



ACIP

Hillcrest Middle School

Tuscaloosa County Schools

Ms. Karen Davis
401 Hillcrest School Road
Tuscaloosa, AL 35405

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Executive Summary

Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

Hillcrest Middle School is located in Tuscaloosa, Alabama on 401 Hillcrest School Road. We are one of eight middle schools in the Tuscaloosa County School System. Currently, we serve 517 middle school students in grades 6, 7 and 8. The Hillcrest community is known for its family support and continuing the legacy of what it means to be a part of the Hillcrest Family. Many of our students have parents that also attended and graduated from schools in the Hillcrest Community.

The following are demographics for Hillcrest Middle School:

*517 students with 261 male students and 256 female students.

*81 students receive free lunch; 31 students receive lunch at a reduced rate.

*Ethnic Breakdown: 61% African-American, 32% Caucasian, 3% Hispanic, 3% Asian and 1% Multi-Race and/or Native Hawaiian.

*270 students (50%) receive free breakfast and lunch; 46 students (8%) receive breakfast and lunch at a reduced rate; 227 students (42%) pay for breakfast and lunch.

This is our second year with the current building principal, Karen Davis. There are many new initiatives in place that include a seven-period class day, common grade-level planning period where teachers meet with the Instructional Coach and Administrator, and an Advisory period for the majority of our students.

Hillcrest Middle School is unique because we only serve students from one feeder school. Students enter school in primary grades at Taylorville Primary School and then attend grades three through five at Englewood Elementary. After leaving Englewood Elementary, all students come to Hillcrest Middle. Although we are mighty in force with a plethora of academic and athletic opportunities, there are still some limitations. There is limited technology available for students to use and we do not have a common space where all students can assemble.

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

The mission of HCMS is to provide all students with a rigorous curriculum in a safe environment with respect to an ever-growing global society. We believe that all students deserve the right to learn in an environment that is safe. There is also an expectancy for rigorous learning that challenges our students to think at a greater level. For our advanced students, we offer Academic Scholar classes that include project-based learning activities (STEAM projects); however, all of our students are exposed to STEAM based learning throughout the course of the year.

The vision for HCMS is We are "PATS" - a place where students are Proactive, Accepting, Teachable and Successful! We have incorporated this motto into our daily lives and language. Each morning students are encouraged by their peers through morning announcements that remind students, "We are PATS! - Proactive, Accepting, Teachable and Successful."

Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

The faculty and staff of Hillcrest Middle School pride ourselves on grooming students that are prepared in multiple areas for a global society. Over the past three years, our qualifying numbers for 8th graders to take Algebra 1 have steadily increased. In addition, our relationship to our feeder high school has strengthened by shifting our focus to the focus the high school teachers have set for the year. This year, we are including "Literacy for All" strategies that have been adopted at Hillcrest High School. As a result of vertical planning and aligning our vision, we have witnessed an increase in the qualifying number of students who participate in the preAP classes on the 9th grade level.

Not only are our students pushed to do well in academics; our students are well-rounded in extra-curricular activities. Students take pride in their performance in athletics, often making it to City-County Championships in football, softball and baseball. Additionally, students in band and choir perform at competitions and community events. Students also have the opportunity to join clubs and complete community service projects.

Areas of improvement that the school is striving to achieve in the next three years include:

- *Decreasing the retention rate for each grade level.
- *Increase proficiency in Reading and Math scores.
- *Increasing test-taking comprehension skills.
- *Decreasing discipline issues that limit academic performance.

Additional Information

Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

This past summer, the Leadership Team and the Discipline Committee met to revamp the image of Hillcrest Middle School. Out of those meetings, the vision for PATS was formed. We daily strive to remind students to take pride in being a patriot. PATS are productive, accountable, trustworthy and successful! Additionally, the Discipline Committee designed a plan on how to handle discipline issues and allow students to take responsibility for their actions. Our main goal is to decrease issues with discipline in order to allow teachers to focus more on facilitating instruction.

Our new schedule allows teachers to have a grade-level planning (GLP) period as well as a prep period. During the GLP period, teachers meet with the instructional coach and/or administrator each day to review standards, discuss student strengths and weaknesses and devise a plan of how to help students excel. This time is also set aside to discuss strategic teaching strategies and how to work together to create formative assessments.

Improvement Plan Stakeholder Involvement

Introduction

The responses should be brief, descriptive, and appropriate for the specific section. It is recommended that the responses are written offline and then transferred into the sections below.

Improvement Planning Process

Improvement Planning Process

Describe the process used to engage a variety of stakeholders in the development of the institution's improvement plan. Include information on how stakeholders were selected and informed of their roles, and how meetings were scheduled to accommodate them.

During the Spring of 2018, a meeting was held to explain the school's programs, policies and procedures. The scheduling process and types of courses offered were explained to parents and students at this time. During the summer of 2018, the administrator met with a PTSO representative to gather parent and community input. A newsletter was sent during the month of July to encourage parent communication and to inform parents about Schedule Pickup and other upcoming events. This year our new schedule will allow teachers to have grade level conferences with parents during morning Grade-Level Planning periods. Parents are encouraged to contact the school for a parent conference whenever there is a need.

Additionally, the administration strives to keep in contact with parents through the school website, social media and seasonal newsletters. Flyers and notices are also sent home (through 7th period) on a regular basis. Teachers have been trained on how to update their teacher page on the school website to reflect current events, assignments and blogs. Parents are also given information about how to gain access to their child's records in INOW. Teachers and administration have also been trained by the ELL staff to communicate with parents of ELL students and how to involve them in school activities.

Describe the representations from stakeholder groups that participated in the development of the improvement plan and their responsibilities in this process.

The Continuous Improvement Planning Team is comprised of the following:

- *Teachers
- *Students
- *Parents and the PTO Representatives
- *Community Leaders
- *Local Business Owners and Adopt-A-School Partners

Different members of the team collected and analyzed the data to accurately assess school-wide needs. Surveys were distributed to the following groups:

- *Student Surveys were given to students in their English classes on Library visitation days.
- *Parent Survey links were added to the school website and Twitter. Letters were sent home by every student to ask parents to participate in the survey. Parents that signed the form (stating their participation) and then returned those forms received bonus points in their class with the lowest average.
- *Faculty & Staff Survey links were given out during the May Faculty Meeting, as a separate email and as a reminder on morning notes for two weeks.

Explain how the final improvement plan was communicated to all stakeholders, and the method and frequency in which stakeholders receive information on its progress.

A link of the final improvement plan will be posted for the entire school year on the school website for all stakeholders to view. Regular communication will be held with stakeholders through the following:

- *Open House
- *Midterm Grade Reports
- *Parent Conferences
- *Student Planners
- *Standardized Test Score Home Reports
- *School Website
- *Individual Teacher Websites
- *School Messenger
- *Blogs
- *Twitter
- *Instagram
- *Email
- *ELL Resources from the Central Office

Student Performance Diagnostic

Introduction

The Student Performance Diagnostic provides an institution with a process to report summative student assessments. This diagnostic is significant to the accreditation and continuous improvement process as it serves as a resource for schools to view content area assessment results required by the state, district, or other entities, determine the quality and reliability of the given assessments, and show the alignment of the assessments to the school's curriculum. The performance level computed at the completion of the diagnostic is used by the external review team as a comprehensive report to understand fully the institution's assessment program; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.

Student Performance Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Student Performance Data document offline and upload below?	Yes		Principals' Report, Spring 2018

Evaluative Criteria and Rubrics

Overall Rating: 3.25

	Statement or Question	Response	Rating
1.	Assessment Quality	The array of assessment devices used by the institution to determine students' performances is sufficiently aligned so that valid inferences can be reached regarding students' status with respect to the majority of those curricular aims regarded as high-priority instructional targets. The documentation provided in support of this alignment is relatively persuasive. Most of the assessments used are accompanied by evidence demonstrating that they satisfy accepted technical requirements.	Level 3

	Statement or Question	Response	Rating
2.	Test Administration	All the assessments used by the institution to determine students' performances, whether externally acquired or internally developed, have been administered with complete fidelity to the administrative procedures appropriate for each assessment. In every instance, the students to whom these assessments were administered are accurately representative of the students served by the institution. Appropriate accommodations have been provided for all assessments so that valid inferences can be made about all students' status with respect to all of the institution's targeted curricular outcomes.	Level 4

	Statement or Question	Response	Rating
3.	Quality of Learning	Evidence of student learning promoted by the institution is acceptably analyzed and presented with reasonable clarity. In comparison to institutions functioning in a similar educational context, students' status, improvement, and/or growth evidence indicates that the level of student learning is at or above what would otherwise be expected.	Level 3

	Statement or Question	Response	Rating
4.	Equity of Learning	Evidence of student learning indicates achievement gaps exist among subpopulations of students, and these achievement gaps have noticeably declined.	Level 3

Areas of Notable Achievement

Which area(s) are above the expected levels of performance?

The following areas are above the expected levels of performance:

*18% of 8th graders scored Level IV in Math.

*35% of 6th graders scored Level III and IV in Math.

10 of 7th grade students score Level IV in Science.

Describe the area(s) that show a positive trend in performance.

Positive trends in performance are demonstrated in Math.

Which area(s) indicate the overall highest performance?

The performance in Math indicates the highest overall performance for students in grades 6, 7 and 8.

Which subgroup(s) show a trend toward increasing performance?

There is no comparable data since last year was the first year to administer the Global Scholar Scantron test. However, Academic Scholar students are performing at or above expected levels in 8th Grade Math.

Between which subgroups is the achievement gap closing?

The achievement gap is closing for students in Regular Classes and those in Academic Scholar classes. The gap is also closing for students who are labeled "Gifted" and for those who take Academic Scholar classes.

Which of the above reported findings are consistent with findings from other data sources?

Gifted scores and IEP scores on the Global Scholar Scantron are consistent with our progress monitoring scores school-wide.

Areas in Need of Improvement

Which area(s) are below the expected levels of performance?

The following areas are below the expected levels of performance:

- *The number of 8th Grade Math students below grade level proficiency (Levels I and II).
- *The number of 7th Grade Science assessment students scoring Level I.
- *The number of 6th Grade Math students scoring Levels I and II.

Describe the area(s) that show a negative trend in performance.

The most notable areas that show a negative trend in performance are in the areas of Special Education. Students with IEP consistently score lower than other students.

Which area(s) indicate the overall lowest performance?

The areas that indicate the overall lowest performance are 8th Grade Mathematics and 6th and 7th Grade Reading.

Which subgroup(s) show a trend toward decreasing performance?

Based on the data, there is a trend toward decreasing performance for students in Special Education.

Between which subgroups is the achievement gap becoming greater?

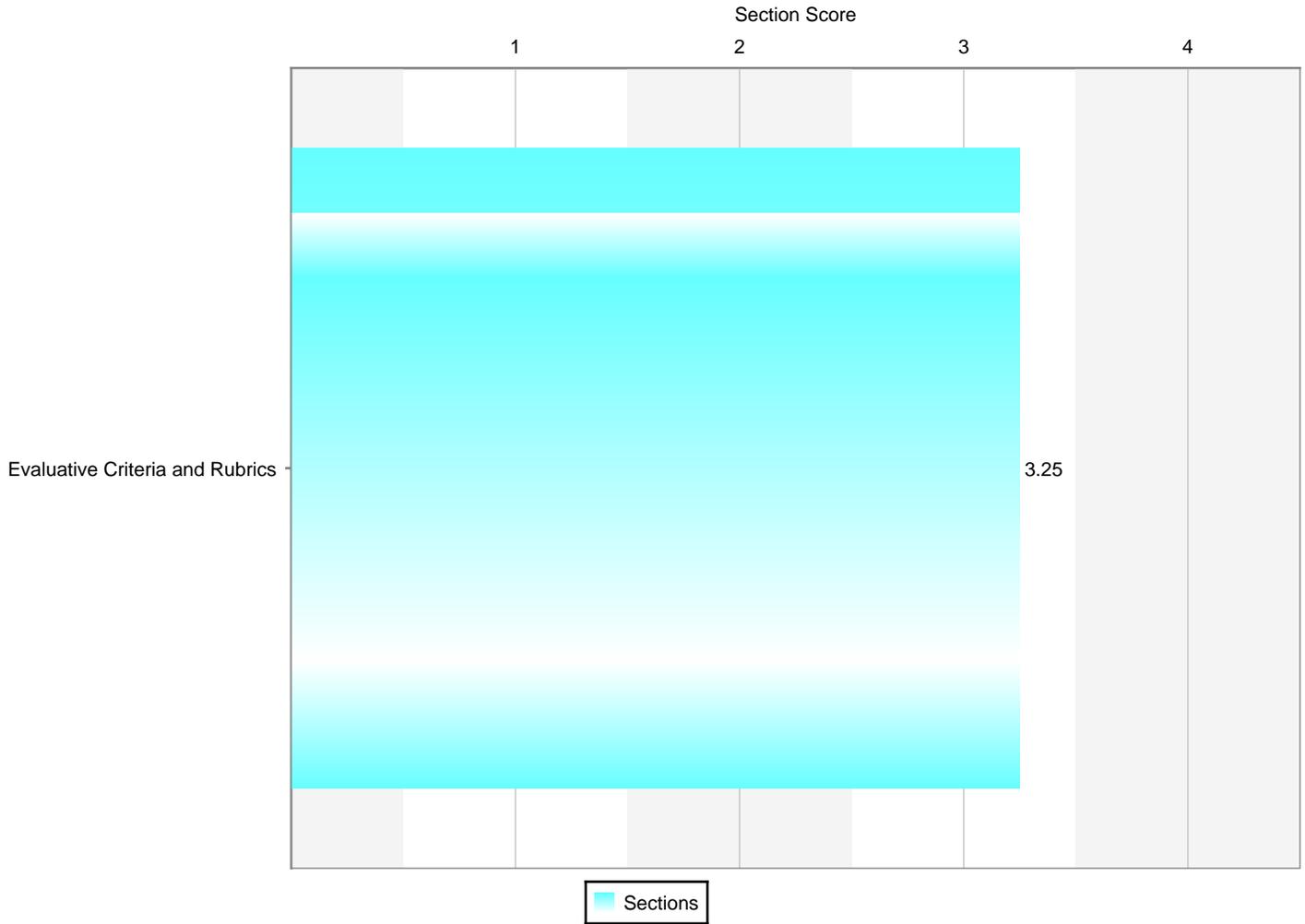
The achievement gap between our general education and special education students continues to grow.

Which of the above reported findings are consistent with findings from other data sources?

The findings from other data sources show that students with IEPs who receive special education services often have lower achievement scores than others.

Report Summary

Scores By Section



ACIP Assurances

Introduction

By responding to the questions in ASSIST and attaching evidence when required, the institution has verified whether it meets or does not meet each of the required ACIP Assurances.

ACIP Assurances

Label	Assurance	Response	Comment	Attachment
1.	The Instructional Leadership Team members that should be present include the principal, guidance counselor, district school improvement specialist (or other designee), appropriate content-area teachers, parent representatives, and student representatives (as appropriate). Depending on the data, additional members may include special population representatives (Technology Coordinator, Special Education, EL, etc.), district federal programs coordinator, district chief school financial officer, community stakeholders, or any other member as appropriate. Documentation will be maintained on site.	Yes		

Label	Assurance	Response	Comment	Attachment
2.	The institution complies with all federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of this institution that no person on the basis of race, color, religion, national origin or ancestry, age, gender, height, weight, marital status or disability shall be subjected to discrimination in any program, service or activity for which the institution is responsible, or for which it receives financial assistance from the U.S. Department of Education.	Yes		

Label	Assurance	Response	Comment	Attachment
3.	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes	Karen Davis Principal 401 Hillcrest School Road Tuscaloosa, AL 35405 (205) 342-2820	

Label	Assurance	Response	Comment	Attachment
4.	The institution has a Parent and Family Engagement policy and plan as required in ESSA Section 1116, and ensures that all requirements in Section 1116 and 1112(e)(1)(A)(i)-(ii), Parents' Right-to-Know, are implemented systematically.	Yes		

Label	Assurance	Response	Comment	Attachment
5.	The institution has a School-Parent Compact. If a Title I school, the School-Parent Compact contains the required components (ESSA Section 1116 (d) and was jointly developed with parents of participating students.	No	Hillcrest Middle School is not a Title I school and does not have an official School-Parent Compact in place.	

2018-2019 Goals and Plans

Overview

Plan Name

2018-2019 Goals and Plans

Plan Description

Goals and Plans

Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Engage and empower students through high quality instruction aligned with college and career ready standards in all content areas.	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$1000
2	Prepare and support teachers and leaders to produce graduates who are College and Career Ready.	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$2400
3	Teachers will work together to create common formative and summative assessments for each of the priority standards chosen by the region.	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$0
4	Provide digital tools, experiences, and resources to support instruction for all students at Hillcrest Middle School	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$0
5	Improve student proficiency in reading and mathematics.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0

Goal 1: Engage and empower students through high quality instruction aligned with college and career ready standards in all content areas.

Measurable Objective 1:

80% of All Students will increase student growth by monitoring weekly Pre and Post Assessments on basic Reading and Mathematics standards in Mathematics by 05/22/2019 as measured by the percentage of growth from pre-test to post-test assessments.

Strategy 1:

Pre-tests and Post-tests - Students will be given a pre-test in Advisory on Monday of each week, with tests alternating between Reading and Math. After teachers score the assessments, the assessments will be categorized by "Ready, Close and In Need of Support." Teachers will then use the PLC structure to conduct conversations to group students. The next few days in Advisory will be used to for enrichment/intervention purposes. Students will take a post-test assessment at the end of the week and record their score.

Category: Develop/Implement Learning Supports

Research Cited: PLCs that Work

Activity - Pre-tests and Post-tests	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
4th Period Advisory: Pre-tests and Post-tests	Academic Support Program	08/09/2017	05/24/2018	\$1000	District Funding	All core teachers

Goal 2: Prepare and support teachers and leaders to produce graduates who are College and Career Ready.

Measurable Objective 1:

A 2% increase of Sixth, Seventh and Eighth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in the area of expressions and equations in Mathematics by 05/22/2019 as measured by Global Scantron Performance.

Strategy 1:

Professional Development and Instructional Practice - All teachers will demonstrate effective use of the strategic teaching model using authentic connectedness to the world beyond the classroom.

Category: Develop/Implement Professional Learning and Support

Research Cited: Stephanie Harvey and Ann Goudvis, 2007; Alabama's Action Plan for Literacy: Birth through Grade 12.

Activity - Data Meetings/Progress Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Beginning this year, monthly data meetings have been put into action including the addition of interactive data walls using progress monitoring.	Academic Support Program	08/09/2017	05/24/2018	\$2400	Title II Part A	Administration , Instructional Coaches, Data Team, Faculty, and Students

Goal 3: Teachers will work together to create common formative and summative assessments for each of the priority standards chosen by the region.

Measurable Objective 1:

100% of All Students will demonstrate student proficiency (pass rate) by being given common assessments in Mathematics by 05/22/2018 as measured by students demonstrating that they have mastered the standard..

Strategy 1:

Mastery Connect in Content Classes - Teachers will give formative assessments in Mastery Connect using formative assessments that have already been created and provided by Tuscaloosa County Schools. Once those assessments are graded, the scores will be compared for teacher and student growth.

Category: Develop/Implement Learning Supports

Research Cited: PLCs that Work

Activity - Mastery Connect in Content Classes	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Using Mastery Connect in Content Area for schools that have 'singleton' teachers	Academic Support Program	09/11/2017	05/25/2018	\$0	District Funding	All core teachers

Goal 4: Provide digital tools, experiences, and resources to support instruction for all students at Hillcrest Middle School

Measurable Objective 1:

50% of All Students will complete a portfolio or performance using Technology applications in Reading by 05/24/2018 as measured by student projects, instructional walkthroughs and teacher assessments.

Strategy 1:

Technology Applications - Students will use technology to support academic learning. Teachers will discuss strategies in GLP sessions, with a focus on tools like Mastery Connect, IXL and Global Scholar.

Category: Develop/Implement Learning Supports

Research Cited: Mastery Connect and Technology PLGs

Activity - Technology with Nelson	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Once a month, teachers will meet with the librarian during GLP time to discuss technology strategies that can be used in the classroom.	Technology	09/05/2017	05/24/2018	\$0	No Funding Required	All teachers and librarian

Goal 5: Improve student proficiency in reading and mathematics.**Measurable Objective 1:**

demonstrate student proficiency (pass rate) by monitoring weekly Pre and Post Assessments on basic Reading and Mathematics standards by 05/22/2019 as measured by a 100-point scale from an assessment of 5 questions. Student scores will denote the proficiency category. Scores of 100 or 80 means a student is "Ready", scores of 60 or 40 mean "Close" and 20 or below denote "In Need."

Strategy 1:

PLC Structure - On Monday of each week, students will take a pre-assessment on either a Math or Reading standard in 4th Period Advisory class (4 questions, 100 points). Teachers will then follow a PLC structure to grade the assessments and divide the students into groups based on scores. Students that scored "Exceeding" or "Ready" will do a quick review and then play games based on that standard. Students that scored "Close" or "In Need of Support" will do remediation on the standard during Intervention Time. On Thursday, all students will re-test. Post-assessments will be graded and compared to the pre-assessments results. That data will be used to determine if the school needs to continue focusing on the current goal or move to a new goal.

Category: Develop/Implement Learning Supports

Research Cited: PLCs at work with support from TCSS, Solution Tree Services and Maria Nielsen.

Activity - Grade-Level Planning Period	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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ACIP

Hillcrest Middle School

Grade-level teachers will meet with the Instructional Coach and an administrator daily to discuss the following topics: Data Meetings, PST Meetings, Counselor Updates, Technology with the Librarian, PLCs, Benchmark testing, Unwrapping Standards, and a Book Study. Elective teachers will meet with the Instructional Coach at least twice a month to discuss the book study.	Academic Support Program	08/08/2017	05/25/2018	\$0	No Funding Required	Principal - Karen Davis Assistant Principal - Alan Giles Instructional Coach - Carrie Jo Powell Grade-Level Teachers
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Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Mastery Connect in Content Classes	Using Mastery Connect in Content Area for schools that have 'singleton' teachers	Academic Support Program	09/11/2017	05/25/2018	\$0	All core teachers
Pre-tests and Post-tests	4th Period Advisory: Pre-tests and Post-tests	Academic Support Program	08/09/2017	05/24/2018	\$1000	All core teachers
Total					\$1000	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Grade-Level Planning Period	Grade-level teachers will meet with the Instructional Coach and an administrator daily to discuss the following topics: Data Meetings, PST Meetings, Counselor Updates, Technology with the Librarian, PLCs, Benchmark testing, Unwrapping Standards, and a Book Study. Elective teachers will meet with the Instructional Coach at least twice a month to discuss the book study.	Academic Support Program	08/08/2017	05/25/2018	\$0	Principal - Karen Davis Assistant Principal - Alan Giles Instructional Coach - Carrie Jo Powell Grade-Level Teachers
Technology with Nelson	Once a month, teachers will meet with the librarian during GLP time to discuss technology strategies that can be used in the classroom.	Technology	09/05/2017	05/24/2018	\$0	All teachers and librarian
Total					\$0	

Title II Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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ACIP

Hillcrest Middle School

Data Meetings/Progress Monitoring	Beginning this year, monthly data meetings have been put into action including the addition of interactive data walls using progress monitoring.	Academic Support Program	08/09/2017	05/24/2018	\$2400	Administration , Instructional Coaches, Data Team, Faculty, and Students
					Total	\$2400