spanish teacher but have not increased numbers in our related arts faculty. Our student population continues to increase in diversity with little or no increase in funding for faculty growth.

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Mission, Vision, and Beliefs

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**MISSION: TO BUILD A COLLABORATIVE LEARNING COMMUNITY FOCUSED ON
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Mission, Vision, and Beliefs

Hillcrest Middle School Vision Statement

MISSION: TO BUILD A COLLABORATIVE LEARNING COMMUNITY FOCUSED ON INCREASING STUDENT SCHIEVEMENT

Over ten years ago the School District of Greenville County embarked upon the task of defining the school district mission, vision, and beliefs. This process at Hillcrest Middle School began at that time with a very thorough consensus building process using statistical data obtained from focus groups, surveys, test scores, research based strategies, and steps outlined in various literature reviewed. Teachers, parents, students, administrators, PTA leadership, SIC (School Improvement Committee) input, and community members were all involved multiple times in stating , refining, and updating our mission, vision, and beliefs.

Guided by the School District of Greenville County Education Plan the faculty and staff of Hillcrest Middle School approved the following foundational statements as we move through the five year scope (2013 – 2018) of our action plan:

- Create a sage collaborative learning environment
- Enable students to reach rigorous levels of achievement
- Utilize a standards based curriculum with varied teaching strategies
- Utilize higher order assessment to mirror instruction of standards
- Provide instructional practice based on a wide variety of current technology
- Promote a safe school environment by reinforcing the value of responsibility

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Data Analysis and Needs Assessment

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**Hillcrest Middle School's
Summary Report to the Community**

**Distributed May 2011
(Contains 2010 PASS Scores)**

Keith Russell, Principal

**Hillcrest Middle School
"A Heritage of Excellence"**

Mission

To build a collaborative learning community focused on student achievement.

School Improvement Council Members:

Elected Members

Abare, Cynthia	Parent
Anglet, Mandy	Parent
Erwin, Rochelle	Parent
Gerhart, Jay	Parent
Gibbs, Ana	Teacher
Mauldin, Jackie	Parent
McPoland, Barb	Teacher
Walker, Mary	Teacher

Appointed Members:

Alewine, Kayla	Community Member
Cortese, Michi	Community Member
McGuffin, Gracie	Community Member
Zepel, Rick	Community Member (Chair)

Ex-officio Members:

Kirby, Janet	Other
Russell, Keith	Principal

Quick Facts:

Current enrollment: 1060

Number of teachers: 58

Number of Administrators: 4

Number of Guidance Counselors: 3

Percentage of faculty with a Master's Degree: 64.1%

Percentage of faculty that is National Board Certified or in process: 15%

Achievement of Goals and Objectives:

During the past school year Hillcrest Middle School has:

Improved significantly on the ITBS.

Increased the level of DUKE TIP Scholars to one of the highest in the state.

Met 27 out of 29 AYP objectives on PACT.

Of the 322 current 7th graders 79 qualified to take the SAT or ACT, 31 took the SAT/ACT and 10 students qualified for State Recognition status.

Of the 309 current 8th graders 94 qualified to take the PSAT and 25 were recognized as SC Junior Scholars.

AYP= Adequate Yearly Progress

NCLB= No Child Left Behind

MAP= Measures of Academic Progress

ELA= English/Language Arts

Of the current 309 eighth graders 65 are enrolled in English I Honors, 23 in French, 50 in Algebra I Honors, and 17 in Geometry.

Twenty-nine seventh grade students are enrolled in the Algebra I Honors course and 92 in Spanish I.

Continued status as a National PTA Parental Involvement School of Excellence. Only three middle schools in the state achieved this award for years 2004-2007.

Continued MAP (Measures of Academic Progress) in the areas of Math, Language Arts, Literature, Science and Social Studies as a measure of academic progress made during the school year. This test will be used to measure growth year by year for each individual student.

District Goals:

Raise the academic challenge and performance of each student.
Ensure quality personnel in all positions.
Provide a school environment supportive of learning.
Effectively manage and further develop necessary financial resources.
Improve public understanding and support of public schools.

School Goals & Objectives:

To meet AYP for all students as determined by NCLB.
To continue instructional strategies to enable students to receive high benchmark scores on standardized assessments of educational programs.
3. To increase student achievement through improvement in the quality of administrators and teachers.
4. To develop a safe, responsible, and ***respectful school environment***.

Strategies To Meet Future Goals:

Continue PASS practice opportunities for all students in need of additional assistance.
Enhance teacher awareness in meeting the needs of students with learning disabilities.
Maintain high scores on standardized and end of course tests.
Utilize test data to increase student achievement levels of all groups of students.
Provide staff development in perceived areas of need.
Continue to implement anti-bullying and character development programs.
Promote parental involvement to increase standardized test scores for all students.

Annual Evaluations:

PASS tests in ELA, Math, Science and Social Studies.
End of course tests in high school level courses (Algebra, French, English 1, Spanish 1).
Curriculum evaluation/alignment of instruction with South Carolina standards.

Regional and state evaluations of programs and quality of instruction including SACS.

South Carolina State Report Card surveys of faculty, staff, and students regarding the quality of education at HMS.

School portfolio self-study evaluations.

School district evaluations and surveys.

Evaluations of teachers and administrators with a competency based evaluation instrument.

Parent and student surveys of teacher and administrative competency linked to their yearly job performance evaluation.

2013 School Report Card Ratings:

Absolute Rating Good

Improvement Rating Average

School Report Card Ratings are based on improvements this year and over time. HMS scores are still in the top quarter of middle schools in the entire district. Hillcrest Middle School has won more Palmetto Silver and Gold Awards for increases in student achievement than any other middle school in the district over the past three years.

Sixth Grade 2010 PASS Scores						
	% Not Met	% Met	% Exemplary	School Wide	District	State
Writing	25.9	42.3	31.8	74.1	69.6	70.3
ELA	21.2	42.5	36.3	78.8	71.2	71.7
Math	30.0	43.2	26.8	70.0	65.7	70.3
Science	33.7	52.9	13.4	66.3	64.1	64.0
Social Studies	14.9	50.0	35.1	85.1	79.0	79.6

Seventh Grade 2010 PASS Scores				Percent of all students meeting standard		
	% Not Met	% Met	% Exemplary	School Wide	District	State
Writing	25.7	44.6	29.7	74.3	70.7	70.1
ELA	28.3	45.2	26.5	71.7	68.6	68.7
Math	27.9	43.3	28.8	72.1	68.7	69.4
Science	29.4	58.5	12.1	70.6	70.7	71.1
Social Studies	37.2	35.3	27.6	62.9	61.8	60.2

Eighth Grade 2010 PASS Scores				Percent of all students meeting standard		
	% Not Met	% Met	% Exemplary	School Wide	District	State
Writing	17.4	48.1	34.5	82.6	71.4	68.2
ELA	17.8	44.1	38.2	82.3	69.9	67.5
Math	30.4	41.6	28.0	69.6	63.1	62.7
Science	26.6	45.7	27.7	73.4	66.1	62.3
Social Studies	22.0	48.8	28.3	77.1	72.6	69.6

**Hillcrest Middle School's
Summary Report to the Community**

**Distributed May 2012
(Contains 2011 PASS Scores)**

Keith Russell, Principal

**Hillcrest Middle School
"A Heritage of Excellence"**

Mission

To build a collaborative learning community focused on student achievement.

The Administration, Staff, and School Improvement Council of Hillcrest Middle School present this annual report to the parents and others in the community interested in the school. Please feel free to contact Keith Russell, the principal, with any questions or comments.

School Improvement Council Members:

Angalet, Mandy	Parent
Austin, Sara	Teacher
Cortese, Michi	Administrator
Gerhart, Jay	Parent
Gibbs, Ana	Teacher
Hunnicutt, Jane	Guidance
Kirby, Janet	Administrator
Marlowe, Julie	Teacher
Mattison, Teresa	Parent
McGuffin, Gracie	Guidance
Russell, Keith	Principal
Walker, Mary	Administrator
Watson, Lynda	Parent
Wilder, Allison	Teacher
Zepel, Rick	Instructional Coach

Quick Facts:

Current enrollment: 1027

Number of teachers: 58

Number of Administrators: 4

Number of Guidance Counselors: 3

Achievement of Goals and Objectives:

During the past school year Hillcrest Middle School has:

Received the Palmetto Silver Award and Closing the Gap Award for the last 2 consecutive years. HMS was one of only three schools to receive both awards in the district.

Received the SC PTA Outstanding Unit of the Year Award for 2011-2012.

Achieved largest percentage of students meeting MAP target growth of any middle school in the district.

Increased the level of DUKE TIP Scholars to one of the highest in the state.

Met 26 out of 29 AYP objectives on PASS.

AYP= Adequate Yearly Progress

NCLB= No Child Left Behind

MAP= Measures of Academic Progress

ELA= English/Language Arts

Of the 345 current 7th graders 100 qualified to take the SAT or ACT, 32 took the SAT/ACT and 4 students qualified for State Recognition status.

Of the 332 current 8th graders 100 took the PSAT and 29 were recognized as SC Junior Scholars.

Of the current 332 8th graders 27 are enrolled in English I Honors, 30 in French, 42 in Algebra I Honors, 86 in Spanish I and 17 in Geometry.

Twenty-three 7th grade students are enrolled in the Algebra I Honors course.

Continued status as a National PTA Parental Involvement School of Excellence. Only three middle schools in the state achieved this award for years 2004-2007.

Continued MAP (Measures of Academic Progress) in the areas of Math, Language Arts, Literature and Science as a measure of academic progress made during the school year. This test will be used to measure growth year by year for each individual student.

District Goals:

Raise the academic challenge and performance of each student.

Ensure quality personnel in all positions.

Provide a school environment supportive of learning.

Effectively manage and further develop necessary financial resources.

Improve public understanding and support of public schools.

School Goals & Objectives:

To meet AYP for all students as determined by NCLB.

To continue instructional strategies to enable students to receive high benchmark scores on standardized assessments of educational programs.

To increase student achievement through improvement in the quality of administrators and teachers.

To develop a safe, responsible, and *respectful school environment*.

Strategies To Meet Future Goals:

Continue PASS practice opportunities for all students in need of additional assistance.

Enhance teacher awareness in meeting the needs of students with learning disabilities.

Maintain high scores on standardized and end of course tests.

Utilize test data to increase student achievement levels of all groups of students.

Provide staff development in perceived areas of interest and need.

Continue to implement anti-bullying and character development programs.

Promote parental involvement to increase standardized test scores for all students.

Annual Evaluations:

PASS tests in ELA, Math, Science and Social Studies.

End of course tests in high school level courses (Algebra, French, English 1).

Curriculum evaluation/alignment of instruction with South Carolina standards.

Regional and state evaluations of programs and quality of instruction including SACS.

South Carolina State Report Card surveys of faculty, staff, and students regarding the quality of education at HMS.

School portfolio self-study evaluations.

School district evaluations and surveys.

Evaluations of teachers and administrators with a competency based evaluation instrument.

Students who complete three full years of instruction at Hillcrest Middle typically gain 4.5 years of academic growth on the PASS achievement test.

School Report Card Ratings:

Absolute Rating-Good

Improvement Rating- Good

School Report Card Ratings are based on improvements this year and over time. HMS scores are still in the top quarter of middle schools in the entire district. HMS is the only middle school in the district to win a Palmetto Silver Award for PASS score improvement in the last three years.

Sixth Grade 2011 PASS Scores					
	# Tested	% Not Met	% Met	% Exemplary	% Passed
ELA	336	19.6	32.1	48.2	80.4
Math	337	21.7	47.5	30.9	78.3
Science	166	31.9	51.8	16.3	68.1
Social Studies	171	18.7	50.3	31.0	81.3

Seventh Grade 2011 PASS Scores					
	# Tested	% Not Met	% Met	% Exemplary	% Passed
ELA	340	25.6	31.8	42.6	74.4
Math	340	22.9	42.4	34.7	77.1
Science	340	28.5	54.1	17.4	71.5
Social Studies	340	32.6	38.8	28.5	67.4

Eighth Grade 2011 PASS Scores					
	# Tested	% Not Met	% Met	% Exemplary	% Passed
Writing	326	18.4	41.1	40.5	81.6
ELA	325	20.9	35.7	43.4	79.1
Math	326	22.7	50.0	27.3	77.3
Science	163	16.0	38.0	46.0	84.0
Social Studies	163	27.0	31.9	41.1	73.0

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Summary Report to the Community**

**Distributed May 2013
(Contains 2012 PASS Scores)**

Keith Russell, Principal

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McPoland, Barb	Teacher
Poterala, Shay	Parent
Reames, Heather	Parent
Russell, Keith	Principal
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Watson, Lynda	Parent
Zepel, Rick	Instructional Coach

Quick Facts:

Current enrollment: 1047

Number of teachers: 58

Number of Administrators: 4

Number of Guidance Counselors: 3

Achievement of Goals and Objectives:

During the past school year Hillcrest Middle School has:

Received the Palmetto Gold Award and a rating of Excellent in school improvement.

Received the SC PTA Outstanding Unit of the Year Award for 2011-2012.

Achieved largest percentage of students meeting MAP target growth of any middle school in the district.

PASS accountability rate of 89%.

AYP= Adequate Yearly Progress

NCLB= No Child Left Behind

MAP= Measures of Academic Progress

ELA= English/Language Arts

Of the 347 current 7th graders 100 qualified to take the SAT or ACT, 20 took the SAT/ACT and 5 students qualified for State Recognition status.

Of the 337 current 8th graders 90 took the PSAT and 29 were recognized as SC Junior Scholars.

Of the current 337 8th graders 37 are enrolled in English I Honors, 24 in French, 42 in Algebra I Honors, 115 in Spanish I and 19 in Geometry.

Thirty-five 7th grade students are enrolled in the Algebra I Honors course.

Continued status as a National PTA Parental Involvement School of Excellence. HMS was one of only 3 middle schools in the state to achieve this award.

Continued MAP (Measures of Academic Progress) in the areas of Math, Language Arts, and Literature as a measure of academic progress made during the school year. This test will be used to measure growth year by year for each individual student.

State finalist for National Geographic Geography Bee.

District Goals:

Raise the academic challenge and performance of each student.

Ensure quality personnel in all positions.

Provide a school environment supportive of learning.

Effectively manage and further develop necessary financial resources.

Improve public understanding and support of public schools.

School Goals & Objectives:

To meet AYP for all students.

To continue instructional strategies to enable students to receive high benchmark scores on standardized assessments of educational programs.

To increase student achievement through improvement in the quality of administrators and teachers.

4. To develop a safe, responsible, and *respectful school environment*.

Strategies To Meet Future Goals:

Continue PASS practice opportunities for all students in need of additional assistance.

Enhance teacher awareness in meeting the needs of students with learning disabilities.

Maintain high scores on standardized and end-of-course tests.

Utilize test data to increase student achievement levels of all groups of students.

Provide staff development in perceived areas of interest and need.

Continue to implement anti-bullying and character development programs..

Annual Evaluations:

PASS tests in ELA, Math, Science and Social Studies.

End-of-course tests in high school level courses (Algebra, French, English 1).

Curriculum evaluation/alignment of instruction with South Carolina standards.

Regional and state evaluations of programs and quality of instruction including SACS.

South Carolina State Report Card surveys of faculty, staff, and students regarding the quality of education at HMS.

School portfolio self-study evaluations.

School district evaluations and surveys.

Evaluations of teachers and administrators with a competency based evaluation instrument.

Students who complete three full years of instruction at Hillcrest Middle typically gain 4.5 years of academic growth on the PASS achievement test.

2012 School Report Card

Ratings:

Absolute Rating–Good

Improvement Rating– Excellent

School Report Card Ratings are based on improvements this year and over time. HMS scores are still in the top quarter of middle schools in the entire district. HMS is the only middle school in the district to win a Palmetto Silver Award for PASS score improvement in the last three years.

Sixth Grade 2012 PASS Scores					
	# Tested	% Not Met	% Met	% Exemplary	% Passed
ELA	350	22.0	35.4	42.6	78.0
Math	351	27.6	45.0	27.4	72.4
Science	174	30.5	52.9	16.7	69.5
Social Studies	177	14.1	47.5	38.4	85.9

Seventh Grade 2012 PASS Scores					
	# Tested	% Not Met	% Met	% Exemplary	% Passed
ELA	342	24.6	33.9	41.5	75.4
Math	343	23.6	44.3	32.1	76.4
Science	343	25.9	54.8	19.2	74.1
Social Studies	343	31.5	36.2	32.4	68.5

Eighth Grade 2012 PASS Scores					
	# Tested	% Not Met	% Met	% Exemplary	% Passed
Writing	332	15.7	35.8	48.5	84.3
ELA	331	23.6	39.3	37.2	76.4
Math	331	27.2	53.8	19.0	72.8
Science	166	15.7	45.8	38.6	84.3
Social Studies	165	25.5	32.7	41.8	74.5

ELA

- Text complexity
- Opinion/argument writing
- Informational writing
- Narrative writing
- Constructing performance assessments
- Formative assessment (with an emphasis on speaking, listening, and questioning)

Science

- Cross-walking the current SC Science Standards with the 2014-2015 SC Science Standards
- Scientific inquiry/inquiry-based learning
- Informational writing
- Constructing performance assessments
- Formative assessment (with an emphasis on speaking, listening, and questioning)

Social Studies

- Opinion/argument writing using primary sources, secondary sources and DBQ's
- Informational writing
- Constructing performance assessments
- Formative assessments (with an emphasis on speaking, listening, and questioning)

Mathematics

- Standards for Mathematical Practice – Implications for instruction
- Standards for Mathematical Content – Topics new to each course and/or grade level
- Constructing performance assessments

World Languages

- Overview of the World Language standards & curriculum
- Linking the communication modes & culture to assessment
- Proficiency levels and the impact on assessment
- Constructing performance assessments

Pre-K/5K

- 5K Balanced Literacy implementation
- Constructing performance assessments
- Pre-K curriculum support/implementation

PE/Health

- Cross curricular connections
- Technology for PE teachers and students
- Promoting fitness
- SPARK-CATCH training

Visual and Performing Arts

- CCSS implications for Visual and Performing Arts
- Arts integration strategies
- Arts education for the 21st Century

ESOL/RTI/GT/SPED

- Preparing all students for CCSS curriculum/instruction/assessment
- Meeting the needs of the exceptional student
- Strategies for collaboration between exceptional educators and regular educators

HILLCREST MIDDLE SCHOOL
Greenville County School District

510 Garrison Road
Simpsonville, South Carolina 29681
864-355-6100

Mr. Keith Russell, Principal
Mr. W. Burke Royster, Superintendent

Action Plan

Annual Update for March 2014
Scope of Plan (2013-14 through 2017-18)

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

PASS %WRITING

SCHOOL RENEWAL PLAN FOR 2013-14 through 2017-18

☒ Student Achievement ☐ Teacher/Administrator Quality ☐ School Climate ☐ Other Priority

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

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

FIVE YEAR PERFORMANCE GOAL: **increase** the percentage of students meeting standard (Met and Exemplary) in writing as measured by the Palmetto Assessment of State Standards (PASS) from **84.5 %** in 2012 to **87 %** in 2018.

ANNUAL OBJECTIVE: Annually **increase** by 0.5 percentage point(s) students meeting standard (Met and Exemplary) in writing as measured by the Palmetto Assessment of State Standards (PASS).

DATA SOURCE(S): SDE School Report Card

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	85	85.5	86	86.5	87
School Actual	84.5	85					
District Projected	X	X	78.8	79.8	80.8	81.8	82.8
District Actual	77.8	78					

Baseline data from 2011-12 is based upon 5th and 8th grade scores only. Projected performance is based upon 3rd through 8th grade scores.

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

PASS % ELA

☒ Student Achievement
 ☐ Teacher/Administrator Quality
 ☐ School Climate
 ☐ Other Priority

FIVE YEAR PERFORMANCE GOAL: Increase the percentage of students meeting standard in English Language Arts (reading and research) as measured by the Palmetto Assessment of State Standards (PASS) from 77.8 % in 2012 to 82.8 % in 2018.

ANNUAL OBJECTIVE: Increase by 1 percentage point(s) annually students meeting standard in English Language Arts (reading and research) as measured by the Palmetto Assessment of State Standards (PASS).

DATA SOURCE(S): SDE School Report Card

	Baseline 2011-12	Planning Year 2012-13	2013- 14	2014- 15	<i>2015-16</i>	<i>2016-17</i>	<i>2017-18</i>
School Projected	X	X	78.8	79.8	80.8	81.8	82.8
School Actual	77.8	77.8					
District Projected	X	X	79.0	80.0	81.0	82.0	83.0
District Actual	78.0	78.0					

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

PASS AVG. ELA

☒ Student Achievement ☐ Teacher/Administrator Quality ☐ School Climate ☐ Other Priority

FIVE YEAR PERFORMANCE GOAL: By grade band (middle), meet the required annual measurable objectives (AMOs) in English Language Arts (reading and research) as measured by the Palmetto Assessment of State Standards (PASS).

ANNUAL OBJECTIVE: Meet the required annual measurable objectives (AMOs) in English Language Arts (reading and research) as measured by the Palmetto Assessment of State Standards (PASS).

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

ELA – School	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance	624	628	632	636	640	644	648
Actual Performance		650.5					
All Students	652.7	652.7	653.7	654.7	655.7	656.7	657.7
Male	648.1	648.1	649.1	650.1	651.1	652.1	653.1
Female	657.3	657.3	658.3	659.3	660.3	661.3	662.3
White	659.6	659.6	660.6	661.6	662.6	663.6	664.6
African-American	NA	NA	NA	NA	NA	NA	NA
Asian/Pacific Islander	NA	NA	NA	NA	NA	NA	NA
Hispanic	652.6	652.6	653.6	654.6	655.6	657.6	658.6
American Indian/Alaskan	NA	NA	NA	NA	NA	NA	NA
Disabled	592.5	592.5	593.5	594.5	595.5	595.5	597.5
Limited English Proficient	645.1	645.1	646.1	647.1	648.1	649.1	650.1
Subsidized Meals	636.2	636.2	637.2	638.2	639.2	640.2	641.2

ELA – District - Grades 6-8	Baseli ne 2011- 12	Plannin g Year 2012- 13	2013- 14	2014- 15	<i>2015- 16</i>	<i>2016- 17</i>	<i>2017- 18</i>
Projected	624	628	632	636	640	644	648
Actual							
All Students	651.7	650.5					
Male	646.7	646.5					
Female	656.8	654.1					
White	664.5	658.8					
African-American	624.6	628.4					
Asian/Pacific Islander	679.6	N/A					
Hispanic	650.8	646.3					
American Indian/Alaskan	631.2	N/A					
Disabled	589.7	589.5					
Limited English Proficient	632.5	633.4					
Subsidized Meals	630.0	634.7					

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

EOCEP % ENGLISH I

☒ Student Achievement
 ☐ Teacher/Administrator Quality
 ☐ School Climate
 ☐ Other Priority

FIVE YEAR PERFORMANCE GOAL: Maintain the percentage of students who meet standard (test score of 70 or higher) on the state-mandated End of Course test in English I to remain at 100% from 2012 to 2018.

ANNUAL OBJECTIVE: Maintain at 100 percentage points 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

School	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					
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					

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

PASS % MATH

☒ Student Achievement
 ☐ Teacher/Administrator Quality
 ☐ School Climate
 ☐ Other Priority

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

FIVE YEAR PERFORMANCE GOAL: Increase the percentage of students meeting standard in mathematics as measured by the Palmetto Assessment of State Standards (PASS) from 75.2 % in 2012 to 80.2 % in 2018.

ANNUAL OBJECTIVE: Increase by 1 percentage point(s) annually students meeting standard in mathematics as measured by the Palmetto Assessment of State Standards (PASS)

DATA SOURCE(S): SDE School Report Card

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	76.2	77.2	78.2	79.2	80.2
School Actual	75.2	76					
District Projected	X	X	78.4	79.4	80.4	81.4	82.4
District Actual	77.4	78					

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

PASS AVG. MATH

☒ Student Achievement
 ☐ Teacher/Administrator Quality
 ☐ School Climate
 ☐ Other Priority

FIVE YEAR PERFORMANCE GOAL: By grade band (middle), meet the required annual measurable objectives (AMOs) in mathematics as measured by the Palmetto Assessment of State Standards (PASS).

ANNUAL OBJECTIVE: Meet the required annual measurable objectives (AMOs) in mathematics as measured by the Palmetto Assessment of State Standards (PASS).

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

Math Hillcrest Middle School	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance	624	628	632	636	640	644	648
Actual Performance		647.1					
All Students	645	645	646	647	648	649	650
Male	644.7	644.7	645.7	646.7	647.7	648.7	649.7
Female	657.3	657.3	658.3	659.3	660.3	661.3	662.3
White	659.6	659.6	660.6	661.6	662.6	663.6	664.6
African-American	631.5	631.5	632.5	633.5	634.5	635.5	636.5
Asian/Pacific Islander	NA	NA	NA	NA	NA	NA	NA
Hispanic	639.3	639.3	640.3	641.3	642.3	643.3	644.3
American Indian/Alaskan	NA	NA	NA	NA	NA	NA	NA
Disabled	592.5	592.5	593.5	594.5	596.5	597.5	598.5
Limited English Proficient	645.1	645.1	646.1	647.1	648.1	649.1	650.1
Subsidized Meals	636.2	636.2	633.2	634.2	635.2	636.2	637.2

Math – District - Grades 6-8	Baseline 2011- 12	Plannin g Year 2012- 13	2013 -14	2014- 15	<i>2015- 16</i>	<i>2016- 17</i>	<i>2017- 18</i>
Projected Performance	624	628	632	636	640	644	648
Actual Performance							
All Students	649.6	647.1					
Male	649.6	648.9					
Female	649.6	645.5					
White	661.4	655.7					
African-American	622.1	624					
Asian/Pacific Islander	694.9	N/A					
Hispanic	649.0	639.6					
American Indian/Alaskan	628.8	N/A					
Disabled	594.4	590.8					
Limited English Proficient	637.1	639.1					
Subsidized Meals	628.5	629.4					

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

EOCEP % ALGEBRA I

☒ Student Achievement
 ☐ Teacher/Administrator Quality
 ☐ School Climate
 ☐ Other Priority

FIVE YEAR PERFORMANCE GOAL: Maintain the percentage of students who meet standard (test score of 70 or higher) on the state-mandated End of Course test in Algebra I to stay at 100 % in 2012 to 2018.

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

DATA SOURCE(S): SDE School Report Card

	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					
District Projected (MS and HS)	X	X	84.6	85.6	86.6	87.6	88.6
District Actual (MS only)	99.4	99					

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

PASS % TESTED

☒ Student Achievement ☐ Teacher/Administrator Quality ☐ School Climate ☐ Other Priority

FIVE YEAR PERFORMANCE GOAL: Meet the annual measurable objective (AMO) of 95% of students tested for all ELA and math tests and subgroups each year from 2013-14 through 2017-18.

ANNUAL OBJECTIVE: Maintain the annual measurable objective (AMO) of 99% of students tested for all ELA and math tests and subgroups annually.

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

% Tested ELA School	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance	95.0	95.0	95.0	95.0	95.0	95.0	95.0
Actual Performance		99					
All Students	99	99	99	99	99	99	99
Male	99	99	99	99	99	99	99
Female	99	99	99	99	99	99	99
White	99	99	99	99	99	99	99
African-American	99	99	99	99	99	99	99
Asian/Pacific Islander	99	99	99	99	99	99	99
Hispanic	99	99	99	99	99	99	99
American Indian/Alaskan	99	99	99	99	99	99	99
Disabled	99	99	99	99	99	99	99
Limited English Proficient	99	99	99	99	99	99	99
Subsidized Meals	99	99	99	99	99	99	99

% Tested ELA District Grades 6-8	Baseline 2011- 12	Planning Year 2012- 13	2013- 14	2014- 15	<i>2015- 16</i>	<i>2016- 17</i>	<i>2017- 18</i>
Projected Performance	95.0	95.0	95.0	95.0	95.0	95.0	95.0
Actual Performance							
All Students	99.9	99.9					
Male	99.9	99.9					
Female	99.9	99.9					
White	99.9	99.9					
African-American	99.8	99.9					
Asian/Pacific Islander	99.8	N/A					
Hispanic	99.9	99.9					
American Indian/Alaskan	100.0	N/A					
Disabled	99.2	99					
Limited English Proficient	99.8	99.9					
Subsidized Meals	99.8	99.7					

% Tested Math Hillcrest Middle School	Baseline 2011- 12	Plannin g Year 2012- 13	2013- 14	2014- 15	<i>2015- 16</i>	<i>2016- 17</i>	<i>2017- 18</i>
Projected Performance	95.0	95.0	95.0	95.0	95.0	95.0	95.0
Actual Performance		99					
All Students	99.8	99	99	99	99	99	99
Male	99.8	99	99	99	99	99	99
Female	100	99	99	99	99	99	99
White	100	99	99	99	99	99	99
African-American	100	99	99	99	99	99	99
Asian/Pacific Islander	NA	NA	NA	NA	NA	NA	NA
Hispanic	98.8	99	99	99	99	99	99
American Indian/Alaskan	NA	NA	NA	NA	NA	NA	NA
Disabled	100	99	99	99	99	99	99
Limited English Proficient	98	99	99	99	99	99	99
Subsidized Meals	100	99	99	99	99	99	99

% Tested Math District – Grades 6-8	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	<i>2015-16</i>	<i>2016-17</i>	<i>2017-18</i>
Projected Performance	95.0	95.0	95.0	95.0	95.0	95.0	95.0
Actual Performance							
All Students	99.9	99.9					
Male	99.9	99.9					
Female	100.0	99.9					
White	100.0	99.9					
African-American	99.9	99.9					
Asian/Pacific Islander	100.0	N/A					
Hispanic	99.9	99.9					
American Indian/Alaskan	100.0	N/A					
Disabled	99.8	99.8					
Limited English Proficient	99.9	99.9					
Subsidized Meals	99.9	99.9					

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

PASS % 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: Increase the percentage of students meeting standard in science as measured by the Palmetto Assessment of State Standards (PASS) from 76.7 % in 2012 to 81.7 % in 2018.

ANNUAL OBJECTIVE: Increase by 1 percent point annually students meeting standard in science as measured by the Palmetto Assessment of State Standards (PASS).

DATA SOURCE(S): SDE School Report Card

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	77.7	78.7	79.7	80.7	81.7
School Actual	76.7	73.8					
District Projected	X	X	76.9	77.9	78.9	79.9	80.9
District Actual	75.9	76					

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

PASS AVG. SCIENCE

☒ Student Achievement
 ☐ Teacher/Administrator Quality
 ☐ School Climate
 ☐ Other Priority

FIVE YEAR PERFORMANCE GOAL: By grade band (middle), meet the required annual measurable objectives (AMOs) in science as measured by the Palmetto Assessment of State Standards (PASS).

ANNUAL OBJECTIVE: Meet the required annual measurable objectives (AMOs) in science as measured by the Palmetto Assessment of State Standards (PASS).

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

Science – School	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance	624	628	632	636	640	644	648
Actual Performance		625.4					
All Students	630.1	630.1	631.1	632.1	633.1	634.1	635.1
Male	629.8	629.8	630.8	631.8	632.8	633.8	634.8
Female	630.3	630.3	631.3	632.3	633.3	634.3	635.3
White	637.9	637.9	638.9	640.9	641.9	642.9	643.9
African-American	607.9	607.9	608.9	609.9	610.9	611.9	612.9
Asian/Pacific Islander	NA	NA	NA	NA	NA	NA	NA
Hispanic	626.9	626.9	627.9	628.9	629.9	630.9	631.9
American Indian/Alaskan	NA	NA	NA	NA	NA	NA	NA
Disabled	581.0	581.0	582.0	583.0	584.0	585.0	586.0
Limited English Proficient	621.1	621.1	622.1	623.1	624.1	625.1	626.1
Subsidized Meals	615.0	615.0	616.0	617.0	618.0	619.0	620.0

Science – District Grades 6-8	Baseline 2011- 12	Plannin g Year 2012- 13	2013- 14	2014- 15	<i>2015- 16</i>	<i>2016- 17</i>	<i>2017- 18</i>
Projected Performance	624	628	632	636	640	644	648
Actual Performance		625.4					
All Students	637.3	625.4					
Male	638.4	626.9					
Female	636.1	624.1					
White	649.9	633.3					
African-American	609.5	605.6					
Asian/Pacific Islander	670.1	N/A					
Hispanic	617.0	620.6					
American Indian/Alaskan	627.4	N/A					
Disabled	581.0	571.6					
Limited English Proficient	618.2	610.5					
Subsidized Meals	615.8	611.1					

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

PASS % 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 social studies each year.

FIVE YEAR PERFORMANCE GOAL: Increase the percentage of students meeting standard in social studies as measured by the Palmetto Assessment of State Standards (PASS) from 75.8 % in 2012 to 80.8 % in 2018.

ANNUAL OBJECTIVE: Increase by 1 percentage point annually students meeting standard in social studies as measured by the Palmetto Assessment of State Standards (PASS).

DATA SOURCE(S): SDE School Report Card

	Baseline 2011-12	Planning Year 2012-13	2013- 14	2014- 15	<i>2015-16</i>	<i>2016-17</i>	<i>2017-18</i>
School Projected	X	X	76.8	77.8	78.8	79.8	80.8
School Actual	75.8	74.4					
District Projected	X	X	79.9	80.9	81.9	82.9	83.9
District Actual	78.9	79					

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

PASS AVG. SOCIAL STUDIES

☒ Student Achievement ☐ Teacher/Administrator Quality ☐ School Climate ☐ Other Priority

FIVE YEAR PERFORMANCE GOAL: By grade band (middle), meet the required annual measurable objectives (AMOs) in social studies as measured by the Palmetto Assessment of State Standards (PASS).

ANNUAL OBJECTIVE: Meet the required annual measurable objectives (AMOs) in social studies as measured by the Palmetto Assessment of State Standards (PASS).

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

Social Studies – Hillcrest Middle School	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance	624	628	632	636	640	644	648
Actual Performance		641.3					
All Students	638.2	639.2	640.2	641.2	642.2	643.2	644.2
Male	642.0	643.0	644.0	645.0	646.0	647.0	648.0
Female	634.3	635.3	636.3	637.3	638.3	639.3	640.3
White	646.3	647.3	648.3	649.3	650.4	651.3	652.3
African-American	615.4	616.4	617.4	618.4	619.4	620.4	621.4
Asian/Pacific Islander	NA	NA	NA	NA	NA	NA	NA
Hispanic	639.3	640.3	641.3	642.3	643.3	644.3	645.3
American Indian/Alaskan	NA	NA	NA	NA	NA	NA	NA
Disabled	597.5	598.5	599.5	600.5	601.5	602.5	603.5
Limited English Proficient	633.2	634.2	635.2	636.2	637.2	638.2	639.2
Subsidized Meals	622.5	623.5	624.5	625.5	626.5	627.5	628.5

Social Studies – District – Grades 6-8	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	<i>2015-16</i>	<i>2016-17</i>	<i>2017-18</i>
Projected Performance	624	628	632	636	640	644	648
Actual Performance							
All Students	641.9	641.3					
Male	646.1	648.7					
Female	637.5	634.1					
White	653.5	648.5					
African-American	615.7	618.4					
Asian/Pacific Islander	680.3	N/A					
Hispanic	632.8	635.5					
American Indian/Alaskan	622.9	N/A					
Disabled	589.9	595.4					
Limited English Proficient	626.6	635.1					
Subsidized Meals	620.5	623.6					

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

STRATEGY Activity	<u>Timeline</u>	<u>Person Responsible</u>	<u>Estimated Cost</u>	<u>Funding Sources</u>	<i>Indicators of Implementation</i>
1.Place more emphasis on teachers and students recognizing learning styles.	Annually in August	IC and administration	\$0		Lesson plans Examples of student assessments
2.Teachers include an awareness of learning styles in their plans.	Annually	Principal and Administrators	\$0		Lesson plans Teachers adjusting tasks to adjust for student learning
3.Increased teacher awareness of students' PASS scores and actions to remediate student needs.	Upon receiving PASS results	IC and department heads	\$0		Meeting agenda Portal workshops

PROFESSIONAL DEVELOPMENT

☐ Student Achievement
 ☒ Teacher/Administrator Quality
 ☐ School Climate
 ☐ Other Priority

GOAL AREA 2: Ensure quality personnel in all positions.

FIVE YEAR PERFORMANCE GOAL: Teachers will be offered numerous targeted in-service training sessions on site to help increase student achievement the expected amount in the PASS test.

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

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

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

STRATEGY	<u>Timeline</u>	<u>Person Responsible</u>	<u>Estimated Cost</u>	<u>Funding Sources</u>	<i>Indicators of Implementation</i>
Activity 1. During first few days of school teachers will be briefed on the Action Plan for the school.	August and quarterly	IC PAS-T Evaluators on the faculty	\$0		Meeting agenda
2. Departments will meet to discuss PASS improvement techniques.	First quarter	Department chairs			Meeting minutes

STUDENT ATTENDANCE

☐ Student Achievement
 ☐ Teacher/Administrator Quality
 ☒ School Climate
 ☐ Other Priority

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

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

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

DATA SOURCE(S): SDE School Report Card

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

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 and GCS Incident Management System (IMS)

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

PARENT SATISFACTION WITH LEARNING ENVIRONMENT

☐ Student Achievement
 ☐ Teacher/Administrator Quality
 ☒ School Climate
 ☐ Other Priority

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

ANNUAL OBJECTIVE: Beginning in 2012-13, increase by .5 percentage point(s) annually parents who are satisfied with the learning environment.

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

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

STUDENT SATISFACTION WITH LEARNING ENVIRONMENT

☐ Student Achievement
 ☐ Teacher/Administrator Quality
 ☒ School Climate
 ☐ Other Priority

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

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

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

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

TEACHER SATISFACTION WITH LEARNING ENVIRONMENT

☐ Student Achievement
 ☐ Teacher/Administrator Quality
 ☒ School Climate
 ☐ Other Priority

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

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by .5 percentage point(s) annually teachers who are satisfied with the learning environment.

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

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

PARENT SATISFACTION WITH SCHOOL 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 .5% percentage point(s) annually parents who indicate that their child feels safe at school.

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

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

STUDENT SATISFACTION WITH SCHOOL 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 .5 percentage point(s) annually students who feel safe at school during the school day.

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

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

TEACHER SATISFACTION WITH SCHOOL SAFETY

☐ Student Achievement
 ☐ Teacher/Administrator Quality
 ☒ School Climate
 ☐ Other Priority

FIVE YEAR PERFORMANCE GOAL: Maintain the percent of teachers who feel safe at school during the school day at 100 % from 2012 to to 2018.

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

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

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

STRATEGY Activity	<u>Timeline</u>	<u>Person Responsible</u>	<u>Estimated Cost</u>	<u>Funding Sources</u>	<i>Indicators of Implementation</i>
1. Meetings with students to discuss safe schools	During first month of school	Grade level administrators			Handouts Bulletin Boards Meetings with students
2. Work to create "safe school environment."	During first month	Guidance Counselors			Signs, discussions, contests

HILLCREST MIDDLE SCHOOL

Greenville County School District

510 Garrison Road
Simpsonville, South Carolina 29681
864-355-6100

Mr. Keith Russell, Principal
Mr. W. Burke Royster, Superintendent

2013 School Report Card 2013 ESEA (Federal Accountability Rating System) Website Links

Annual Update for March 2014
Scope of Plan (2013-14 through 2017-18)

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

WEBSITE LINKS

Website link to 2012-2013 SDE School Report Card:

<https://ed.sc.gov/data/report-cards/>

Website link to 2012-2013 ESEA Federal Accountability Rating:

<https://ed.sc.gov/data/esea/>