School Renewal Plan Signature Page

Strategic Plan for 5 Year Cycle: 2025-2026 to 2029-2030
Upcoming School Year: 2026-2027

School Name:	Hillcrest Middle School
SIDN:	4301004
Plan Submission:	Cognia
Grade Span:	6th - 8th
District:	Sumter School District
Address 1:	4355 Peach Orchard Rd
Address 2:	
City, State:	Dalzell, SC
Zip Code:	29040
School Renewal Contact Person:	Tarsha B. Staggers
School Plan Contact Phone:	(803) 499 - 3341
School Plan E-mail Address:	Tarsha.Staggers@sumterschools.net

Superintendent

Printed Name	Signature	Date

Principal

Printed Name	Signature	Date
Tarsha B. Staggers	Tarsha B. Staggers	3/30/26

Chairperson, District Board of Trustees

Printed Name	Signature	Date
Dr. Shawn Ragin		

Chairperson, School Improvement Council

Printed Name	Signature	Date
Meachelle Clea		3/30/26

School Read To Succeed Literacy Leadership Team Lead

Printed Name	Signature	Date
Misty Roberson	Misty Roberson	3/30/26

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.

Assurances for School Renewal Plans

Assurances checked below, along with the signature page signed by the superintendent and school principal, attest that the school complies with all applicable regulatory and statutory requirements listed.

	Early Childhood Development and Academic Assistance Act (Act 135) Assurances (S.C. Code Ann §59-139-10 *et seq.* (Supp. 2004))
N/A	**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).
Yes	**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).
Yes	**Parent Involvement** 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.
Yes	**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.
Yes	**Technology**

	The school integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning.
Yes	**Innovation** The school uses innovation funds for innovative activities to improve student learning and accelerate the performance of all students.
Yes	**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).
Yes	**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.
N/A	**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. However, they may be housed at locations with other grade levels or completely separate from schools.
N/A	**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.
Yes	**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 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.
Yes	**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 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.
Yes	**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.

Stakeholder Involvement for School Renewal Plan

List the name of persons who were involved in the development of the School Renewal Plan. A participant for each numbered position is required.

	Position	Name
1.	**Principal**	**Tarsha Staggers**
2.	**Teacher**	**Tony Bridges**
3	**Teacher**	**Gwynette Taylor**
4	**Teacher**	**Vernesia Bruce**
5.	**Parent/Guardian**	**Matthew Norton**
6.	**Parent/Guardian**	**Danielle Malachi**
7.	**Community Member**	**Jayna Patel**
8.	**Paraprofessional**	**Laura Scott**
9.	**School Improvement Council Member**	**Robert Easley**
10.	**Assistant Principal**	**Jocelyn Fowler**
11.	**Instructional Coach**	**Misty Roberson**

OTHERS

(May include school board members, district or school administrators, students, PTO members, agency representatives, university partners, Head Start representatives, First Step representatives, etc.)

** Must include the Literacy Leadership Team for Read to Succeed

**Add rows as necessary*

Comprehensive Needs Assessment Data

Per SBE Regulation 43-261, the annual needs assessment will provide focus for planning teams to set priorities for the plan. The comprehensive needs assessment must identify targeted areas of discrepancy between the desired performance levels and the current status as indicated by available data. Any discrepancies in the following areas identified by the school and district report cards must be included in the plan: (1) achievement, (2) achievement by subgroups, (3) graduation rates, (4) attendance, (5) discipline, (6) teacher/administrator quality and professional growth, and (7) other priority areas.

Measurable performance goals, written in five-year increments, shall be developed to address the major areas of discrepancy found in the needs assessment in key areas reported in the district and school report cards.

Directions: Provide additional school's needs assessment data including both formative and summative assessments used to gauge student learning. (Charts, graphs, or other formats of data may be used.)

Hillcrest Middle School is a community-centered institution located at the intersection of Old Camden Highway and Highway 441 in Dalzell, South Carolina. Serving a population of approximately 344 students in grades six through eight, our school acts as a vital bridge between the rural communities of Dalzell and the military families of Shaw Air Force Base. This unique geographic positioning fosters a diverse and dynamic student body that reflects a wide array of backgrounds and experiences.

Our current demographics include a student population that is 58.4% Black or African American, 30% White, and 10% Hispanic/Latino, with additional representation from Asian (0.8%), Native Hawaiian or Pacific Islander (1.0%), American Indian (0.2%), and multi-racial (0.2%) students. These figures represent more than just statistics; they form the foundation of our school's identity. Hillcrest Middle takes immense pride in fostering a close-knit, family-oriented environment where the specific needs of both our local and military-connected students are met with tailored support and intentional encouragement.

To ensure our students are equipped for the challenges of high school and beyond, Hillcrest Middle has adopted two transformative frameworks as the pillars of our academic and social culture. As an AVID School, we prioritize college and career readiness by teaching students the organizational and critical thinking skills necessary for rigorous coursework. Complementing this academic focus, we are also a Leader in Me School, dedicated to empowering our students with the self-reliance, interpersonal skills, and leadership habits required to succeed in a global society. Through these initiatives, Hillcrest Middle School continues to cultivate a culture of excellence, leadership, and community belonging.

Academic Performance Overview

Fall Map 2025-2026(Reading)

Grade	1st - 20th	21st - 40th	41st - 60th	61st - 80th	>80th
6th	22	21	20	25	12
7th	25	20	25	22	8
8th	16	25	25	27	7

Winter Map 2025-2026(Reading)

Grade	1st - 20th	21st - 40th	41st - 60th	61st - 80th	>80th
6th	22	19	21	21	17
7th	26	18	19	23	14
8th	12	30	19	29	10

Spring Map 2025-2026(Reading)

Grade	1st - 20th	21st - 40th	41st - 60th	61st - 80th	>80th
6th	28	15	18	25	14
7th	23	18	27	23	9
8th	18	25	21	26	10

Fall Map 2025-2026(Math)

Grade	1st - 20th	21st - 40th	41st - 60th	61st - 80th	>80th
6th	17	26	29	15	13
7th	28	24	22	9	17
8th	33	17	16	18	16

Winter Map 2025-2026 (Math)

Grade	1st - 20th	21st - 40th	41st - 60th	61st - 80th	>80th
6th	15	30	22	15	18
7th	26	20	19	19	16
8th	25	24	16	15	20

Spring Map 2025-2026(Math)

Grade	1st - 20th	21st - 40th	41st - 60th	61st - 80th	>80th
6th	19	24	27	15	15
7th	29	21	17	16	17
8th	28	23	14	13	22

Key Insight: Fall-to-Spring data reflects a year of notable upward mobility in high-tier achievement across both core subjects. The number of students performing in the top quintile grew by 22.2% in Reading and 17.4% in Mathematics, led by significant gains in the 8th grade. While these gains validate our advanced instructional strategies, the Spring data also shows a 9.5% increase in students falling within the 1st–20th percentile in Reading. To ensure balanced growth, we must now prioritize and scale targeted literacy interventions so our foundational learners can mirror the upward trajectory seen in our high-achieving cohorts.

Academic Growth and Continuous Improvement

Building on our transition to a Good report rating for the 2024-2025 school year, Hillcrest Middle remains committed to the continuous improvement of student achievement through a layered support model. For the upcoming school year, we are restructuring our daily homeroom period to serve as a hub for both academic intervention and character development. This time will be used strategically with some days dedicated to Leader in Me lessons to foster student leadership, while other days will focus on targeted Reading and Math interventions. By maintaining consistency with the homeroom teacher, we aim to strengthen the relationship between staff and students and create a supportive environment for small group instruction. These efforts will be

bolstered by our academic prep teachers who will pull students for intensive support. We will continue using high-quality programs such as ALEKS, Zearn, and Edmentum.

In addition to tiered interventions, Hillcrest Middle is committed to strengthening our Tier 1 instruction through our identity as an AVID school. We will continue to train staff in WICOR strategies and maintain two dedicated AVID elective classes to lead these efforts. A major point of emphasis will be student agency and organization, specifically through the consistent use of student agendas and regular binder checks to ensure students stay on track with their assignments. Our Professional Learning Communities will remain the engine of this growth as our staff members work collaboratively to analyze student data and implement active engagement strategies based on real-time needs. By consistently monitoring grades, attendance, and behavior while increasing family engagement, we aim to ensure a holistic approach to student success and sustainable academic growth.

Teacher/Administrator Quality

Hillcrest Middle is focused on building a high-quality instructional team by supporting our diverse faculty. This year, eight of our twenty-four teachers were new to the building, including several international educators who contribute a wealth of cultural perspective to our school. We are prioritizing professional development to help these teachers master our building's culture and specific academic programs. As these staff members return next year with a stronger understanding of our systems, we will continue to utilize Professional Learning Communities to refine their skills and ensure consistent, high-quality instruction across all classrooms.

Teacher Profile:

- Certified Teachers: 92%
- **Years of Experience:**
  - 0-5 years - 30%
  - 6-15 years - 13%
  - 16+ years - 57%
- Professional Development Participation:
  - All teachers attend professional development on a regular basis
  - 5 of our teachers are currently in induction.
  - Data from the 2024-2025 professional development survey indicated a clear area of need, with 61.9% of teachers expressing a desire to focus on classroom management within their Professional Learning Communities.

Administrator Profile:

- **Leadership Stability:** The administrative team consists of a Principal and an Assistant Principal, providing consistent leadership that has guided the school to a **Good** report card rating.
- **Administrative Experience:** The Principal is currently in her **14th year** at Hillcrest Middle and has **33 years** of total experience in education. The Assistant Principal is in her **2nd year** at Hillcrest and has **16 years** of experience. Together, they provide nearly half a century of expertise, offering the stability and leadership needed to guide the school's diverse faculty and student body.
- **Student-Centered Support Meetings:** The administrative team meets weekly with the School Counselor and Instructional Coach to review specific student needs, focusing on academic interventions and social-emotional support.
- **Attendance and Behavioral Monitoring:** Leadership holds regular data reviews to monitor grades, behavior, and attendance, ensuring timely outreach and support for at-risk students.
- **Faculty Professional Development:** Based on the 2024–2025 Professional Development survey, **61.9%** of the faculty identified **classroom management** as the primary focus for Professional Learning Communities (PLCs).
- **School Climate:** Reflecting a strong professional culture, **95.2%** of teachers reported satisfaction with the learning environment at Hillcrest Middle on the most recent state report card.

At Hillcrest Middle School, we recognize the importance of professional growth and instructional leadership as the primary drivers of student achievement. To support our diverse faculty, we facilitate a consistent schedule of weekly Professional Learning Communities (PLCs) and faculty meetings, alongside dedicated MTSS meetings. We also have mentoring to support our new teachers. As we prepare for the student rollout of the *Leader in Me* framework next year, our action teams meet regularly to ensure a seamless integration of leadership and character development into our school culture.

To maintain high instructional standards, our staff has completed specialized training, including online AVID modules and professional development focused on supporting students with special needs. The Principal and Assistant Principal, in collaboration with the Instructional Coach, utilize ELEOT observations and walkthroughs to provide teachers with real-time feedback and coaching. This collaborative oversight ensures that our school-wide focus on grades, behavior, and attendance is consistently applied

across all classrooms. By aligning our weekly leadership reviews with faculty feedback, such as the 61.9% of staff requesting classroom management support, we provide a responsive and stable environment where our induction teachers and international educators can thrive.

School Climate

Hillcrest Middle School is a work in progress when it comes to school climate.

Student Survey Results (Spring 2025)

- 65.8 Percent satisfied with learning environment
- 65.6 Percent satisfied with the social and physical environment
- 84.3 Percent satisfied with school-home relations

Parent Survey Results (Spring 2025)

- 80 Percent satisfied with learning environment
- 71.4 Students are satisfied with the social and physical environment
- 76.5 Percent satisfied with school-home relations

Staff, Student, and Parent Perception - The Measurable Results Assessment (MRA)

The MRA is a specialized survey through the *Leader in Me* framework that evaluates a school's progress across leadership, culture, and academics. Taken during the 2024–2025 school year by staff, students, and parents, it uses a 0–100 scale to identify strengths and areas requiring further attention.

- Professional Strength: The school achieved an "Effective" score of 83 for a Supportive Environment for Staff, with Staff Voice reaching a high of 85.
- Organizational Alignment: School Goals received an 86, indicating that the administration and faculty are highly aligned on the school's direction.
- Student Experience: While Positive Well-Being (78) is satisfactory, Student Empowerment (69) and Trusted Relationships (68) were identified as "Needs Improvement."
- Community Connection: Family Engagement scored an 80, showing an "Effective" level of partnership with our households.

Behavioral Data

Hillcrest Middle School has seen a decrease in behavioral disruptions through the consistent monitoring of the "Big Three" (grades, behavior, and attendance). For the 2024–2025 school year, the school recorded 686 discipline referrals and 71 truancy cases. As of March 10, 2026, referrals have dropped to 453, with 62 truancy cases

noted. To support this improvement, we hold collaborative parent meetings involving students, teachers, the instructional coach, the counselor, and administration. These multi-stakeholder meetings ensure a unified approach to intervention and student success.

School Climate Summary

Hillcrest Middle School is committed to cultivating a positive and supportive school climate that promotes both academic success and emotional well-being. While current survey data identifies Hillcrest as a "work in progress," our strategic shift toward the *Leader in Me* framework and the consistent monitoring of the "Big Three" (grades, behavior, and attendance) have already resulted in a significant downward trend in discipline referrals. By empowering students to take ownership of their growth and fostering stronger trusted relationships, we are building a culture where every stakeholder feels valued and successful.

- Leadership & Empowerment: Following comprehensive staff training, we will launch school-wide *Leader in Me* lessons to transition to a student-led model, specifically targeting growth in Student Empowerment (69) and Trusted Relationships (68).
- Organizational Excellence: We will continue the rigorous use of AVID binders and regular organizational checks to ensure students remain focused on their academic goals, supported by quarterly celebrations for meeting "Big Three" targets (grades, behavior, and attendance).
- Collaborative Intervention: To sustain the reduction in discipline referrals (686 down to 453), we will continue multi-stakeholder meetings involving parents, teachers, and administration to provide a unified support system for at-risk students.
- Teacher Support & Shared Leadership: To maintain our high Staff Voice (85) rating, we will utilize the Faculty Advisory Council and Team Leaders to guide decision-making, while using a year-end Professional Development survey to ensure future training is directly aligned with staff needs.

Executive Summary of Needs Assessment Data Findings

Directions: In the appropriate boxes, use school data to identify areas in need of improvement. Required areas to be addressed: Student Achievement, Teacher/Administrator Quality, and School Climate.

Student Achievement, including sub-groups

Elementary/Middle (3-8): To drive academic growth and close achievement gaps, Hillcrest Middle is prioritizing a robust MTSS framework centered on high-quality Tier 1 and Tier 2 instruction. We will implement small group instruction within the regular classroom to allow for data-driven differentiation. To support this, our Multilingual Learner Program Specialist and Academic Prep Teachers will provide a wealth of knowledge through PD and co-teaching models. Key strategies include utilizing MAP RIT growth data to form flexible groups, focusing on Math Topics, and conducting Homeroom Reviews. By combining AVID organizational tools with targeted Tier 2 interventions, we ensure that every student, particularly those in our bottom 20% and ML subgroups, receives the specific scaffolding needed for academic success.
Teacher/Administrator Quality
Hillcrest Middle benefits from a stable leadership team with 44 combined years of experience, including a Principal in her 14th year at the building. To support our 8 new teachers and 5 induction teachers, we are implementing a rigorous support system featuring coaching cycles, formal mentoring, and peer-led support through Team Leaders. Our MRA Staff Voice score of 85 confirms a strong foundation of trust; we will continue to build on this through our Faculty Advisory Council and by using year-end PD surveys to tailor training to the 61.9% of staff requesting classroom management and instructional support.
School Climate
Our climate data shows Hillcrest as a "work in progress" with a strong downward trend in behavioral disruptions, dropping from 686 referrals last year to 453 as of March 2026. While teacher satisfaction remains high, MRA data highlights Student Empowerment (69) and Trusted Relationships (68) as key areas for improvement. Our strategy includes the full rollout of Leader in Me lessons, the continuation of student-choice Wildcat Clubs, and the sustained use of multi-stakeholder "Big Three" meetings. These efforts, combined with quarterly celebrations for meeting goals.
Other (such as district and/or school priorities)
N/A

Performance Goals

Per SBE Regulation 43-261, measurable performance goals, written in five-year increments, shall be developed to address the major areas of discrepancy found in the needs assessment in key areas reported in the district and school report cards.

Performance Goal Area: Student Achievement

*(*required)*

PERFORMANCE GOAL: By May of 2030, Hillcrest Middle School will decrease the percentage of students scoring in the Low and Low-Average quintiles (1st–40th percentile) on NWEA MAP by 4 percentage points annually in both Reading and Mathematics.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

Data Source(s)	Cohort	Average Baseline Fall of 2025	2025-2026 Spring '26	2026-2027 Spring '27	2027-2028 Spring '28	2028-2029 Spring '29	2029-2030 Spring '30
NWEA Math Map	6th	43	*Target:* ***39*** *Actual:****43***	*Target:* ***35*** *Actual:*	*Target:* ***31*** *Actual:*	*Target:* ***27*** *Actual:*	*Target:* ***23*** *Actual:*
1st - 40th percentile in math	7th	52	*Target:****48*** *Actual:****50***	*Target:* ***44*** *Actual:*	*Target:* ***40*** *Actual:*	*Target:* ***36*** *Actual:*	*Target:* ***32*** *Actual:*
	8th	50	*Target:****46*** *Actual:****51***	*Target:* ***42*** *Actual:*	*Target:* ***38*** *Actual:*	*Target:* ***34*** *Actual:*	*Target:* ***30*** *Actual:*

**Add or delete rows as needed.*

Data Source(s)	Cohort	Average Baseline Fall of 2025	2025-2026 Spring '26	2026-2027 Spring '27	2027-2028 Spring '28	2028-2029 Spring '29	2029-2030 Spring '30
NWEA Reading Map	6th	43	*Target: **39** Actual:**43***	*Target: **35** Actual:*	*Target: **31** Actual:*	*Target: **27** Actual:*	*Target: **23** Actual:*
1st - 40th percentile in Reading	7th	45	*Target: **41** Actual:**41***	*Target: **37** Actual:*	*Target: **33** Actual:*	*Target: **29** Actual:*	*Target: **25** Actual:*
	8th	41	*Target: **37** Actual:**43***	*Target: **33** Actual:*	*Target: **29** Actual:*	*Target: **25** Actual:*	*Target: **21** Actual:*

Student Achievement. **STRATEGY #1**
Implement a school-wide MTSS framework utilizing Visible Learning principles, NWEA MAP, and Rally Analytics to ensure all students can articulate their learning progress and meet high expectations for "Stretch Growth.

ACTION PLAN FOR STRATEGY #1:

ACTIVITY	TIMELINE (Start and End Dates)	PERSON(S) RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
1.**AVID WICOR Implementation:** Embrace and incorporate AVID WICOR strategies (Writing, Inquiry, Collaboration, Organization, Reading) in all classes to increase instructional rigor.	Aug. 2026-May 2030	AVID site coordinator Instructional coach Teachers	$0.00	District funding	AVID binder Focused Notes Lesson Plans ELEOT observations Peer Observations

		Leadership Team District Coordinator			
2. Digital Literacy & Inquiry: Utilize 1:1 technology and digital literacy tools to foster authentic student writing and evidence-based inquiry across all content areas.	Aug. 2026-May 2030	Instructional Coach, Media Specialist, Teachers, Technology Integration Specialists	$0	District Technology Funding	Student digital portfolios, Writing samples, Inquiry-based Lesson plans, Classroom walkthrough data
3.**Coaching Cycles:** Conduct coaching cycles and lesson plan reviews focused on Teacher Clarity (Learning Intentions/Success Criteria) and alignment with District Pacing Guides.	Aug. 2026-May 2030	Instruction coach, Administration, Department Chairs	$0	District Funding	Coaching logs, Lesson plan reviews, Walkthrough, Teacher reflection and data talks
4. **Student Agency & Celebrations**: Empower students to track their own MAP "Stretch Growth" in AVID Binders and celebrate milestones through quarterly assemblies.	Aug 2026-May 2030	AVID Coordinator, Counselors, Teachers, administration,	$500	School Activity Funds	MAP/S.M.A.R.T. Goals sheet/Student incentives, and student reflections in agendas or binders

5.**Mastery-Based Platforms:** Utilize online platforms (ALEKS, Math Nation, Zearn, or Exact Path) to allow students to re-learn specific standards and demonstrate mastery.	Aug 2026-May 2030	Math, ELA, Science, Social Studies Department Heads, Instructional Coach	District licenses	Software contracts	Platform usage reports, Skills mastery reports, MAP Strand growth
6. High-Yield Professional Learning: Utilize staff meeting time for "Micro-PD" on the **WICOR Strategy of the Month** and high-effect size Visible Learning strategies.	Aug 2026-May 2030	Leadership/ Lighthouse Team, Instructional Coach	$0	District PD	Meeting agendas, PLC/PD attendance logs, Walkthrough
7.**Rally Analytics Precision Groups:** Use **Rally Analytics** to identify specific **NWEA MAP strands** and provide targeted, teacher-led small-group instruction during core classes and Homeroom.	Aug 2026-May 2030	Teachers, PLC facilitators, Instructional coach	$0	District Data Platforms	Rally reports, MAP small group rosters and intervention lessons
8.**Inclusion Support:** Utilize Special Education teachers to monitor and support students within the inclusion setting.	Aug 2026-May 2030	Special Education Teachers, General Education teachers, Administration	$0	District counseling services	Special Education teachers support students in the General Education teacher class
9. **Specialized IEP Intervention:** Expand targeted interventions using formative and summative assessment	Aug 2026-May 2030	Special Education Teachers, General	$0	IDEA Funds	IEP progress reports, Interventions logs, Student growth

data to provide individualized support specifically aligned to IEP goals.		Education Teachers, & Administration			reports (MAP, CFAs, Edmentum) etc.), and curriculum-based measurements. VMath and Language Live.
10.**PLC Impact Teams:** Use weekly **PLCs** to align daily lessons with District Pacing Guides and evaluate the impact of instruction based on Rally/MAP data.	Aug 2026-May 2030	Teachers, Instructional Coach, & Administration	$0	District Funding	PLC agendas and minutes, Common Formative Assessment Data (CFAs), Instructional reflections
11.**Instructional Routines:** Explicitly teach and monitor classroom procedures (transitions and small-group rotations) to maximize instructional time and student independence.	Aug 2026-May 2030	Teachers, Instructional coach, & Administration	$0	District Funding	Observation data, Lesson plans, Peer observations
12. **8th Grade IGPs:** Complete Individual Graduation Plans (IGPs) for all 8th-grade students to align academic performance with Career Clusters, career goals, and post-secondary plans.	Aug 2026-May 2030	School Counselors and Career Specialist	$0	District Counseling services	Completed IGP documentation, Parent conference logs
13. **School-to-Work Integration:** Integrate "School-to-Work" components in all classes to connect	Aug 2026-May 2030	Teachers, Career Specialist		Funds/Community donations	Career-based lesson plans, Guest speakers,

classroom learning to real-world career applications.					Students project based learning, Job Shadowing forms

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Student Achievement. **STRATEGY #2**
Expand AVID instructional best practices school-wide to promote academic consistency and high expectations for all students.

ACTION PLAN FOR STRATEGY #2:

ACTIVITY	TIMELINE (Start and End Dates)	PERSON(S) RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
1. **Targeted Coaching Cycles:** Implement 1-on-1 coaching cycles focused on Visible Learning (Learning Intentions/Success Criteria) and WICOR strategies.	Aug 2026-May 2030	Instructional Coach, Administration/ Department Heads	$0	District Funding	Coaching logs, Walkthroughs, Data talks, Teacher reflection forms, Agenda and Minutes of Meetings
2.**Rally Analytics Data Training:** Train all teachers to use Rally Analytics to identify MAP sub-strands for precision small-group instruction.Small group rosters, Rally usage reports, Data-dive meeting notes.	Aug 2026-2030	Instructional Coach/Data Specialist	$0	District Funding	Small groups rosters, data talks, Rally reports

3.**PLC Impact Teams:** Utilize one staff meeting or PLC per month for "Impact Planning" where departments analyze student growth data and share high-effect size strategies.	Aug 2026-2030	Instructional Coach/Data specialist	$0	District Funding	PLC and department meetings, CFA results
4.**AVID training:** Ensure core and elective teachers attend AVID and Visible Learning seminars to maintain school-wide instructional consistency.	Aug 2026-2030	AVID Coordinator, Administration	$0	District Funding	PD Certificates, Classroom Walkthroughs, ELEOT Observations
5.**Evidence-Based Inquiry Training:** Provide PD on how to use 1:1 technology to facilitate evidence-based inquiry and authentic writing in all content areas.	Aug 2026-May 2030	Instructional Coach, District Technology Specialists	$0	District Funding	Students' research based projects and partnerships, Classroom Walkthroughs, ELEOT Observations

To add a row, go to the last box and press the tab button.

Performance Goal Area: Teacher/Administrator Quality.

*(*required)*

PERFORMANCE GOAL: By May of 2030, Hillcrest Middle School will increase the school-wide average in the priority domains of High Expectations, Active Learning, Progress Monitoring, and Digital Learning by 0.10 points annually, as measured by the district-approved instructional observation tool and internal coaching data.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

**Add or delete rows as needed.*

Data Source(s)		**Average Baseline**	2025-2026 Spring '26	2026-2027 Spring '27	2027-2028 Spring '28	2028-2029 Spring '29	2029-2030 Spring '30

		2024-2025					
ELEOT	High Expectations	2.36	*Target:* ***2.46*** *Actual:*	*Target:* ***2.56*** *Actual:*	*Target:* ***2.66*** *Actual:*	*Target:* ***2.76*** *Actual:*	*Target:* ***2.86*** *Actual:*
	Active Learning	2.40	*Target:* ***2.5*** *Actual:*	*Target:* ***2.6*** *Actual:*	*Target:* ***2.7*** *Actual:*	*Target:* ***2.8*** *Actual:*	*Target:* ***2.9*** *Actual:*
	Progress Monitoring	2.18	*Target:* ***2.28*** *Actual:*	*Target:* ***2.38*** *Actual:*	*Target:* ***2.48*** *Actual:*	*Target:* ***2.58*** *Actual:*	*Target:* ***2.68*** *Actual:*
	Digital Learning	1.35	*Target:* ***1.45*** *Actual:*	*Target:* ***1.55*** *Actual:*	*Target:* ***1.65*** *Actual:*	*Target:* ***1.75*** *Actual:*	*Target:* ***1.85*** *Actual:*

Teacher/Administration Quality. **STRATEGY #1**
Cultivate school-wide Collective Efficacy by implementing a collaborative professional learning model that utilizes ELEOT data, AVID WICOR strategies, and Rally Analytics to ensure high-quality instruction in every classroom. (Management & Analytics)

ACTION PLAN FOR STRATEGY #1:

ACTIVITY	TIMELINE (Start and End Dates)	PERSON(S) RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
1.**High-Impact Coaching Cycles:** Implement 1-on-1 coaching cycles focusing on High Expectations, Active Learning, and Progress Monitoring.	August 2026 - May 2030	Instructional Coach	$0.00	N/A	PLC forms & data collected

2.**Rally Analytics Proficiency Training:** Conduct quarterly "Data Dives" to train staff on using the **Rally** Dashboard to identify MAP sub-strands	August 2026 - May 2030	Teachers	$0.00	N/A	Data Collection in Student AVID Binders
3.**AVID WICOR "Strategy of the Month":** Utilize faculty meeting time for PD where teachers model a specific **WICOR** strategy (Inquiry, Collaboration, etc.) to increase the Active Learning ELEOT score.	August 2026 - May 2030	Teachers	$0.00	N/A	Agenda Presentation Materials Notes ELEOT Feedback Forms
4.**ELEOT Calibration Walks:** Conduct monthly administrative walkthroughs to calibrate scoring and share school-wide trends with staff, ensuring a unified understanding of what a "4.0" looks like in Digital Learning.	August 2026 - May 2030	School & District Admin Instructional Coach	$0.00	N/A	ELEOT Feedback Forms (Physical or Digital)
5. **Visible Learning "Impact Teams":** Facilitate **PLC meetings** where teachers bring evidence of student work to determine which instructional strategies are creating the most Intellectual Challenge for students.	August 2026 - May 2030	Teachers	$0.00	N/A	Artifacts
6. **Edmentum Small Groups** Math & ELA teachers facilitate **small group enrichment** to increase student achievement in math and reading (tying in with science and social studies).	August 2026 - May 2030	Math and ELA Teachers	$0.00	N/A	MAP data

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Teacher/Administrator Quality. **STRATEGY #2**
Establish a culture of shared leadership and collective teacher efficacy by utilizing Action Teams and Peer Observation cycles to scale high-impact instructional practices school-wide. (Culture & Sustainability)

ACTION PLAN FOR STRATEGY #2:

ACTIVITY	TIMELINE (Start and End Dates)	PERSON(S) RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
1.**Peer-to-Peer Learning Walks:** Establish an "Open Door" system where teachers observe peers' Action Team strengths (7 Habits or WICOR) to gain practical classroom ideas.	August 2026 - May 2030	Teachers	$0.00	N/A	Observation forms
2.**Action Team Leadership PD:** Provide specific leadership training for Action Team leads to help them facilitate productive, goal-oriented meetings that move school-wide metrics.	August 2026 - May 2030	Lighthouse Team	$0.00	N/A	Presentations Certificates Meeting Minutes
3.**"The Hillcrest Way" Induction:** Implement a specialized mentoring program for new teachers focusing on the school's leadership culture, ELEOT expectations, and AVID foundations.	August 2026 - May 2030	School Leadership Team	$0.00	N/A	Mentor Notes Meeting Minutes Mentor Log
4.**Staff "7 Habits" Training:** Facilitate ongoing personal and professional development in the *7 Habits of Highly*	August 2026 - May 2030	Leader in Me Facilitator	$0.00	N/A	Presentations Certificates Meeting Minutes Sign-in Sheet

Effective People to improve staff collaboration and collective efficacy.					
5. **Instructional Showcases:** Dedicate 10 minutes of every faculty meeting for an "Instructional Action Team" to present a 5-minute win or strategy that improved student engagement.	August 2026 - May 2030	Action Teams	$0.00	N/A	Wildcat Wows

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Performance Goal Area: School Climate

*(*required)*

PERFORMANCE GOAL: By May of 2030, Hillcrest Middle School will increase the overall School Climate rating from 5.84 to 8.84. This will be achieved by increasing the Student Perception (Social-Physical Environment) raw score from 1.58 to 6.58 and the student satisfaction rate from 65.6% to 90.6%. Progress will be supported by a 10% annual reduction in In-School Suspensions (from 163 to 96), as measured by the SC School Report Card and PowerSchool.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

Data Source(s)	Average Baseline 2024-2025	2025-2026 Spring '26	2026-2027 Spring '27	2027-2028 Spring '28	2028-2029 Spring '29	2029-2030 Spring '30
Average Points Earned School Report Card School Climate	***5.84***	*Target:**6.44*** *Actual:*	*Target:**7.04*** *Actual:*	*Target:**7.64*** *Actual:*	*Target:**8.24*** *Actual*	*Target:**8.84*** *Actual:*

School Report Card School Climate	Student Perception (Social-Physical Environment) raw score from **1.58**	*Target:**2.58*** *Actual:*	*Target:**3.58*** *Actual:*	*Target:**4.58*** *Actual:*	*Target:**5.58*** *Actual:*	*Target:**6.58*** *Actual:*
MRA -Leader in Me	Student empowerment **69** *(50-69 Needs Improvement) (70-79 Satisfactory)*	*Target:**74*** *Actual:*	*Target:**79*** *Actual:*	*Target:**84*** *Actual:*	*Target:**89*** *Actual:*	*Target:**94*** *Actual:*
MRA -Leader in Me	Trusted Relationships **68** *(50-69 Needs Improvement)*	*Target:**73*** *Actual:*	*Target:**78*** *Actual:*	*Target:**83*** *Actual:*	*Target:**88*** *Actual:*	*Target:**93*** *Actual:*
School Report Card	Percent satisfied with social/physical environment **65.6 %**	*Target:**70.6*** *Actual:*	*Target:**75.6*** *Actual:*	*Target:**80.6*** *Actual:*	*Target:**85.6*** *Actual:*	*Target:**90.6*** *Actual:*
School Report Card	Students with In School Suspensions # of incidents **163**	*Target:**147*** *Actual:*	*Target:**132*** *Actual:*	*Target:**119*** *Actual:*	*Target:**107*** *Actual:*	*Target:**96*** *Actual:*

**Add or delete rows as needed.*

School Climate STRATEGY #1
Implement a school-wide leadership framework and a Multi-Tiered System of Support (MTSS) to improve school climate by fostering trusted relationships, empowering student voice, and providing staff with professional development in proactive classroom management to reduce classroom removals and maximize student time-on-task.

ACTION PLAN FOR STRATEGY #1:

ACTIVITY	TIMELINE (Start and End Dates)	PERSON(S) RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
1. **Restorative Reflection:** Students in ISS complete leadership-based reflection sheets (LiM) to identify behavioral triggers and plan for a successful return to class.	August 2026- May 2030	ISS, MTSS Team	$0	District funds if necessary	Student reflection forms, ISS Teacher-Created ABE note
2.**Quarterly Data Dives:** PLCs review "Hot Spot" referral data to adjust supervision and support for students with frequent ISS visits. Done first week of each quarter to analyze data from the previous 9 weeks.	August 2026- May 2030	Instructional Coach, Assistant Principal, Teachers	$0	District funds if necessary	Meeting minutes, data sheet
3 **Evidence-Based Incentives:** Implement quarterly and end-of-year rewards for students who consistently meet behavioral expectations and demonstrate leadership. Incentives will	August 2026- May 2030	Incentive committee		Fundraising, school funds as allowable by budget	Quarterly and end-of-year student events, field trips for

be co-designed with the **Student Advisory/Incentive Committee** to ensure rewards are high-interest.					students who qualify
4.**Bullying & Harassment Training:** Conduct school-wide training for staff and students on identification, reporting, and prevention.	August 2026- May 2030	Admin, district office personnel	$0	District/school funding	Once-yearly faculty meetings for training

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School Climate STRATEGY #2
Leverage the Lighthouse Team and staff Action Teams to lead the *Leader in Me* framework, empowering students and staff to take ownership of the social, physical, and leadership environment of the school.

ACTION PLAN FOR STRATEGY #2:

ACTIVITY	TIMELINE (Start and End Dates)	PERSON(S) RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
1.**Student Action Teams:** Students collaborate with staff to lead "Campus Beautification" and "Social Events" to drive the **Social/Physical Environment** score up.	August 2026- May 2030	Students, staff leaders	$0	Fundraising as necessary	Student action team meetings, social events, weekend beautification events
2.**7 Habits Integration:** Teachers explicitly teach and model the *7 Habits* during advisory/homeroom to build the "Empowerment" and "Relationship" scores. Students have regularly	August 2026- May 2030	Homeroom teachers	$0	District funds if necessary	Weekly homeroom sessions set aside specifically for LiM purposes

scheduled input sessions to express their opinions/concerns openly.					
3.**Peer Observation Cycles:** Provide opportunities for educators to enhance classroom management skills through peer observations (within Action Teams), followed by collaborative debriefs to discuss instructional strengths and refinements.	August 2026- May 2030	Teachers	$0	District funds if necessary	Scheduled peer observations and observation forms
4. **Morning Activities Committee.** Students will have input in gym activities to take place before morning announcements.	August 2026-May 2030	Student action teams	$0	N/A	Administration-approved activities before school
5. **Academic Olympiad" Program:** Implement a monthly inter-homeroom competition that integrates collaborative academic and cooperative challenges. This initiative is designed to strengthen peer relationships, improve school-wide attendance, and incentivize consistent student engagement with personalized digital learning pathways.	August 2026-May 2030	Incentive Committee, Homeroom Teachers	$0	N/A	Teacher/Student Surveys.
6. **Parent University Series** - Host quarterly "Parent University" workshops to strengthen the home-school connection. Sessions will provide families with actionable resources on school technology	August 2026 - May 2030	School leadership, assigned committees	Funds as needed for special guests	Fundraising	Quarterly scheduled events Workshop attendance logs, and family

(PowerSchool/Schoology), mental health awareness, physical wellness, and strategies to support student academic achievement.					engagement survey data.
7. To capitalize on our school's unique professional diversity, we will implement two high-visibility cultural exchange events per year. These events will be led by our international faculty in collaboration with student leaders to foster global competence and cross-cultural understanding. • **Semester 1 (Global Marketplace):** A showcase of international traditions, languages, and history, allowing students to engage with the diverse backgrounds of their teachers and peers. • **Semester 2 (International Innovation Expo):** A focus on global contributions to science, math, and literature, linking our international teachers' perspectives to core academic benchmarks.	August 2026 - May 2030	Culture committee	$0	Fundraising as needed	1st semester event 2nd semester event

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School Renewal Plan Checklist

Are the following complete?

☐	School Renewal Plan Signature Page
☐	Assurances for Plan
☐	Stakeholder Involvement for Plan
☐	Comprehensive Needs Assessment Data
☐	Executive Summary of Needs Assessment Data Findings
☐	Performance Goal and Action Plan: Area – Student Achievement
☐	Performance Goal and Action Plan: Area – School Climate
☐	Performance Goal and Action Plan: Area – Teacher/Administrator Quality

Once all boxes are checked, the plan can be submitted.